**§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

**LEA: _Santa Maria Joint Union High School District**          **Contact:** Dr. Mark Richardson, Superintendent, mrichardson@smjuhsd.org (805) 922-4573 x4201

**LCAP Year: 2016/17**

### *Local Control and Accountability Plan and Annual Update Template*

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

# *State Priorities*

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

**A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

**B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

**C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

**Pupil engagement:** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

**School climate:** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**
1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

| Involvement Process | Impact on LCAP |
|---|---|
| The Santa Maria Joint High School District's involvement process for the three year Local Control Accountability Plan (2016-2019) involved a variety of stakeholders. Meetings were held for the different groups and each were provided the 2015/2016 plan that included the metrics for each goal. This was to inform and provide input and feedback in a transparent manner. The involvement process included the following meetings:<br>• District Steering Committee on January 25, 2016. The District LCFF Steering Committee engaged stakeholder involvement in the LCAP process. The Committee reviewed the 2015-2016 LCAP and the subsequent years that follow. Stakeholders provided input and comments through a District developed process to actively engage them in prioritizing actions and services based on the eight state priorities. All recommendations were consolidated into a document and posted on a district provided blog for feedback. Committee members present from the community included: one Santa Maria Bonita School District member, one Orcutt Union School District member, one Guadalupe School District member, one Blochman Union School District member, one Allan Hancock College member, two Cal Poly San Luis Obispo University members, one University of California Santa Barbara member, one Santa Barbara County Education Office member, one City of Santa Maria member, one Santa Maria Chamber of Commerce member, one Fighting Back Santa Maria Valley member representing Foster Youth, one Santa Barbara County Teen Court member, and one Santa Barbara County Probation member. The Committee also included four site principals, four site parents representatives, four site student representatives, eight parents that represented DELAC or ELAC or MPAC, four CSEA representatives, four faculty association representatives, seven District Office administrators and one lead facilitator. On January 19, 2016, our lead facilitator, James Brown, met with the District Administrative team.<br>• Student meeting on February 25, 2016.<br>• School site administrative meetings. SMHS on May 3, 2016, DHS on May 4, 2016, ERHS on May 4, 2016 and PVHS on May 9, 2016.<br>• District English Language Advisory Committee (DELAC) meetings on February 23, 2016, April 26, 2016, and May 24, 2016.<br>• English Language Advisory Committee (ELAC), SMHS on October 22, 2015, February 11, 2016 and April 4, 2016, Delta on February 3, 2016 and April 16, 2016, ERHS on February 18, 2016 and April 21, 2016, PVHS on April 21, 2016.<br>• Migrant Parent Advisory Committee (MPAC) on November 21, 2015.<br>• Parent Advisory Committee (PAC), PVHS on April 28, 2016, SMHS on May 4, 2016, DHS on May 12, 2016 and ERHS on May 17, 2016.<br>• Consultation with certificated and classified bargaining units, CSEA April 25, 2016 and FA April 28, 2016.<br>• LCAP meetings on April 4, 2016 with District Student Services, Curriculum and Instruction, English Learners and Migrant Education Program, and Information and Technology.<br>• Curriculum council on May 18, 2016 and a site department chair meeting May 25, 2016.<br>• AVID LCAP review on April 6, 2016<br>• Bridges to Success on May 5, 2016 | The impact from stakeholders on the development of the District's 2016/2019 LCAP has provided the actions/services to support the academic learning process of our students. Stakeholder involvement provided additions to the existing actions/services to support the District's LCAP three year plan. The involvement voice of all stakeholders has resulted in the 2016/2019 LCAP.<br>Through the various stakeholder meetings there was a common thread of action/services that arose from input and feedback sessions. One in particular was the need for counseling services in the evening for parents who would benefit from not having to take off work. Counseling services for parents in the evening will be provided for the school year 2016/2017. Stakeholders also felt strong for the support and increase participation for Advance Placement, enrichment courses and tutoring. The District has implemented a new software program to support our Advance Placement program, which training will be provided in the fall 2016. Enrichment courses in Geometry and Chemistry were offered in the summer of 2016 and expanded tutoring services are being reviewed for the implementation in the fall of 2016. Our new comer services for English Learners are going to be implemented with new cohorts along with new parent involvement programs and expanded parent programs in Mixteco. Technology workshop for parents have been requested to better understand communication with teachers, parent portals and student use. Dates for the parent trainings will be calendared for the school year 2016/2017. Ethnic/Gender studies program was something that stakeholders wanted the District to continue to work on providing course studies for students. Stakeholders' emphasized the need for students to be provided with guest speakers and post-secondary educational exploration based on student interest. Student Activities will be a new actions/services to our LCAP to provide guest speakers and an existing action/service regarding post-secondary support for students. Campus security and day time custodians are new actions/services that will be implemented in the fall of 2016. Transportation for the northwest neighborhood will increase in the fall of 2016. Stakeholders have been working on improving CTE programs. The District was award the Career Technical Education Incentive Grant that will strengthen and improve existing programs. Stakeholder interactions and identifying needs regarding existing and new actions/services were added to the LCAP three year plan 2016/2019. Fine Arts, and the CAL SAFE Program are new actions/services to students. Common Core support for teachers to tailor their instructional lessons and assessments will be provided throughout the District. Adaptive Schools training came as a recommendation from teachers who attended and felt that would support the professional learning communities within the District. Cultural Proficiency has expanded to include a trainer of trainer model and student leadership support through the "Talking in Class" and "Community Learning Institute" programs. Edmentum is a new software program to provide support for test preparation toward college exams, common core and certification exams and pilot an adaptive intervention program. Through the collaborative work of District English teachers a new actions/services, Turnitin will be implemented in the fall 2016 to support all students in writing and revisions. The District ran a day time custodian pilot program that was successful and will be implemented in the fall of 2016. As part of our safety plan uniforms for specific classified employees will be implemented. The District's implementation of student tablets and stakeholders recommendations was to provide a computer technician to support the turnaround time for student tablet repairs.<br>Stakeholders involved in the process of reviewing the District's LCAP have resulted in the actions/services mentioned above for the school year 2016/2019. These actions/services have addressed the needs of our students, parents and staff based on the eight state priorities. The 2016/2019 LCAP has evolved through transparency and voice from all stakeholders. |

- Athletic Directors, SMHS on March 15, 2016, PVHS on March 22, 2016 and ERHS on April 4, 2016.

District presentations were provided to stakeholder groups for input and feedback. The input and feedback from stakeholder groups was reviewed for possible implementation to be added to existing and new actions and services that would be adopted into the new LCAP for 2016/2019. Through the stakeholder involvement process and the annual update process a draft of the Local Control Accountability Plan (LCAP) was created. This preliminary plan was posted on our District website, presented to parent advisory groups and District Board of Trustees for additional feedback and public comment. The Preliminary LCAP was presented to the Board of Trustees for Public Hearing on June 14, 2016. The Final LCAP was approved by the Santa Maria Joint Union High School District Board of Trustees on June 21, 2016.

| Annual Update: | Annual Update: |
|---|---|
| The Santa Maria Joint High School District annual update process for the Local Control Accountability Plan for the 2016/2017 school year has provided stakeholders the opportunity to be involved in the development, review and supportive implementation. Meetings were held to engage stakeholders to provide input and feedback in a transparent manner. The District provided an Info graphic version of the current LCAP for stakeholders to review during the process of the annual update. The info graphic along with other data provided were essential to stakeholder feedback and input. The involvement process included the following meetings:<br><br>• District Steering Committee on January 25, 2016. The District LCFF Steering Committee engaged stakeholder involvement process on January 25, 2016. The Committee reviewed the 2015-2016 LCAP and the subsequent years that follow. Stakeholders provided input and comments through a District developed process to actively engage them in prioritizing actions and services based on the eight state priorities. All recommendations were consolidated into a document and posted on a district provided blog for feedback. Committee members present from the community included: one Santa Maria Bonita School District member, one Orcutt Union School District member, one Guadalupe School District member, one Blochman Union School District member, one Allan Hancock College member, two Cal Poly San Luis Obispo University members, one University of California Santa Barbara member, one Santa Barbara County Education Office member, one City of Santa Maria member, one Santa Maria Chamber of Commerce member, one Fighting Back Santa Maria Valley member representing Foster Youth, one Santa Barbara County Teen Court member, and one Santa Barbara County Probation member. The Committee also included four site principals, four site parents representatives, four site student representatives, eight parents that represented DELAC or ELAC or MPAC, four CSEA representatives, four faculty association representatives, seven District Office administrators and one lead facilitator. On January 19, 2016, our lead facilitator, James Brown, met with the District Administrative team.<br>• Board update on October 13, 2015<br>• Student meeting on February 25, 2016.<br>• School site administrative meetings. SMHS on May 3, 2016, DHS on May 4, 2016 , ERHS on May 4, 2016 and PVHS on May 9, 2016.<br>• District English Language Advisory Committee (DELAC) meetings on February 23, 2016, April 26, 2016, and May 24, 2016. | The annual update process for Santa Maria Joint Union High School District and stakeholders provided an opportunity to review and development the District's 2016/2019 LCAP. The focus of the update was to have stakeholders review the metrics of each goals action/service to expand, improve and implement new actions/services to support the academic learning process of our students. Below are the outcomes from each goals metrics that were reviewed that has resulted in new actions/services and the addition to existing actions/services from stakeholders.<br><br>• Goal 1 added a new action/service to provide support toward common core state standards, instructional strategies, adaptive schools training and training on software programs for common formative assessments and benchmark assessments.<br>• Goal 2 is the District's focus on culture and respect. Parent involvement programs will continue and will serve the need of the Mixteco community by having them in their primary language. Parents On A Mission will continue to be offered at PVHS and may be implemented at other sites. Cohorts for English Learner newcomers will start at each of the comprehensive sites and continue to work on establishing a newcomer center. A cadre of teachers will be developing the implementation of an Ethnic/Gender Studies course. Staff will be engaging in a trainer of trainer model for cultural proficiency and plan to present to sites in the Spring of 2017.<br>• Goal 3 provides an increase in services to the District's CTE program through the CTE Incentive Grant and continued support for the involvement of counselors.<br>• Goal 4 is the District's support systems for student learning. Five new actions/services will be added to the three year plan and they are Fine Arts, Student Activities, Cal Safe, Turnitin, Program Purchase Support and Edmentum.<br>• Goal 5 is the District's support for technology. Student tablets working properly and being maintained was a focal point among stakeholders. A computer technician will be added for repairs and a third party vendor for tablets under warranty will address these concerns.<br>• Goal 6 stakeholders felt the need to increase campus security, cleaner environment during the school day, implemented uniforms for specific classified employees to provide a safer environment and continue support and implementation of other safety programs.<br>• Goal 7 provides the actions/services for our English Learners. Stakeholders supported the addition of bilingual instructional aides, culturally relevant novels, newcomer Saturday school services, |

- English Language Advisory Committee (ELAC), SMHS on October 22, 2015, February 11, 2016 and April 4, 2016, Delta on February 3, 2016 and April 16, 2016, ERHS on February 18, 2016 and April 21, 2016, PVHS on April 21, 2016.
- Migrant Parent Advisory Committee (MPAC) on November 21, 2015.
- Parent Advisory Committee (PAC), PVHS on April 28, 2016, SMHS on May 4, 2016, DHS on May 12, 2016 and ERHS on May 17, 2016.
- Consultation with certificated and classified bargaining units, CSEA April 25, 2016 and FA April 28, 2016.
- LCAP meetings on April 4, 2016 with District Student Services, Curriculum and Instruction, English Learners and Migrant Education Program, and Information and Technology.
- Curriculum council on May 18, 2016 and site department chair meeting May 25, 2016.
- AVID LCAP review on April 6, 2016
- Bridges to Success on May 5, 2016

Stakeholder groups were presented the metrics of each goal and the update on progress of the 2015/2016 actions/services. The following were covered at each stakeholder meeting:
- Goal 1 reviewed the progress monitoring of our students in math and English, SBAC and EAP.
- Goal 2 reviewed the progress of the District's parent engagement programs regarding PIQE and PIDA. Stakeholders were also updated on the progress of our cultural proficiency program.
- Goal 3 reviewed the progress of our CTE program and the students making progress toward capstone courses.
- Goal 4 reviewed counselor ratio and services, A-G completion, advance placement, high school dropout rates and high school graduation rates.
- Goal 5 reviewed student use of the internet, software resources and student survey.
- Goal 6 reviewed expulsion rates, suspension rates, attendance rates, chronic absenteeism rates and school facilities.
- Goal 7 reviewed English learner reclassification rates, EL progress on SBAC and AMAO 1 & 2.
- Goal 8 reviewed SBAC, A-G completion rates and percentage of foster youth deficiency.

The review of the metrics for each goal provided an opportunity for stakeholders to have an overview of how the actions/services provided support toward student achievement. This also provided a venue for stakeholders' to voice their input and feedback. Through the stakeholder involvement process of the annual update a draft of the Local Control Accountability Plan (LCAP) was created. The Preliminary LCAP was presented to the Board of Trustees for Public Hearing on June 14, 2016. The Final LCAP was approved by the Santa Maria Joint Union High School District Board of Trustees on June 21, 2016.

support for math and science teachers teaching EL students and the continued collaboration of teachers to support and improve the EL/ELA program.
- Goal 8 addressed the need to continue to support foster youth students.

Stakeholder involvement in the annual update process of reviewing the District's LCAP has resulted in the actions/services mentioned above for the school year 2016/2019. These actions/services have addressed the needs of our students, parents and staff based on the eight state priorities. The 2016/2019 LCAP has evolved through transparency and voice from stakeholders. The LCAP for 2016/2019 has evolved through the efforts of its stakeholders and will continue to serve student needs.

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

**Expected Annual Measurable Outcomes**: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics,

LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service**: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education LEA sections 52061, 52067, and 47606.5.

**Guiding Questions:**
1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

# LCAP Year 1: 2016-17

| GOAL: 1 | 1. Challenge and support all students to demonstrate proficiency in the Common Core State and other state adopted standards and acquire the knowledge and skills, to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career. | Related State and/or Local Priorities:<br><br>1 _x_  2 _x_  3 __  4 _x_  5 __  6 __  7 _x_  8 _x_<br><br>COE only:  9 __  10 __<br><br>Local : Specify _____ |
|---|---|---|

| Identified Need : | 1. The district has identified the need to improve student proficiency rates on state and federally mandated assessments.<br>**Williams Act**<br>The District will assure that textbooks and instructional materials are adequately provided.  For the school year 2015/2016 there were no findings.<br>The District will maintain its standard to employ teachers with the correct credentials and that they are appropriately assigned.  For the school year 2015/2016 there were no findings.<br>**Progress Monitoring English Language Arts**<br>The District assessed 1,684 students from the class of 2019 and 1,011 are in need of intervention for English Language Arts.<br>**Progress Monitoring Math**<br>The District assessed 1,394 students from the class of 2019 and 428 are in need of intervention for math.<br>**California Assessment of Student Performance and Progress (CAASPP)**<br>Smarter Balance Assessment Consortium (SBAC) Data for the school year 2014/2015 in English and Math was reported in August 2015 by the California Department of Education.  The District assessed 1,599 students in ELA and 900 did not meet standard.  The District assessed 1,584 students in Math and 1,281 did not meet standard.<br>**Early Assessment Program (EAP) Exam**<br>The District's Grade 11 EAP data for the school year 2014/2015 was reported in August 2015 when the California Department of Education released the CAASPP results that will be used as the student's EAP status.  11% of the students exceeded the standard and were ready for English college-level classwork and 32% were conditionally ready for English college-level coursework.  4% of the students exceeded the standard and were ready for mathematics college-level work and 14% were conditionally ready for mathematics college-level coursework. |
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| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

## LCAP Year 1: 2016-17

<table>
<tr>
<td rowspan="2">Expected Annual<br>Measurable Outcomes:</td>
<td><strong>Williams Act</strong><br>The District's expected annual outcome for the school year 2016/2017 will be to have zero finding for textbooks and materials.<br>The District's expected annual outcome for the school year 2016/2017 will be to have zero finding for appropriately assigned and credentialed teachers.<br><strong>SBAC Performance Data</strong><br>The District's expected annual outcome SBAC performance data will be determined when the California Department of Education has release the data and a benchmark can be established. The District will assess 9th, 10th and 11th graders using State Interim Assessments as indicators toward progress of SBAC.<br><strong>Early Assessment Program (EAP) Exam</strong><br>The District's expected annual outcome will be determined when the California Department of Education has release the data and a benchmark can be established.</td>
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **Common Core Professional Development, Instructional Lesson Planning/Strategies and Support Services**<br>*Explanations: The Common Core State Standards are to be supported through all departments throughout the District that are developing student learning environments that prepare students to be college and career ready. Departments supported Common Core activities include, CFAs, benchmark assessments, instructional lesson planning/strategies, activities to better reflect the common core standards, revise curriculum binders for core courses, and create an assessment schedule to review the data, curriculum development and professional development. A key focus will be on a school-wide goal of creating/empowering PLC groups in the content areas. Such key focus areas will include the work centered on developing an implementation plan and an executing plan based on the new NGSS standards and other state framework standards that address the CCSS. All current and future relevant standards are to support research base strategies and outcomes.* | District-wide | _v_ ALL<br>------------------------------<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$300,000<br>5XXX |
| 2. **Paraeducator Training Resources**<br>*Explanation: Provide Professional Development for Instructional Aides in Special Education. Professional Development is to include an understanding of special educational services, the Individual Educational Plan (IEP) and best instructional practices in the classroom.* | District-wide | __ALL<br>------------------------------<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient _v_Other Subgroups:(Specify)_ Special Education_ | LCFF/Supp-Conc<br>$2,500.00<br>5XXX |

| 3. **Professional Learning Communities (PLC)** | District-wide | _√_ ALL | LCFF/Supp-Conc |
|---|---|---|---|
| *Explanation: Provide training that supports essential elements of successful Professional Learning Communities (PLC). Professional Learning Communities (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.  Teachers will have the opportunity to attend PLC conferences that will be supported by the District.  Teachers will have ten PLC days for the school year 2016/2017 to collaborate on creating and reviewing assessments (CFAs), lesson planning, content unit development, performance task, and professional dialogue.  As support to the implementation plan of PLCs Adaptive Schools training for teachers in facilitating of PLCs.* | | _ OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | $95,000.00<br>5XXX |
| 4. **School City Software** | District-wide | _√_ ALL | LCFF/Supp-Conc |
| *Explanation:  Provide School City software as an assessment system to reflect the testing experience for the student when taking the Smarter Balanced Assessments. Thus, students using our system are able to interact with the innovative and technology enhanced items in the same way that they interact with SBAC, meaning; students are able to physical manipulate numbers by dragging and dropping to the appropriate boxes.  Teachers will be trained to use the system with their students.  Teachers will be trained to create assessments, performance task and common formative assessments (CFA).* | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | $61,000.00<br>5XXX |

# LCAP Year 2: 2017-18

| GOAL: 1 | 1. Challenge and support all students to demonstrate proficiency in the Common Core State and other state adopted standards and acquire the knowledge and skills, to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career. | Related State and/or Local Priorities: 1 _x_ 2 _x_ 3 __ 4 _x_ 5 __ 6 __ 7 _x_ 8 _x_ COE only: 9 __ 10 __ Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | All | |

## LCAP Year 2: 2017-18

| Expected Annual Measurable Outcomes: | **Williams Act** The District's expected annual outcome for the school year 2016/2017 will be to have zero finding for textbooks and materials. The District's expected annual outcome for the school year 2016/2017 will be to have zero finding for appropriately assigned and credentialed teachers. **SBAC Performance Data** The District's expected annual outcome will be determined when the California Department of Education has release the data and a benchmark can be established. **Early Assessment Program (EAP) Exam** The District's expected annual outcome will be determined when the California Department of Education has release the data and a benchmark can be established. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **Common Core Professional Development, Instructional Lesson Planning/Strategies and Support Services** *Explanations: The Common Core State Standards are to be support through all departments throughout the District that are developing student learning environments that prepare students to be college and career ready. Departments supported Common Core activities include, CFAs, benchmark assessments, instructional lesson planning/strategies, activities to better reflect the common core standards, revise curriculum binders for core courses, and create an assessment schedule to review the data, curriculum development and professional development. A key focus will be on a school-wide goal of creating/empowering PLC groups in the content areas. Such key focus areas will include the work centered on developing an implementation plan and an executing plan based on the new NGSS standards and other state framework standards that address the CCSS. All current and future relevant standards are to support research base strategies and outcomes.* | District-wide | _v_ ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc $300,000 5XXX |

| | | | |
|---|---|---|---|
| **2. Paraeducator Training Resources**<br><br>*Explanation: Provide Professional Development for Instructional Aides in Special Education. Professional Development is to include an understanding of special educational services, the Individual Educational Plan (IEP) and best instructional practices in the classroom.* | District-wide | \_\_\_ALL<br>OR:<br>\_\_Low Income pupils  \_\_English Learners<br>\_\_Foster Youth  \_\_Redesignated fluent English proficient \_√\_Other Subgroups:(Specify)\_Special Education | LCFF/Supp-Conc<br>$2,500<br>5xxx |
| **3. Professional Learning Communities (PLC)**<br><br>*Explanation: Provide training that supports essential elements of successful Professional Learning Communities (PLC). Professional Learning Communities (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. Teachers will have the opportunity to attend PLC conferences that will be supported by the District. Teachers will have ten PLC days for the school year 2016/2017 to collaborate on creating and reviewing assessments (CFAs), lesson planning, content unit development, performance task, and professional dialogue. As support to the implementation plan of PLCs Adaptive Schools training for teachers in facilitating of PLCs.* | District-wide | \_√\_ALL<br>OR:<br>\_\_Low Income pupils  \_\_English Learners<br>\_\_Foster Youth  \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$95,000<br>5xxx |
| **4. School City Software**<br><br>*Explanation: Provide School City software as an assessment system to reflect the testing experience for the student when taking the Smarter Balanced Assessments. Thus, students using the system are able to interact with the innovative and technology enhanced items in the same way that they interact with SBAC, meaning; students are able to physically manipulate numbers by dragging and dropping to the appropriate boxes. Teachers will be trained to use the system with their students. Teachers will be trained to create assessments, performance task and common formative assessments (CFA).* | District-wide | \_√\_ALL<br>OR:<br>\_\_Low Income pupils  \_\_English Learners<br>\_\_Foster Youth  \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$61,000<br>5xxx |

# LCAP Year 3: 2018-19

| GOAL: 1 | 1. Challenge and support all students to demonstrate proficiency in the Common Core State and other state adopted standards and acquire the knowledge and skills, to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career. | Related State and/or Local Priorities:<br>1 _x_ 2 _x_ 3 __ 4 _x_ 5 __ 6 __ 7 _x_ 8 _x_<br>COE only: 9 __ 10 __<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | All | |

## LCAP Year 3: 2018-19

| Expected Annual Measurable Outcomes: | **Williams Act**<br>The District's expected annual outcome for the school year 2017/2018 will be to have zero finding for textbooks and materials.<br>The District's expected annual outcome for the school year 2017/2018 will be to have zero finding for appropriately assigned and credentialed teachers.<br>**SBAC Performance Data**<br>The District's expected annual outcome will be determined when the California Department of Education has release the data and a benchmark can be established.<br>**Early Assessment Program (EAP) Exam**<br>The District's expected annual outcome will be determined when the California Department of Education has release the data and a benchmark can be established. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **Common Core Professional Development, Instructional Lesson Planning/Strategies and Support Services**<br>*Explanations: The Common Core State Standards are to be support through all departments throughout the District that are developing student learning environments that prepare students to be college and career ready. Departments supported Common Core activities include, CFAs, benchmark assessments, instructional lesson planning/strategies, activities to better reflect the common core standards, revise curriculum binders for core courses, and create an assessment schedule to review the data, curriculum development and professional development. A key focus will be on a school-wide goal of creating/empowering PLC groups in the content areas. Such key focus areas will include the work centered on developing an implementation plan and an executing plan based on the new NGSS standards and other state framework standards that address the CCSS. All current and future relevant standards are to support research base strategies and outcomes.* | District-wide | _√_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$300,000<br>5xxx |

| | | | |
|---|---|---|---|
| **2. Paraeducator Training Resources**<br><br>*Explanation: Provide Professional Development for Instructional Aides in Special Education. Professional Development is to include an understanding of special educational services, the Individual Educational Plan (IEP) and best instructional practices in the classroom.* | District-wide | \_\_\_ALL<br>OR:<br>\_\_Low Income pupils \_\_English Learners<br>\_\_Foster Youth \_\_Redesignated fluent English proficient \_√\_Other Subgroups:(Specify)\_Special Education | LCFF/Supp-Conc<br>$2,500<br>5xxx |
| **3. Professional Learning Communities (PLC)**<br><br>*Explanation: Provide training that supports essential elements of successful Professional Learning Communities (PLC). Professional Learning Communities (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. Teachers will have the opportunity to attend PLC conferences that will be supported by the District. Teachers will have ten PLC days for the school year 2016/2017 to collaborate on creating and reviewing assessments (CFAs), lesson planning, content unit development, performance task, and professional dialogue. As support to the implementation plan of PLCs Adaptive Schools training for teachers in facilitating of PLCs.* | District-wide | \_√\_ALL<br>OR:<br>\_\_Low Income pupils \_\_English Learners<br>\_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$95,000<br>5xxx |
| **4. School City Software**<br><br>*Explanation: Provide School City software as an assessment system to reflect the testing experience for the student when taking the Smarter Balanced Assessments. Thus, students using our system are able to interact with the innovative and technology enhanced items in the same way that they interact with SBAC, meaning; students are able to physical manipulate numbers by dragging and dropping to the appropriate boxes. Teachers will be trained to use the system with their students. Teachers will be trained to create assessments, performance task and common formative assessments (CFA).* | District-wide | \_√\_ALL<br>OR:<br>\_\_Low Income pupils \_\_English Learners<br>\_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$61,000<br>5xxx |

# LCAP Year 1: 2016-17

| GOAL: 2 | 2. Create a culture of respect and caring that supports positive relationships among all stakeholders. | Related State and/or Local Priorities:<br>1__ 2__ 3_√_ 4__ 5__ 6_√_ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Identified Need : | The District has identified a need to increase parent involvement. | |
|---|---|---|
| Goal Applies to: | Schools: | All |
| | Applicable Pupil Subgroups: | All |

### LCAP Year 1: 2016-17

| Expected Annual Measurable Outcomes: | **The number of parents participating in translating services for parent meetings**<br>Translators will report the number of parent meetings they attended for translation follow by a parent survey on the helpfulness of the service.<br>**Parent Engagement Programs**<br>Parent Involvement Quality Education (PIQE) – Report the number of parents that completed the program<br>Parent Involvement through Dialogue and Action (PIDA) – Report the number of parents that completed the program<br>**Cultural Proficiency Cohort**<br>District Staff Participation – Report the number of District Staff members that attended<br>Parent Participation– Report the number of parents that participated<br>Community Participation – Report the number of community members that participated |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **School Community Support Center Advisory Committee**<br>*Explanation: Committee will meet to plan for implementation of newcomer academy and welcome center. Additional visits to established and effective newcomer centers will be made and include parents and community on the visiting teams. Interested subject area teachers will meet to curate resources and develop curriculum to meet the needs of emerging multilingual students.* | District-wide | __ALL<br>OR:<br>__Low Income pupils __√_English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$41,000.00<br>5xxx |
| 2. **Translation Services**<br>*Explanation: Provide resources dedicated to the improvement of translation services in the district. Translation services are to be used to provide equitable language access for students and families. One full time interpreter-translator will be stationed at each comprehensive school site. A professional learning and coaching plan for full time and on-call interpreter-translator will be implemented.* | District-wide | _√_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$115,320<br>2xxx<br><br>$47,510<br>3xxx |

| | | | |
|---|---|---|---|
| **3. Parent Engagement Programs**<br><br>*Explanation:  Fund programs like PIQE, PIDA, adult learning partnerships and community. In addition, develop a district-wide Parent Engagement Matrix that organizes parent learning and partnership efforts using research proven and culturally responsive initiatives. This district-specific tool would support our school community with a framework using common language to discuss, dialogue and improve parent involvement, engagement and leadership.*<br><br>***Parent Institute for Quality Education*** *(PIQE) is a program to educate parents on how to foster a positive educational environment for their children both at home and at school.  The program, which lasts nine weeks, is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids; surrounding their academic successes and challenges; discussing children's college expectations; and more.  PIQE will be provided in Spanish and Mixteco for the school year 2016/2017.*<br><br>***Parent Involvement through Dialogue and Action*** *(PIDA) is a parent/guarding training that meets for 18 hours of dialogue and action planning with a focus on academic opportunity and achievement gaps in their school. PIDA will be provided in Spanish and Mixteco for the school year 2016/2017.*<br>*__PIDA Strives to:__*<br>• *Build trust and connections among a diverse group of parents/guardians to strengthen their connection with their children's school*<br>• *Deepen understanding of school specific achievement data and the causes of achievement and opportunity gaps* | District-wide | _√_ ALL<br><br>OR:__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$200,000<br>5xxx |

|  |  |  |  |
|---|---|---|---|
| • *Explore effective strategies to promote equity in education and student success*<br><br>*Simultaneous interpretation is provided in Spanish and English. Working together parents/guardians gain tools and support each other to become leaders for equity in education. Parents/guardians to develop Action Plans to promote parent-school efforts to increase academic equity and academic success.*<br><br>**Parenting workshops:**<br>• *Provided through various agencies and based on parent needs. This may include topics such as; technology use at home, substance abuse, depression/anxiety, conflict, divorce, etc.*<br><br>Parent Steering Committees:<br>• *Support district sanctioned parent committees whose purpose is to provide input to schools and districts.*<br><br>*"**Parents on a Mission**" pilot at PVHS and possible implementation training for all other sites.*<br>*Support will also be provided for other community meetings and communications.* |  |  |  |
| 4. **Ethnic and Gender Studies**<br>*Explanation: Prepare for statewide policy to implement Ethnic Studies by forming an official committee of 8-10 school and community members who will meet four times in the school year. Consult with experienced Ethnic Studies experts from across the state to develop an implementation plan and curriculum. Continue to send Ethnic Studies committee members, interested educators and students to state conferences, curriculum fairs and other learning opportunities around Ethnic Studies. The Draft Social Studies Framework will help guide the development of community-based curriculum.* | District-wide | _√_ ALL<br>------------------------------------------------------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$33,000.00<br>5xxx |

| | | | |
|---|---|---|---|
| **5. Cultural Proficiency**<br><br>*Explanation:  Cultural Proficiency is a model for shifting the culture of the District: it is a model for individual transformation and organizational change. Cultural Proficiency is a mind-set, a work view, a way a person or an organization make assumptions for effectively describing, responding to and planning for issues that arise in diverse environments.  For some people, cultural proficiency is a paradigm shift from viewing cultural difference as problematic to learning how to interact effectively with other cultures.*<br><br>***Cultural Proficiency – Trainer of Trainer model****. District and site staff members will be attending training that will provide staff development in the area of access and equity for all students.*<br>*The **Cultural Proficiency Institute** is designed to bring educators together to discuss critical issues of diversity, equity and opportunity. Throughout the Institute, participants use reflection and dialogue to guide the examination of their values and behaviors and their organizations' policies and practices.*<br><br>*Just Communities' Institute for **Equity in Education (IEE***) is a comprehensive program designed to eliminate the achievement gap and other disparities in our educational systems.  The Institute is grounded in the belief that confronting educational disparities through race-conscious, race-sensitive approaches are the primary ways to address the root causes of inequities and narrow the educational achievement gap.*<br>***Community Learning Institute (CLI)****,*<br>*At CLI, teens meet teens from all over the Central Coast. The first few days are spent having fun and* | District-wide | _√_ ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$100,000<br>5xxx |

*getting to know everyone. What starts off as a random group of teens soon becomes a tight-knit community.*

**Talking In Class**
*Talking in Class is premised on the belief that if schools are to be successful, students must be an integral part of the conversation and the solutions.*

*So often, when we talk about young people, we talk about problems: academic achievement problems, drug problems, gang problems, etc. And so often, as well-intentioned adults, we try to solve these problems for youth.*

*•One of these problems, is widely known as the Academic Achievement Gap, i.e. the disparities in educational opportunity and outcomes between students of different backgrounds and identities.*
*•Schools and districts across the country are struggling to close these gaps.*

# Year 2: 2017-18

| GOAL: 2 | 2. Create a culture of respect and caring that supports positive relationships among all stakeholders. | Related State and/or Local Priorities:<br>1__ 2__ 3 _√_ 4___ 5__ 6 _√_ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

## LCAP Year 2: 2017-18

| Expected Annual Measurable Outcomes: | **The number of parents participating in translating services for parent meetings**<br>Translators will report the number of parent meetings they attended for translation follow by a parent survey on the helpfulness of the service.<br>**Parent Engagement Programs**<br>Parent Involvement Quality Education (PIQE) – Report the number of parents that completed the program<br>Parent Involvement through Dialogue and Action (PIDA) – Report the number of parents that completed the program<br>**Cultural Proficiency Cohort**<br>District Staff Participation – Report the number of District Staff members that attended<br>Parent Participation– Report the number of parents that participated<br>Community Participation – Report the number of community members participated |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **School Community Support Center Advisory Committee**<br>*Explanation:  Committee formed to explore potential conversion of the Lincoln Center to a school community resource center and newcomer academy. An advisory committee will be compose of community members, parents, educators, administrators and students that would investigate existing support centers, research and best practices for the purpose of building capacity with parent involvement and facility recommendations.* | District-wide | __ALL<br>OR:<br>__Low Income pupils  _√_English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$41,000<br>5xxx |
| 2. **Translation Services**<br>*Explanation:  Resources dedicated to the improvement of translation services in the district. Translation services are to be used to provide equitable language access for students and families. There will be a need to purchase transmitting headsets for parent meetings.  Sites will be evaluating and determining the number of headsets needed.* | District-wide | _√_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$115,320<br>2xxx<br><br>$47,510<br>3xxx |

| 3. | **Parent Engagement Programs** | District-wide | _√_ ALL | LCFF/Supp-Conc |
|---|---|---|---|---|

**3. Parent Engagement Programs**

*Explanation:  Fund programs like PIQE, PIDA, adult learning partnerships and community. In addition, develop a district-wide Parent Engagement Matrix that organizes parent learning and partnership efforts using research proven and culturally responsive initiatives. This district-specific tool would support our school community with a framework using common language to discuss, dialogue and improve parent involvement, engagement and leadership.*

***Parent Institute for Quality Education*** *(PIQE) is a program to educate parents on how to foster a positive educational environment for their children both at home and at school.  The program, which lasts nine weeks, is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids; surrounding their academic successes and challenges; discussing children's college expectations; and more.  PIQE will be provided in Spanish and Mixteco for the school year 2016/2017.*

***Parent Involvement through Dialogue and Action*** *(PIDA) is a parent/guarding training that meets for 18 hours of dialogue and action planning with a focus on academic opportunity and achievement gaps in their school. PIDA will be provided in Spanish and Mixteco for the school year 2016/2017.*
*__PIDA Strives to:__ Build trust and connections among a diverse group of parents/guardians to strengthen their connection with their children's school*

District-wide

_√_ ALL
OR:
__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

LCFF/Supp-Conc
$200,000
5xxx

- *Deepen understanding of school specific achievement data and the causes of achievement and opportunity gaps*
- *Explore effective strategies to promote equity in education and student success*

*Simultaneous interpretation is provided in Spanish and English. Working together parents/guardians gain tools and support each other to become leaders for equity in education. Parents/guardians to develop Action Plans to promote parent-school efforts to increase academic equity and academic success.*

*Parenting workshops:*
- *Provided through various agencies and based on parent needs. This may include topics such as; technology use at home, substance abuse, depression/anxiety, conflict, divorce, etc.*

*Parent Steering Committees:*
- *Support district sanctioned parent committees whose purpose is to provide input to schools and districts.*

*"Parents on a Mission" pilot at PVHS and possible implementation training for all other sites.*
*Support will also be provided for other community meetings and communications.*

| 4. | **Ethnic and Gender Studies** <br> *Explanation: Prepare for statewide policy to implement Ethnic Studies by forming an official committee of 8-10 school and community members who will meet four times in the school year. Consult with experienced Ethnic Studies experts from across the state to develop an implementation plan and curriculum. Continue to send Ethnic Studies committee members, interested educators and students to state conferences, curriculum fairs and other learning opportunities around Ethnic Studies. The Draft Social Studies Framework will help guide the development of community-based curriculum.* | District-wide | _√_ALL <br> ------------------------------------------- <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc <br> $33,000 <br> 5xxx |

| | | | |
|---|---|---|---|
| **5. Cultural Proficiency** *Explanation:  Cultural Proficiency is a model for shifting the culture of the District: it is a model for individual transformation and organizational change. Cultural Proficiency is a mind-set, a work view, a way a person or an organization make assumptions for effectively describing, responding to and planning for issues that arise in diverse environments.  For some people, cultural proficiency is a paradigm shift from viewing cultural difference as problematic to learning how to interact effectively with other cultures.* **Cultural Proficiency – Trainer of Trainer model**. *District and site staff members will be attending training that will provide staff development in the area of access and equity for all students.* The **Cultural Proficiency Institute** *is designed to bring educators together to discuss critical issues of diversity, equity and opportunity. Throughout the Institute, participants use reflection and dialogue to guide the examination of their values and behaviors and their organizations' policies and practices.* *Just Communities' Institute for **Equity in Education (IEE)** is a comprehensive program designed to eliminate the achievement gap and other disparities in our educational systems.  The Institute is grounded in the belief that confronting educational disparities through race-conscious, race-sensitive approaches are the primary ways to address the root causes of inequities and narrow the educational achievement gap.* **Community Learning Institute (CLI)**, *At CLI, teens meet teens from all over the Central Coast. The first few days are spent having fun and getting to know everyone. What starts off as a* | District-wide | _√_ ALL  OR: __Low Income pupils  __English Learners __Foster Youth  __Redesignated fluent English proficient  __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc $100,000 5xxx |

*random group of teens soon becomes a tight-knit community.*

***Talking In Class***
*Talking in Class is premised on the belief that if schools are to be successful, students must be an integral part of the conversation and the solutions.*

*So often, when we talk about young people, we talk about problems: academic achievement problems, drug problems, gang problems, etc. And so often, as well-intentioned adults, we try to solve these problems for youth.*

*•One of these problems, is widely known as the Academic Achievement Gap, i.e. the disparities in educational opportunity and outcomes between students of different backgrounds and identities.*
*•Schools and districts across the country are struggling to close these gaps.*

# LCAP Year 3: 2018-19

| GOAL: 2 | 2. Create a culture of respect and caring that supports positive relationships among all stakeholders. | Related State and/or Local Priorities:<br>1__ 2__ 3_√_ 4__ 5__ 6_√_ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

## LCAP Year 3: 2018-19

| Expected Annual Measurable Outcomes: | **The number of parents participating in translating services for parent meetings**<br>Translators will report the number of parent meetings they attended for translation follow by a parent survey on the helpfulness of the service.<br>**Parent Engagement Programs**<br>Parent Involvement Quality Education (PIQE) – Report the number of parents that completed the program<br>Parent Involvement through Dialogue and Action (PIDA) – Report the number of parents that completed the program<br>**Cultural Proficiency Cohort**<br>District Staff Participation – Report the number of District Staff members that attended<br>Parent Participation– Report the number of parents that participated<br>Community Participation – Report the number of community members that participated |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **School Community Support Center Advisory Committee**<br>*Explanation: Committee formed to explore potential conversion of the Lincoln Center to a school community resource center and newcomer academy. An advisory committee will be compose of community members, parents, educators, administrators and students that would investigate existing support centers, research and best practices for the purpose of building capacity with parent involvement and facility recommendations.* | District-wide | __ALL<br>---<br>OR:<br>__Low Income pupils _√_English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$41,000<br>5xxx |
| 2. **Translation Services**<br>*Explanation: Resources dedicated to the improvement of translation services in the district. Translation services are to be used to provide equitable language access for students and families.*<br>*There will be a need to purchase transmitting headsets for parent meetings. Sites will be evaluating and determining the number of headsets needed.* | District-wide | _√_ALL<br>---<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$115,320<br>2xxx<br><br>$47,510<br>3xxx |

| 3. | **Parent Engagement Programs** | District-wide | _√_ ALL | LCFF/Supp-Conc |
|---|---|---|---|---|
| | *Explanation:  Fund programs like PIQE, PIDA, adult learning partnerships and community. In addition, develop a district-wide Parent Engagement Matrix that organizes parent learning and partnership efforts using research proven and culturally responsive initiatives. This district-specific tool would support our school community with a framework using common language to discuss, dialogue and improve parent involvement, engagement and leadership.* | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | $200,000<br><br>5xxx |

*__Parent Institute for Quality Education__ (PIQE) is a program to educate parents on how to foster a positive educational environment for their children both at home and at school.  The program, which lasts nine weeks, is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids; surrounding their academic successes and challenges; discussing children's college expectations; and more. PIQE will be provided in Spanish and Mixteco for the school year 2016/2017.*

*__Parent Involvement through Dialogue and Action__ (PIDA) is a parent/guarding training that meets for 18 hours of dialogue and action planning with a focus on academic opportunity and achievement gaps in their school. PIDA will be provided in Spanish and Mixteco for the school year 2016/2017.*

<u>***PIDA Strives to:***</u>

- *Build trust and connections among a diverse group of parents/guardians to strengthen their connection with their children's school*
- *Deepen understanding of school specific achievement data and the causes of achievement and opportunity gaps*
- *Explore effective strategies to promote equity in education and student success*

*Simultaneous interpretation is provided in Spanish and English. Working together parents/guardians gain tools and support each other to become leaders for equity in*

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| *education. Parents/guardians to develop Action Plans to promote parent-school efforts to increase academic equity and academic success.* <br><br> ***Parenting workshops:*** <br> • *Provided through various agencies and based on parent needs. This may include topics such as; technology use at home, substance abuse, depression/anxiety, conflict, divorce, etc.* <br><br> *Parent Steering Committees:* <br> • *Support district sanctioned parent committees whose purpose is to provide input to schools and districts.* <br><br> *"**Parents on a Mission**" pilot at PVHS and possible implementation training for all other sites.* <br> *Support will also be provided for other community meetings and communications.* | | | | |
| 4. **Ethnic and Gender Studies** <br> *Explanation:  Prepare for statewide policy to implement Ethnic Studies by forming an official committee of 8-10 school and community members who will meet four times in the school year.  Consult with experienced Ethnic Studies experts from across the state to develop an implementation plan and curriculum. Continue to send Ethnic Studies committee members, interested educators and students to state conferences, curriculum fairs and other learning opportunities around Ethnic Studies. The Draft Social Studies Framework will help guide the development of community-based curriculum.* | District-wide | _√_ALL <br> -------------------------------------------------------- <br> OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc <br> $33,000.00 <br> 5xxx | |

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| 5. **Cultural Proficiency**<br><br>*Explanation: Cultural Proficiency is a model for shifting the culture of the District: it is a model for individual transformation and organizational change. Cultural Proficiency is a mind-set, a workview, a way a person or an organization make assumptions for effectively describing, responding to and planning for issues that arise in diverse environments. For some people, cultural proficiency is a paradigm shift from viewing cultural difference as problematic to learning how to interact effectively with other cultures.*<br>***Cultural Proficiency – Trainer of Trainer model.*** *District and site staff members will be attending training that will provide staff development in the area of access and equity for all students.*<br>*• Understand the 4 Tools of Cultural Proficiency as a response to educational and equity gaps.*<br>*• Collect site-based data and analyze how Cultural Proficiency can inform practice. Use 5 Essential Elements to turn values into action.*<br>*• Use trainer-of-trainer Model to prepare participants as Certificated Training Associates (CTAs) to build capacity using the 4 Tools of Cultural Proficiency in their school and district contexts.*<br>*<u>Outcomes from the professional learning experiences include:</u>*<br>*• Narrowing and closing access and education gaps*<br>*• Reducing and eliminating disproportional outcomes among student ableness, languages and discipline/behavior and Academic placement.*<br>*• Building professional capital (CTAs) within the district to grow and support large---scale change initiatives focused on access and equity for all students.* | District-wide | _√_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth___Redesignated fluent English proficient__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$100,000<br>5xxx |

*The **Cultural Proficiency Institute** is designed to bring educators together to discuss critical issues of diversity, equity and opportunity. Throughout the Institute, participants use reflection and dialogue to guide the examination of their values and behaviors and their organizations' policies and practices.*

*Just Communities' Institute for **Equity in Education (IEE**) is a comprehensive program designed to eliminate the achievement gap and other disparities in our educational systems. The Institute is grounded in the belief that confronting educational disparities through race-conscious, race-sensitive approaches are the primary ways to address the root causes of inequities and narrow the educational achievement gap. The Institute is a 4.5-day residential workshop for educators in California's Central Coast. IEE helps teachers, counselors, administrators, parents, and other school and district staff, increase their understanding of how race, socio-economic class, and individual and system-wide bias affect the learning environment. IEE enables participants to find true solutions and strategies for school reform. It also provides the skills, tools, and resources educators need to make a lasting difference for the benefit of all students.*

# LCAP Year 1: 2016-17

| GOAL: 3 | 3. Strengthen the quality for career education programs and services | Related State and/or Local Priorities: |
|---|---|---|
| | | 1__ 2__ 3__ 4 √ 5__ 6__ 7 √ 8 √ |
| | | COE only: 9__ 10__ |
| | | Local : Specify _____ |

| Identified Need : | 3. The district has identified the need to expand and develop new CTE programs.<br><br>**% of Students Enrolled in Capstone Courses**<br>The District's percent of students enrolled in CTE courses for the school year 2015/2016 was 57%. Students completed 24% of Capstone Courses in the 2015/2016 school year. The District has identified a need to increase the number of students completing capstone courses. The District's enrollment for capstone courses for the school year 2015/2016 was 39%. The District's increase in Capstone Courses for the school year 2015/2016 was 15%. CTE course sequencing is the process of developing at least two sequential courses in each CTE program offered by the school. A preferable sequence format has at least three courses in each program, adding a capstone or advanced course to (1) an introductory and concentration course; or (2) two concentration courses. |
|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

## LCAP Year 1: 2016-17

| Expected Annual Measurable Outcomes: | **% Capstone Courses Completed**<br>The District's expected annual outcome for the school year 2016/2017 will be to increase enrollment for capstone course by 6%. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **Career Technical Education Incentive Grant**<br>*The District is in the process of extending our sequence of CTE, leading to postsecondary education programs and a career pathway to obtain employment in these other areas: - Agriculture and Natural Resources - Arts, Media, and Entertainment - Business & Finance - Energy, Environment, & Utilities - Engineering & Architecture - Health Science & Medical Technology - Hospitality, Recreation, &Tourism - Information & Communication Technologies - Manufacturing & Product. The district will align and strengthen CTE of standards by Outlining Programs of study for each of the 9 career pathways Support faculty collaboration, team teaching, and industry to collaborate, support, and unite the curriculum with real-world application* | District-wide | _√_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | N/C |

| | | | |
|---|---|---|---|
| *Through contextualization and work based learning Projects, students will connect theory with hands-on learning to ensure relevance, understanding, and mastery. While we have these represented in our AG Programs, we will expand that design throughout each of the 9 career pathways. Outlined Programs of study for each of the 9 career pathways will be pursued containing: • A rigorous sequence of classes culminating w/capstone course • articulation, dual or concurrent enrollment opportunities available for students • industry partners and off school site opportunities available to students for internships, job-shadowing, volunteer work, or entry level positions • job titles associated with education and certifications listed with approximate pay Field visits to Industry Partners, Equipment will be purchased that reflect industry standards, Accelerated Summer Classes.* | | | |
| **2. CTE Facility**<br>*Explanation:  CTE Facility Plan in development process.  The District is presently conducting due diligence on the acquisition of a 25.3 acre agricultural parcel on the east side of the city for development into a career Technical Education (CTE) center and agricultural teaching farm.  The CTE center would support the Future Farmers of America (FFA) programs and technical classes in specialized trades and careers at all District schools.* | District-wide | _√_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | N/C |
| **3. CTE Equipment and Supplies**<br>*Explanation: CTE programs are to be supported to explore and provide opportunities for students to experience course work to a career related field and the needed support.  This funding will be used to support courses for instructional supplies, repair, maintenance of equipment and the purchase of new equipment.* | District-wide | _√_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$55,000<br>4xxx<br><br>$15,000<br>5xxx |

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|---|---|---|---|
| **4. SMJUHSD/SBCEO ROP Partnership**<br>*Explanation: Implement year two of a two year agreement to split ROP staffing costs. For the school year 2015/16 the District will offer the following courses: Sports Medicine Kinesiology, Communication Technology, Medical Sciences/Health Careers, Advanced Automotive, Advanced CAD Manufacturing, Professional Business Communication, Office Technology, Advanced Agriculture Mechanics, Ornamental Horticulture, Viticulture Occupations, communication Technology, Multimedia Occupations, Economics & Finance, and Advanced Video Productions. The Santa Barbara County Education Office will fund a Vocational Advisor for the District to support and provide assistance for students and staff teaching an ROP course.* | District-wide | _√_ALL<br><br>OR:<br>__Low Income pupils___English Learners<br>__Foster Youth___Redesignated fluent English proficient__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>443,745<br>1xxx<br><br>139,861<br>3xxx<br><br>(291,803)<br>7xxx |
| **5. Guidance and Counseling Training**<br>*Explanation: Provide Career Educational Programs training ROP/Pathway Options for all related Guidance and Counseling staff. Counselors will have the opportunity to meet the SBCEO ROP Advisors or provide an overview of services offered to students. Counselors may attend CTE conferences, CTE field trips and attend advisory meetings. The District will try to coordinate with the California Association of School Counselors for a presentation on Career Pathways.* | District-wide | _√_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$7,500.00<br>5xxx |

# LCAP Year 2: 2017-18

| GOAL: 3 | 3. Strengthen the quality for career education programs and services | Related State and/or Priorities: 1__ 2__ 3__ 4_√_ 5__ 6__ 7_√_ 8_√_ COE only: 9__ 10__ |
|---|---|---|
| | | Local : Specify _____ |

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

## LCAP Year 2: 2017-18

| Expected Annual Measurable Outcomes: | % Capstone Courses Completed<br>The District's expected annual outcome for the school year 2016/2017 will be to increase enrollment for capstone course by 6%. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| **1. Career Technical Education Incentive Grant**<br><br>*The District is in the process of extending our sequence of CTE, leading to postsecondary education programs and a career pathway to obtain employment in these other areas: - Agriculture and Natural Resources - Arts, Media, and Entertainment - Business & Finance - Energy, Environment, & Utilities - Engineering & Architecture - Health Science & Medical Technology - Hospitality, Recreation, &Tourism - Information & Communication Technologies - Manufacturing & Product. The district will align and strengthen CTE of standards by Outlining Programs of study for each of the 9 career pathways Support faculty collaboration, team teaching, and industry to collaborate, support, and unite the curriculum with real-world application Through contextualization and work based learning Projects, students will connect theory with hands-on learning to ensure relevance, understanding, and mastery. While we have these represented in our AG Programs, we will expand that design throughout each of the 9 career pathways. Outlined Programs of study for each of the 9 career pathways will be pursued containing: • A rigorous sequence of classes culminating w/capstone course • articulation, dual or concurrent enrollment opportunities available for students • industry partners and off school site opportunities available to students for internships, job-shadowing, volunteer work, or entry level positions • job titles associated with education and certifications listed with approximate pay Field visits to Industry Partners, Equipment will be purchased that reflect industry standards, Accelerated Summer Classes.* | District-wide | _√_ALL<br>_____<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | N/C |

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|---|---|---|---|
| **2. CTE Facility**<br>*Explanation: CTE Facility Plan in development process. The District is presently conducting due diligence on the acquisition of a 25.3 acre agricultural parcel on the east side of the city for development into a Career Technical Education (CTE) center and agricultural teaching farm. The CTE center would support the Future Farmers of America (FFA) programs and technical classes in specialized trades and careers at all District schools.* | District-wide | √ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | N/C |
| **3. CTE Equipment and Supplies**<br>*Explanation: CTE programs are to be supported to explore and provide opportunities for students to experience course work to a career related field and the needed support. This funding will be used to support courses for instructional supplies, repair, maintenance of equipment and the purchase of new equipment.* | District-wide | √ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>55,000<br>4xxx<br><br>15,000<br>5xxx |
| **4. SMJUHSD/SBCEO ROP Partnership**<br>*Explanation: Implement year two of a two year agreement to split ROP staffing costs. For the school year 2015/16 the District will offer the following courses: Sports Medicine Kinesiology, Communication Technology, Medical Sciences/Health Careers, Advanced Automotive, Advanced CAD Manufacturing, Professional Business Communication, Office Technology, Advanced Agriculture Mechanics, Ornamental Horticulture, Viticulture Occupations, communication Technology, Multimedia Occupations, Economics & Finance, and Advanced Video Productions. The Santa Barbara County Education Office will fund a Vocational Advisor for the District to support and provide assistance for students and staff teaching an ROP course.* | District-wide | √ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>443,745<br>1xxx<br><br>139,861<br>3xxx<br><br>(291,803)<br>7xxx |
| **5. Guidance and Counseling Training**<br>*Explanation: Provide Career Educational Programs training through ROP/Pathway Options for all related Guidance and Counseling staff. Counselors will have the opportunity to meet the SBCEO ROP Advisor to provide an overview of services offered to students. Counselors may attend CTE conferences, CTE field trips and attend advisory meetings. The District will try to coordinate with the California Association of School Counselors for a presentation on Career Pathways.* | District-wide | √ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$7,500<br>5xxx |

# LCAP Year 3: 2018-19

| GOAL: 3 | 3.  Strengthen the quality for career education programs and services | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_√ 5__ 6__ 7_√ 8_√<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | All | |

| LCAP Year 3: 2018-19 | |
|---|---|
| Expected Annual Measurable Outcomes: | **% Capstone Courses Completed**<br>The District's expected annual outcome for the school year 2016/2017 will be to increase enrollment for capstone course by 6%. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **Career Technical Education Incentive Grant**<br>*The District is in the process of extending our sequence of CTE, leading to postsecondary education programs and a career pathway to obtain employment in these other areas: - Agriculture and Natural Resources - Arts, Media, and Entertainment - Business & Finance - Energy, Environment, & Utilities - Engineering & Architecture - Health Science & Medical Technology - Hospitality, Recreation, &Tourism - Information & Communication Technologies - Manufacturing & Product. The district will align and strengthen CTE of standards by Outlining Programs of study for each of the 9 career pathways Support faculty collaboration, team teaching, and industry to collaborate, support, and unite the curriculum with real-world application Through contextualization and work based learning Projects, students will connect theory with hands-on learning to ensure relevance, understanding, and mastery. While we have these represented in our AG Programs, we will expand that design throughout each of the 9 career pathways. Outlined Programs of study for each of the 9 career pathways will be pursued containing: • A rigorous sequence of classes culminating w/capstone course • articulation, dual or concurrent enrollment opportunities available for students • industry partners and off school site opportunities available to students for internships, job-shadowing, volunteer work, or entry level positions • job titles associated with education and certifications listed with approximate pay Field visits to Industry Partners, Equipment will be purchased that reflect industry standards, Accelerated Summer Classes.* | District-wide | _√_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | N/C |

| | | | |
|---|---|---|---|
| **2. CTE Facility**<br>*Explanation:  CTE Facility Plan in development process. The District is presently conducting due diligence on the acquisition of a 25.3 acre agricultural parcel on the east side of the city for development into a Career Technical Education (CTE) center and agricultural teaching farm. The CTE center would support the Future Farmers of America (FFA) programs and technical classes in specialized trades and careers at all District schools.* | District-wide | _√_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | N/C |
| **3. CTE Equipment and Supplies**<br>*Explanation: CTE programs are to be supported to explore and provide opportunities for students to experience course work to a career related field and the needed support.  This funding will be used to support courses for instructional supplies, repair, maintenance of equipment and the purchase of new equipment* | District-wide | _√_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>55,000<br>4xxx<br><br>15,000<br>5xxx |
| **4. SMJUHSD/SBCEO ROP Partnership**<br>*Explanation: Implement year two of a two year agreement to split ROP staffing costs.  For the school year 2015/16 the District will offer the following courses:  Sports Medicine Kinesiology, Communication Technology, Medical Sciences/Health Careers, Advanced Automotive, Advanced CAD Manufacturing, Professional Business Communication, Office Technology, Advanced Agriculture Mechanics, Ornamental Horticulture, Viticulture Occupations, communication Technology, Multimedia Occupations, Economics & Finance, and Advanced Video Productions.  The Santa Barbara County Education Office will fund a Vocational Advisor for the District to support and provide assistance for students and staff teaching an ROP course.* | District-wide | _√_ ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>443,745<br>1xxx<br><br>139,861<br>3xxx<br><br>(291,803)<br>7xxx |
| *5.* **Guidance and Counseling Training**<br>*Explanation: Provide Career Educational Programs training through ROP/Pathway Options for all related Guidance and Counseling staff.  Counselors will have the opportunity to meet the SBCEO ROP Advisor to provide an overview of services offered to students. Counselors may attend CTE conferences, CTE field trips and attend advisory meetings.  The District will try to coordinate with the California Association of School Counselors for a presentation on Career Pathways.* | District-wide | _√_ ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$7,500<br>5xxx |

# LCAP Year 1: 2016-17

| GOAL: 4 | 4. Strengthen district wide support systems, processes and practices that support student learning. | Related State and/or Local Priorities: 1 √ 2 __ 3 √ 4 √ 5 √ 6 √ 7 √ 8 √ COE only: 9 __ 10 __ Local : Specify _____ |
|---------|---------------------------------------------------------------------------------------------------|----|

| Identified Need : | 4. The district has identified the need to Expand practices that support student learning specifically in the areas of counseling and student support classes **PPS Counseling Ratio** The District's need is to continue its effort to keep the student to counselling ratio below 400.  The current ratio is about 550. **A-G Completion** The percent of students successfully completing A-G courses for the past two years is about 21.3% and 22.3% for socio economically disadvantage students.  There is a need to increase the number of students completing the A-G requirement with the State's average of 32.7%. **Advanced Placement** The District has identified the need to increase the percentage of students successfully passing an Advance Placement Exam with a score of "3" or higher. **High School Dropout Rate** The District has identified the need to decrease its dropout rate.  The dropout rate for the District has been 12%. **High School Graduation Rate** The District's graduation rate has been identified as a need to increase.   The graduation rate for the District has been 83.9%. **AVID Enrollment** The District has identified the need to increase the participation of students in AVID. |
|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

## LCAP Year 1: 2016-17

| Expected Annual Measurable Outcomes: | **Counseling Ratio** District 1:350 **A-G Completion** The District's expected annual outcome to increase its A-G completion rate by 5%. **Advance Placement** The District's expected annual outcome to increase its AP scores of "3" or higher by 5% **High School Dropout Rate** The District's expected annual outcome to decrease its dropout rate by 3% **High School Graduation Rate** The District's expected annual outcome to increase its high school graduation rate by 3%. **AVID Enrollment** The District's expected annual outcome to increase its AVID enrollment by  3% |
|---|---|

| **Actions/Services** | Scope of Service | **Pupils to be served within identified scope of service** | Budgeted Expenditures |
|---|---|---|---|

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|---|---|---|---|
| 1. **Counseling Services Districtwide**<br><br>*Explanation:  Increase counseling services (Districtwide 23 FTE: 7987/23 <350) and fund evening work for counselors to work with parents. Counselors assist students and parents in understanding the available educational resources and requirements for post-secondary educational options, assuring an education program that reflects the needs of the individual student.  Counselors identify students who are at risk toward graduation, truancy intervention and meet with them and parents to provide a support system.  Counselors work with students to develop a four year plan, which parents will be able to access on line through the District's college and career readiness software program Career Cruising. Counselors work with student to promote the completion of University of California's requirement to complete A-G courses, promote student to enroll in Advance Placement courses, Advancement Via Individual Determination (AVID) courses, and Career Technical Education courses.  Professional development will be supported for counselors.* | District-wide | _v_ ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>1,751,063<br>1xxx<br><br>543,107<br>3xxx<br><br>20,000<br>5xxx |

| | | | |
|---|---|---|---|
| **2. Advancement Via Individual Determination (AVID) Sections**<br>*Explanation: Increase support and budget at the comprehensive sites to accommodate incoming feeder AVID students. (4 FTE Districtwide, $30,000 per site for college visits, tutors and supplies, AVID Weekly, Math and English Path training (Instructional strategies CCSS), Summer Institute, AVID Membership). Advancement Via Individual Determination (AVID) is dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. The AVID College Readiness System works to ensure students are college-ready by equipping them with the skills, academic behaviors, and college knowledge necessary to succeed at every level from elementary school to college. The AVID course prepares and builds knowledge to prepare a student to apply to attend a four year university. Students participate in rigorous courses, learn study habits, note taking, collaborative study groups, personal statement, university visits and facilitation of the financial aid process.* | District-wide | √ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>384,134<br>1xxx<br><br>100,667<br>3xxx<br><br>60,000<br>4xxx<br><br>80,090<br>5xxx |
| **3. Comprehensive Site Opportunity Program Implementation**<br>*Explanation: Implement program at sites (2 FTE per comprehensive site for 9th & 10th grade Self-Contained Opportunity Programs). The Opportunity Program serves students who are at risk of not graduating and are having challenges with attendance, discipline and academic setting. Students are provided services to complete credits toward graduation. The Opportunity Program is an intervention that is targeted towards our most at risk students. Students are provided with intensive support in the areas of English and math.* | District-wide | √ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>355,052<br>1xxx<br><br>66,105<br>3xxx |

| | | | |
|---|---|---|---|
| **4. Crisis Intervention Staff**<br>*Explanation: Increase crisis group services to focus on drug and alcohol issues. (2 FTE existing plus 2 additional FTE ; Net result - 1 per site) Crisis Intervention Consultants provide consultation services to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs; promote sobriety and provide drug-free activities; make presentations to classrooms and provide various in-services related to assigned areas.* | District-wide | _√_ALL<br>---<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>173,185<br>2xxx<br><br>52,571<br>3xxx |
| **5. Extracurricular Program Support**<br>*Explanation: Increase extracurricular support designed to lessen the dependence of programs on gate receipts and fundraising and increase student activity participation.  Athletic Directors at each site will manage their budget in the various areas: certificated salaries, classified salaries, materials and supplies (uniforms, sport equipment, office equipment and transportation), travel and conference, tournament fees, training room supplies, CIF playoff expenses, CIF dues, league dues, Officials and athletic awards and dinners. Student engagement in extracurricular programs provides student to build relationships, develop social and physical skills, and stay involved with their school.* | District-wide | _√_ALL<br>---<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>14,893<br>1xxx<br><br>4,400<br>2xxx<br><br>3,566<br>3xxx<br><br>406,923<br>4xxx<br><br>430,219<br>5xxx<br><br>40,000<br>6xxx |

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| **6.  Fine Arts Programs**<br><br>*The funding for District Fine Arts Programs will assist with student building of relationships, developing both social and physical skills and staying involved with school and our community through various events held throughout the year.  All school programs will be supported with travel and entry cost to competition, tournaments and other school events.  This will also include the purchase and maintenance of equipment.  The intent to support all school programs will provide students the exposure and the interest to expand course offerings.* | | _√_ ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>25,000<br>4xxx<br><br>175,000<br>5xxx |
| **7.  Renaissance Learning (STAR Enterprise)**<br><br>*Explanation: Software and training to provide progress monitoring of students and appropriate placement for English and math. STAR assessments are computer adaptive, using sophisticated item calibration and psychometrics to dynamically adjust to each student's unique responses.  Fully supported by extensive research, they are easy to administer and yield the valid, reliable, actionable data educators need.  STAR assessments provide valid, reliable, actionable data in the least amount of testing time.  Star Enterprise assist school sites with the placement of students in math and English while also progress monitor students who are at risk academically.* | District-wide | _√_ ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$48,110<br>5xxx |

| 8. **Career Cruising Software** | District-wide | _√_ ALL | LCFF/Supp-Conc |
|---|---|---|---|
| *Explanation: College and Career Readiness Platform Software for uses by all stakeholders. Career Cruising is an Internet-based career exploration and planning tool used by student to explore career and college options and develop a career plan. Career Cruising can be accessed from school, from home, or wherever a student has access to the Internet. Features of the program include: Assessment tools to help your child identify his or her career interests, skills, and learning style. Thorough and u-to-date information about hundreds of different occupations, including direct links between careers and related college programs. Interviews with real people in each occupation, which add depth and realism to career profiles. Detailed information on post-secondary education and training options. Advice for all stages of the job search process, including developing a job search plan, networking, writing resumes and cover letters, preparing for interviews, and adjusting to a new job. An online portfolio where students can develop and reflect on his or her academic, personal, and career exploration activities, and make plans for the future. The student can create, format, and print professional-looking resumes quickly an easily. Parent Portal allows the parent to view the information the student has stored in his or her plan, learn more about the careers and schools that the student is interested in, and communicate with the students counselor. Student field trips towards post-secondary education and career exploration trips.* | | OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | $129,000 <br><br> 5xxx |

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|---|---|---|---|
| **9. Early Academic Outreach Program Counselor Feeder Partnership**<br>*Explanation: District partnership designed to share UCSB Outreach Consultants and promote A-G completers in part through better vertical articulation of this service.  Provides Intensive EAOP Cohort Services and School-wide College Preparation Resources.  Facilitates and Promotes College Going Culture every day, all week long, each month, and throughout the entire year, including the summer.  Integrated Into Whole School Councils, Counseling Department, Back-to-School Nights, Open House School & District-Wide Services, WASC Accreditation, Administration Relations, and Special Projects.  Extensive Collaboration w/Regional Colleges & Universities and other Pre-College Programs & Events, Enhances & Supplements School Site Efforts.  On-going School-wide Access to Students, Teachers, Academic Departments, Parents, and School Site Resources.  Work Annually with Feeder Middle Schools to foster college awareness.* | District-wide | _√_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$105,000<br>5xxx |
| **10. SRA Flex Literacy**<br>*Explanation: SRA FLEX Literacy combines the use of computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness.  Informs teachers and administrators through progress reporting on a student, classroom, and school level.  Automatically populates student performance data.  Provides teachers with tools for planning and classroom management, along with other resources for implementation.  Helps teachers target instruction to meet the needs of every student.  The SRA Flex literacy will be used at Pioneer Valley High School, Ernest Righetti High School and Delta Continuation High School as an intervention course.* | District-wide | _√_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$80,000<br>4xxx |

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| **11. Reading Plus Software**<br>*Reading Plus® is a web-based reading intervention that uses technology to provide individualized scaffold silent reading practice for students in grade 3 and higher. Reading Plus aims to develop and improve students' silent reading fluency, comprehension, and vocabulary.  Reading Plus is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level.  The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities.  Reading Plus will be used as an intervention at all sites in the district.* | District-Wide | _√_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$10,000<br>4xxx |
| **12. CAL-SAFE: Child Development- School base**<br>*The California School Age Families Education (Cal-SAFE) Program is designed to increase the availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills, and to provide a quality child care and development program for their children. The Cal-SAFE Program is coordinated through the Santa Barbara County Office of Education to provide access sufficient resources to support a seamless, cost-effective service delivery system from point of entry into the Program until graduation. The intent of the Cal-SAFE Program is to connect with existing program strategies, and build upon existing local collaborative to provide a unified integrated system of services to children, youth, and families.* | | _√_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$80,000<br>5xxx |

**13. Turnitin**

*Turnitin Feedback Studio: Turnitin eliminates the time-consuming process of verifying student authorship by presenting easy-to-use reports that show how much of a document is original, cited from other sources, or unoriginal. With Turnitin, educators can promote academic integrity in their classroom and provide timely feedback to their students. Students learn the importance of original writing, attribution and foster critical thinking skills that are important to student success. Our online grading features provide instructors with a simple way to leave great feedback in less time. Turnitin provides instructors with a wide a range of feedback tools, including voice comments, drag-and-drop comments, and rubric-associated comments to engage students in the feedback process. Students don't just learn from instructors they also learn from one another. Turnitin also facilitates peer reviews so students not only receive feedback from their instructors, but also receive feedback from their peers. Through PeerMark students can evaluate each other's work (anonymously or not) and learn from their classmates. Instructors and students have the ability to access Turnitin on any device (computer, tablet or phone).*
*Revision Assistant will provide your students with immediate, specific and actionable feedback during the writing process allowing them to improve their writing through revision. Revision Assistant also allows teachers and administration more visibility into individual student progress over time. Revision Assistant is a formative writing tool to help engage students in the writing process, support instruction in the classroom and improve learning outcomes.*

_√_ ALL

OR:
__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

LCFF/Supp-Conc
$81,700
4xxx

| | | | |
|---|---|---|---|
| **14. Student Activities**<br>Explanation: Increase support for student activities in the District. The District would like to increase participation of students regarding school events, clubs, trainings, cultural awareness/proficiency, transportation, motivational speakers, equipment/maintenance, incentives and Link Crew. | | _√_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>35,000<br>4xxx<br><br>35,000<br>5xxx |
| **15. Edmentum Educational Services**<br>*Explanation: The Plato Courseware Beyond High School Library is a comprehensive online curriculum for test preparation. The courses prepare students for leading college entrance and placement tests as well as for career certification and work skills exams. Edmentum's adaptive intervention solution provides meaningful tools to help identify students not keeping pace, pinpoint weakness, and target individual student needs to ensure success. The program is uniquely designed to provide focused instruction and support to raise student achievement.* | | _√_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$88,500<br>4xxx |
| **16. Program Purchase Support**<br>*Explanation: To support staff members in processing of LCAP items (example ordering supplies, paying vendors, etc….) supports all low income pupils, EL and foster youth.* | | _√_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>30,805<br>2xxx<br><br>7,457<br>3xxx |

# LCAP Year 2: 2017-18

| GOAL: 4 | 4. Strengthen district wide support systems, processes and practices that support student learning. | Related State and/or Local Priorities: 1 √ 2 __ 3 √ 4 √ 5 √ 6 √ 7 √ 8 √ COE only: 9 __ 10 __ Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

## LCAP Year 2: 2017-18

| Expected Annual Measurable Outcomes: | **Counseling Ratio**<br>District 1:350<br>**A-G Completion**<br>The District's expected annual outcome to increase its A-G completion rate by 5%.<br>**Advance Placement**<br>The District's expected annual outcome to increase its AP scores of "3" or higher by 5%<br>**High School Dropout Rate**<br>The District's expected annual outcome to decrease its dropout rate by 3%<br>**High School Graduation Rate**<br>The District's expected annual outcome to increase its high school graduation rate by 3%.<br>**AVID Enrollment**<br>The District's expected annual outcome to increase its AVID enrollment by 3% |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **PPS Counseling Services Districtwide**<br>*Explanation: Increase counseling services (Districtwide 23 FTE: 7987/23 <350) and fund evening work for counselors to work with parents. Counselors assist students and parents in understanding the available educational resources and requirements for post-secondary educational options, assuring an education program that reflects the needs of the individual student. Counselors identify students who are at risk toward graduation, truancy intervention and meet with them and parents to provide a support system. Counselors work with students to develop a four year plan, which parents will be able to access on line through the District's college and career readiness software program Career Cruising. Counselors work with student to promote the completion of University of California's requirement to complete A-G courses, promote student to enroll in Advance Placement courses, Advancement Via Individual Determination (AVID) courses, and Career Technical Education courses. Professional development will be supported for counselors.* | District-Wide | √ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>1,751,063<br>1xxx<br><br>543,107<br>3xxx<br><br>20,000<br>5xxx |

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| **2. Advancement Via Individual Determination (AVID) Sections**<br>*Explanation: Increase support and budget at the comprehensive sites to accommodate incoming feeder AVID students. (4 FTE Districtwide, $30,000 per site for college visits, tutors and supplies, AVID Weekly, Math and English Path training (Instructional strategies CCSS), Summer Institute, AVID Membership). Advancement Via Individual Determination (AVID) is dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities.  The AVID College Readiness System works to ensure students are college-ready by equipping them with the skills, academic behaviors, and college knowledge necessary to succeed at every level from elementary school to college.  The AVID course prepares and builds knowledge to prepare a student to apply to attend a four year university.  Students participate in rigorous courses, learn study habits, note taking, collaborative study groups, personal statement, university visits and facilitation of the financial aid process.* | District-Wide | _√_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>384,134<br>1xxx<br><br>100,667<br>3xxx<br><br>60,000<br>4xxx<br><br>80,090<br>5xxx |
| **3. Comprehensive Site Opportunity Program Implementation**<br>*Explanation: Implement program at sites (2 FTE per comprehensive site for 9th & 10th grade Self-Contained Opportunity Programs). The Opportunity Program serves students who are at risk of not graduating and are having challenges with attendance, discipline and academic setting. Students are provided services to complete credits toward graduation.  The Opportunity Program is an intervention that is targeted towards our most at risk students.  Students are provided with intensive support in the areas of English and math.* | District-Wide | _√_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>355,052<br>1xxx<br><br>66,105<br>3xxx |
| | | _√_ ALL | |

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| 4. **Crisis Intervention Staff**<br>*Explanation: Increase crisis group services to focus on drug and alcohol issues. (2 FTE existing plus 2 additional FTE ; Net result - 1 per site) Crisis Intervention Consultants provide consultation services to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs; promote sobriety and provide drug-free activities; make presentations to classrooms and provide various in-services related to assigned areas.* | District-Wide | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>173,185<br>2xxx<br><br>52,571<br>3xxx |
| 5. **Extracurricular Program Support**<br>*Explanation: Increase extracurricular support designed to lessen the dependence of programs on gate receipts and fundraising and increase student activity participation. Athletic Directors at each site will manage their budget in the various area: certificated salaries, classified salaries, materials and supplies (uniforms, sport equipment, office equipment and transportation), travel and conference, tournament fees, training room supplies, CIF playoff expenses, CIF dues, league dues, Officials and athletic awards and dinners. Student engagement in extracurricular programs provides students to build relationships, develop social and physical skills, and stay involved with their school.* | District-Wide | _√_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>14,893<br>1xxx<br><br>4,400<br>2xxx<br><br>3,566<br>3xxx<br><br>406,923<br>4xxx<br><br>430,219<br>5xxx<br><br>40,000<br>6xxx |

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| 6. **Fine Arts Programs**<br>The funding for District Fine Arts Programs will assist with student building of relationships, developing both social and physical skills and staying involved with school and our community through various events held throughout the year.  All school programs will be supported with travel and entry cost to competition, tournaments and other school events.  This will also include the purchase and maintenance of equipment. The intent to support all school programs will provide students the exposure and the interest to expand course offerings. | | _√_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>25,000<br>4xxx<br><br>175,000<br>5xxx |
| 7. **Renaissance Learning (STAR Enterprise)**<br>*Explanation: Software and training to provide progress monitoring of students and appropriate placement for English and math.  STAR assessments are computer adaptive, using sophisticated item calibration and psychometrics to dynamically adjust to each student's unique responses.  Fully supported by extensive research, they are easy to administer and yield the valid, reliable, actionable data educators need.  STAR assessments provide valid, reliable, actionable data in the least amount of testing time.  Star Enterprise assist school sites with the placement of students in math and English while also progress monitor students who are at risk academically.* | District-wide | _√_ ALL<br>OR:<br>__ Low Income pupils ___ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$48,110<br>5xxx |

| 8. **Career Cruising Software**<br><br>*Explanation: College and Career Readiness Platform Software for uses by all stakeholders. Career Cruising is an online career exploration and planning tool used by students to explore career and college options and develop a career plan. Career Cruising can be accessed from school, from home, or wherever a student has access to the Internet. Features of the program include: Assessment tools to help your child identify his or her career interests, skills, and learning style. Thorough and up-to-date information about hundreds of different occupations, including direct links between careers and related college programs. Interviews with real people in each occupation, which add depth and realism to career profiles. Detailed information on post-secondary education and training options. Advice for all stages of the job search process, including developing a job search plan, networking, writing resumes and cover letters, preparing for interviews, and adjusting to a new job. An online portfolio where students can develop and reflect on his or her academic, personal, and career exploration activities, and make plans for the future. Students can create, format, and print professional-looking resumes quickly and easily. Parent Portal allows the parent to view the information the student has stored in his or her plan, learn more about the careers and schools that the student is interested in, and communicate with the students counselor. Student field trips towards post-secondary education and career exploration trips.* | District-Wide | _√_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$129,000<br>5xxx |

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| **9. Early Academic Outreach Program Counselor Feeder Partnership**<br>*Explanation: District partnership designed to share UCSB Outreach Consultants and promote A-G completers in part through better vertical articulation of this service. Provides Intensive EAOP Cohort Services and School-wide College Preparation Resources.  Facilitates and Promotes College Going Culture every day, all week long, each month, and throughout the entire year, including the summer. Integrated Into Whole School Councils, Counseling Department, and Back To School Nights, Open House, School & District-Wide Services, WASC Accreditation, Administration Relations, And Special Projects. Extensive Collaboration w/Regional Colleges & Universities and Other Pre-College Programs & Events, Enhances & Supplements School Site Efforts.  On-going School-wide Access to Students, Teachers, Academic Departments, Parents, and School Site Resources.  Works Annually with Feeder Middle Schools to foster college awareness.* | District-Wide | _√_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$105,000<br>5xxx |
| **10. SRA Flex Literacy**<br>*Explanation: SRA FLEX Literacy combines the use of computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness. Informs teachers and administrators through progress reporting on a student, classroom, and school level.  Automatically populates student performance data. Provides teachers with tools for planning and classroom management, along with other resources for implementation.  Helps teachers target instruction to meet the needs of every student.  The SRA Flex Literacy will be used District-wide as an intervention course to include special education.* | District-Wide | _√_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$80,000<br>4xxx |

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| **11. Reading Plus Software**<br><br>*Reading Plus® is a web-based reading intervention that uses technology to provide individualized scaffold silent reading practice for students. Reading Plus aims to develop and improve students' silent reading fluency, comprehension, and vocabulary. Reading Plus is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities.* | District-Wide | _√_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$10,000<br>4xxx |
| **12. CAL-SAFE: Child Development - School base**<br><br>*The California School Age Families Education (Cal-SAFE) Program is designed to increase the availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills, and to provide a quality child care and development program for their children. The Cal-SAFE Program is coordinated through the Santa Barbara County Office of Education to provide access sufficient resources to support a seamless, cost-effective service delivery system from point of entry into the Program until graduation. The intent of the Cal-SAFE Program is to connect with existing program strategies, and build upon existing local collaborative to provide a unified integrated system of services to children, youth, and families.* | | _√_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$80,000<br>5xxx |

**13. Turnitin**

*Turnitin Feedback Studio: Turnitin eliminates the time-consuming process of verifying student authorship by presenting easy-to-use reports that show how much of a document is original, cited from other sources, or unoriginal. With Turnitin, educators can promote academic integrity in their classroom and provide timely feedback to their students. Students learn the importance of original writing, attribution and foster critical thinking skills that are important to student success. Our online grading features provide instructors with a simple way to leave great feedback in less time. Turnitin provides instructors with a wide a range of feedback tools, including voice comments, drag-and-drop comments, and rubric-associated comments to engage students in the feedback process. Students don't just learn from instructors they also learn from one another. Turnitin also facilitates peer reviews so students not only receive feedback from their instructors, but also receive feedback from their peers. Through PeerMark students can evaluate each other's work (anonymously or not) and learn from their classmates. Instructors and students have the ability to access Turnitin on any device (computer, tablet or phone).*

*Revision Assistant will provide your students with immediate, specific and actionable feedback during the writing process allowing them to improve their writing through revision. Revision Assistant also allows teachers and administration more visibility into individual student progress over time. Revision Assistant is a formative writing tool to help engage students in the writing process, support instruction in the classroom and improve learning outcomes.*

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OR:
__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient __Other
Subgroups:(Specify)_____

LCFF/Supp-Conc
$81,700
4xxx

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|---|---|---|---|
| **14. Student Activities**<br>Explanation: Increase support for student activities in the District. The District would like to increase participation of students regarding school events, clubs, trainings, cultural awareness/proficiency, transportation, motivational speakers, equipment/maintenance, incentives and Link Crew. | | √ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>35,000<br>4xxx<br><br>35,000<br>4xxx |
| **15. Edmentum Educational Services**<br>Explanation: The Plato Courseware Beyond High School Library is a comprehensive online curriculum for test preparation. The courses prepare students for leading college entrance and placement tests as well as for career certification and work skills exams. Edmentum's adaptive intervention solution provides meaningful tools to help identify students not keeping pace, pinpoint weakness, and target individual student needs to ensure success. The program is uniquely designed to provide focused instruction and support to raise student achievement. | | √ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$88,500<br>4xxx |
| **16. Program Purchase Support**<br>*Explanation: To support staff members in processing of LCAP items (example ordering supplies, paying vendors, etc….) supports all low income pupils, EL and foster youth.* | | √ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>30,805<br>2xxx<br><br>7,457<br>3xxx |

# LCAP Year 3: 2018-19

| GOAL: 4 | 4. Strengthen district wide support systems, processes and practices that support student learning. | Related State and/or Local Priorities:<br>1 _√_ 2__ 3 _√_ 4 _√_ 5 _√_ 6 _√_ 7 _√_ 8 _√_<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | | All |

**LCAP Year 3: 2018-19**

| Expected Annual Measurable Outcomes: | **Counseling Ratio**<br>District 1:400<br>**A-G Completion**<br>The District's expected annual outcome to increase its A-G completion rate by 5%.<br>**Advance Placement**<br>The District's expected annual outcome to increase its AP scores of "3" or higher by 5%<br>**High School Dropout Rate**<br>The District's expected annual outcome to decrease its dropout rate by 3%<br>**High School Graduation Rate**<br>The District's expected annual outcome to increase its high school graduation rate by 3%.<br>**AVID Enrollment**<br>The District's expected annual outcome to increase its AVID enrollment by 3% |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **PPS Counseling Services Districtwide**<br>*Explanation: Increase counseling services (Districtwide 23 FTE: 7987/23 <350) and fund evening work for counselors to work with parents. Counselors assist students and parents in understanding the available educational resources and requirements for post-secondary educational options, assuring an education program that reflects the needs of the individual student. Counselors identify students who are at risk toward graduation, truancy intervention and meet with them and parents to provide a support system. Counselors work with students to develop a four year plan, which parents will be able to access on line through the District's college and career readiness software program Career Cruising. Counselors work with student to promote the completion of University of California's requirement to complete A-G courses, promote student to enroll in Advance Placement courses, Advancement Via Individual Determination (AVID) courses, and Career Technical Education courses. Professional development will be supported for counselors..* | District-Wide | _√_ ALL<br>‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>1,751,063<br>1xxx<br><br>543,107<br>3xxx<br><br>20,000<br>5xxx |

| 2. **Advancement Via Individual Determination (AVID) Sections**<br>*Explanation: Increase support and budget at the comprehensive sites to accommodate incoming feeder AVID students. (4 FTE Districtwide, $30,000 per site for college visits, tutors and supplies, AVID Weekly, Math and English Path training (Instructional strategies CCSS), Summer Institute, AVID Membership).  Advancement Via Individual Determination (AVID) is dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities.  The AVID College Readiness System works to ensure students are college-ready by equipping them with the skills, academic behaviors, and college knowledge necessary to succeed at every level from elementary school to college.  The AVID course prepares and builds knowledge to prepare a student to apply to attend a four year university.  Students participate in rigorous courses, learn study habits, note taking, collaborative study groups, personal statement, university visits and facilitation of the financial aid process.* | District-Wide | _√_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>384,134<br>1xxx<br><br>100,667<br>3xxx<br><br>60,000<br>4xxx<br><br>80,090<br>5xxx |
| 3. **Comprehensive Site Opportunity Program Implementation**<br>*Explanation: Implement program at sites (2 FTE per comprehensive site for 9th & 10th grade Self-Contained Opportunity Programs). The Opportunity Program serves students who are at risk of not graduating and are having challenges with attendance, discipline and academic setting. Students are provided services to complete credits toward graduation.  The Opportunity Program is an intervention that is targeted towards our most at risk students.  Students are provided with intensive support in the areas of English and math.* | District-Wide | _√_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>355,052<br>1xxx<br><br>66,105<br>3xxx |

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|---|---|---|---|
| 4. **Crisis Intervention Staff**<br>*Explanation: Increase crisis group services to focus on drug and alcohol issues. (2 FTE existing  plus 2 additional FTE ; Net result - 1 per site) Crisis Intervention Consultants provide consultation services to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs; promote sobriety and provide drug-free activities; make presentations to classrooms and provide various in-services related to assigned areas.* | District-Wide | _√_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>173,185<br>2xxx<br><br>52,571<br>3xxx |
| 5. **Extracurricular Program Support**<br>*Explanation: Increase extracurricular support designed to lessen the dependence of programs on gate receipts and fundraising and increase student activity participation.  Athletic Directors at each site will manage their budget in the various area: certificated salaries, classified salaries, materials and supplies (uniforms, sport equipment, office equipment and transportation), travel and conference, tournament fees, training room supplies, CIF playoff expenses, CIF dues, league dues, Officials and athletic awards and dinners.  Student engagement in extracurricular programs provides students to build relationships, develop social and physical skills, and stay involved with their school.* | District-Wide | _√_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>14,893<br>1xxx<br><br>4,400<br>2xxx<br><br>3,566<br>3xxx<br><br>406,923<br>4xxx<br><br>430,219<br>5xxx<br><br>40,000<br>6xxx |

| 6. **Fine Arts Programs** <br> *The funding for District Fine Arts Programs will assist with student building of relationships, developing both social and physical skills and staying involved with school and our community through various events held throughout the year. All school programs will be supported with travel and entry cost to competition, tournaments and other school events. This will also include the purchase and maintenance of equipment. The intent to support all school programs will provide students the exposure and the interest to expand course offerings.* | | _√_ ALL <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc <br> 25,000 <br> 4xxx <br><br> 175,000 <br> 5xxx |
|---|---|---|---|
| 7. **Renaissance Learning (STAR Enterprise)** <br> *Explanation: Software and training to provide progress monitoring of students and appropriate placement for English and math. STAR assessments are computer adaptive, using sophisticated item calibration and psychometrics to dynamically adjust to each student's unique responses. Fully supported by extensive research, they are easy to administer and yield the valid, reliable, actionable data educators need. STAR assessments provide valid, reliable, actionable data in the least amount of testing time. Star Enterprise assist school sites with the placement of students in math and English while also progress monitor students who are at risk academically.* | District-wide | _√_ ALL <br> OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc <br> $48,110 <br> 5xxx |

| 8. **Career Cruising Software**<br><br>*Explanation:  College and Career Readiness Platform Software for uses by all stakeholders.*<br>*Career Cruising is an online career exploration and planning tool used by students to explore career and college options and develop a career plan. Career Cruising can be accessed from school, from home, or wherever a student has access to the Internet. Features of the program include: Assessment tools to help your child identify his or her career interests, skills, and learning style.  Thorough and up-to-date information about hundreds of different occupations, including direct links between careers and related college programs.  Interviews with real people in each occupation, which add depth and realism to career profiles.  Detailed information on post-secondary education and training options. Advice for all stages of the job search process, including developing a job search plan, networking, writing resumes and cover letters, preparing for interviews, and adjusting to a new job.  An online portfolio where students can develop and reflect on his or her academic, personal, and career exploration activities, and make plans for the future. Students can create, format, and print professional-looking resumes quickly and easily. Parent Portal allows the parent to view the information the student has stored in his or her plan, learn more about the careers and schools that the student is interested in, and communicate with the students counselor. Student field trips towards post-secondary education and career exploration trips.* | District-Wide | √ ALL<br>------------------------------------------------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$129,000<br>5xxx |

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|---|---|---|---|
| **9. Early Academic Outreach Program Counselor Feeder Partnership**<br><br>*Explanation: District partnership designed to share UCSB Outreach Consultants and promote A-G completers in part through better vertical articulation of this service. Provides Intensive EAOP Cohort Services and School-wide College Preparation Resources. Facilitates and Promotes College Going Culture every day, all week long, each month, and throughout the entire year, including the summer. Integrated Into Whole School Councils, Counseling Department, and Back To School Nights, Open House, School & District-Wide Services, WASC Accreditation, Administration Relations, And Special Projects. Extensive Collaboration w/Regional Colleges & Universities and Other Pre-College Programs & Events, Enhances & Supplements School Site Efforts. On-going School-wide Access to Students, Teachers, Academic Departments, Parents, and School Site Resources. Works Annually with Feeder Middle Schools to foster college awareness.* | District-Wide | _√_ALL<br>---<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$105,000<br>5xxx |
| **10. SRA Flex Literacy**<br><br>*Explanation: SRA FLEX Literacy combines the use of computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness. Informs teachers and administrators through progress reporting on a student, classroom, and school level. Automatically populates student performance data. Provides teachers with tools for planning and classroom management, along with other resources for implementation. Helps teachers target instruction to meet the needs of every student. The SRA Flex Literacy will be used District-wide as an intervention course to include special education.* | District-Wide | _√_ALL<br>OR:<br>__Low Income pupils___English Learners<br>__Foster Youth___Redesignated fluent English proficient__Other Subgroups:(Specify)_____<br>--- | LCFF/Supp-Conc<br>$80,000<br>4xxx |

| | | | |
|---|---|---|---|
| **11. Reading Plus Software**<br>*Reading Plus® is a web-based reading intervention that uses technology to provide individualized scaffold silent reading practice for students. Reading Plus aims to develop and improve students' silent reading fluency, comprehension, and vocabulary. Reading Plus is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities.* | District-Wide | _√_ALL<br>OR:<br>__Low Income pupils___English Learners<br>__Foster Youth___Redesignated fluent English proficient__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$10,000<br>4xxx |
| **12. CAL-SAFE: Child Development - School base**<br>*The California School Age Families Education (Cal-SAFE) Program is designed to increase the availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills, and to provide a quality child care and development program for their children. The Cal-SAFE Program is coordinated through the Santa Barbara County Office of Education to provide access sufficient resources to support a seamless, cost-effective service delivery system from point of entry into the Program until graduation. The intent of the Cal-SAFE Program is to connect with existing program strategies, and build upon existing local collaborative to provide a unified integrated system of services to children, youth, and families.* | | _√_ALL<br>OR:<br>__Low Income pupils___English Learners<br>__Foster Youth___Redesignated fluent English proficient__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$80,000<br>5xxx |

**13.** *Turnitin*

*Turnitin Feedback Studio: Turnitin eliminates the time-consuming process of verifying student authorship by presenting easy-to-use reports that show how much of a document is original, cited from other sources, or unoriginal. With Turnitin, educators can promote academic integrity in their classroom and provide timely feedback to their students. Students learn the importance of original writing, attribution and foster critical thinking skills that are important to student success. Our online grading features provide instructors with a simple way to leave great feedback in less time. Turnitin provides instructors with a wide a range of feedback tools, including voice comments, drag-and-drop comments, and rubric-associated comments to engage students in the feedback process. Students don't just learn from instructors they also learn from one another. Turnitin also facilitates peer reviews so students not only receive feedback from their instructors, but also receive feedback from their peers. Through PeerMark students can evaluate each other's work (anonymously or not) and learn from their classmates. Instructors and students have the ability to access Turnitin on any device (computer, tablet or phone).*

*Revision Assistant will provide your students with immediate, specific and actionable feedback during the writing process allowing them to improve their writing through revision. Revision Assistant also allows teachers and administration more visibility into individual student progress over time. Revision Assistant is a formative writing tool to help engage students in the writing process, support instruction in the classroom and improve learning outcomes.*

_√_ALL

OR:
__Low Income pupils___English Learners
__Foster Youth___Redesignated fluent English proficient___Other Subgroups:(Specify)_____

LCFF/Supp-Conc
$81,700
4xxx

| | | | |
|---|---|---|---|
| **14. Student Activities**<br>Explanation: Increase support for student activities in the District. The District would like to increase participation of students regarding school events, clubs, trainings, cultural awareness/proficiency, transportation, motivational speakers, equipment/maintenance, incentives and Link Crew. | | _√_ ALL<br><br>OR:<br>__Low Income pupils___English Learners<br>__Foster Youth___Redesignated fluent English proficient__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>35,000<br>4xxx<br><br>35,000<br>5xxx |
| **15. Edmentum Educational Services**<br>Explanation: The Plato Courseware Beyond High School Library is a comprehensive online curriculum for test preparation. The courses prepare students for leading college entrance and placement tests as well as for career certification and work skills exams. Edmentum's adaptive intervention solution provides meaningful tools to help identify students not keeping pace, pinpoint weakness, and target individual student needs to ensure success. The program is uniquely designed to provide focused instruction and support to raise student achievement. | | _√_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$88,500<br>5xxx |
| **16. Program Purchase Support**<br>*Explanation: To support staff members in processing of LCAP items (example ordering supplies, paying vendors, etc….) supports all low income pupils, EL and foster youth.* | | _√_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>30,805<br>2xxx<br><br>7,457<br>3xxx |

# LCAP Year 1: 2016-17

| GOAL: 5 | 5. Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations. | Related State and/or Local Priorities:<br><br>1 _√_ 2 _√_ 3 __ 4 _√_ 5 _√_ 6 __ 7 _√_ 8 _√_<br>COE only: 9 __ 10 __<br>Local : Specify _____ |
|---|---|---|

| Identified Need : | 5. The district has identified the need to address the digital divide that exists for poor and minority students.<br>**The District has identified the need to support and train teachers toward the use of instruction strategies for student engagement with technology.**<br>**The District has identified the need to support student learning of technology and the use of an electronic tablet.** |
|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| LCAP Year 1: 2016-17 |
|---|

| Expected Annual Measurable Outcomes: | **District use of student accounts on internet**<br>Percent of student accounts used the internet targeted at 90% use.<br>The above data be reported from the school year 2015/2016<br>**District use of students and staff using Microsoft 365**<br>Percent of student use of District email account targeted at 90% use.<br>The above data be reported from the school year 2015/2016<br>**Student survey on the use of electronic tablet**<br>Survey will be develop for the school year 2015/2016. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **Tablet Repair Program**<br>*Third party vendor to repair tablets that are under warranty and screen repair in a timely manner to the student user.* | | _√_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$45,000<br>5xxx |
| 2. **Microsoft Training**<br>*Explanation: Provide on-going training through Microsoft and additional providers in the use of tablets that enhances learning for both students and staff. Training for staff will consist of an introduction to Microsoft 365. This is to include how files are stored, collaboration tools and communication. OneNote is a training for creating documents via a keyboard, voice, with a pen or through a collaborative group. OneDrive is a training where teachers learn to share and access files from anywhere, anytime, on any device. These are some of the trainings that will continue and expand as the District progresses its technology plan.* | District-wide | _√_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$50,000<br>5xxx |

| | | | |
|---|---|---|---|
| **3. Teachers on Special Assignment (TOSA)**<br>*Explanation: Create site-level TOSA's to provide direct support for teachers in the use of tablets and new instructional technologies.  The instructional Technology TOSA is responsible for working directly with site instructional staff.  She/he will be required to plan, communicate and implement staff trainings centered on assisting teachers in the use of instructional technology to enhance classroom instruction by maximizing the effective use of instructional software applications, Tablets, and other applicable technological equipment.  This assistance will be provided in a variety of forums, both large and small group, classroom demonstrations for students, as well as individualized interactions as requested.* | District-wide | _√_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>284,506<br>1xxx<br><br>98,286<br>3xxx |
| **4. One to One Devices**<br>*Explanation:  One to One devices for incoming 9th graders, new students, new staff and staff replacement devices.  Student will be able to access intervention software, college and career readiness software, assist with academic presentations and support student learning.* | District-wide | _√_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$1,300,000.00<br>4xxx |
| **5. One to One Tablet Repair Computer Technician**<br>*Explanation: One to One tablets have become an essential tool for students.  There is a need to accommodate the District's student tablet program with a computer technician to repair tablets in a timely manner and into the hands of our students.* | | _√_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>45,338<br>2xxx<br><br>16,855<br>3xxx |

# LCAP Year 2: 2017-18

| GOAL: 5 | 5. Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations. | Related State and/or Local Priorities: 1_√_ 2_√_ 3__ 4_√_ 5_√_ 6__ 7_√_ 8_√_ COE only: 9__ 10__ Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

## LCAP Year 2: 2017-18

| Expected Annual Measurable Outcomes: | **District use of student accounts on internet** Percent of student accounts used the internet targeted at 90% use. The above data be reported from the school year 2016/2017 **District use of students and staff using Microsoft 365** Percent of student use of District email account targeted at 90% use. The above data be reported from the school year 2016/2017 **Student survey on the use of electronic tablet** Survey will be develop for the school year 2016/2017 |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **Tablet Repair Program** *Third party vendor to repair tablets that are under warranty and screen repair in a timely manner to the student user.* | District-wide | _√_ALL <hr> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc $45,000 5xxx |
| 2. **Microsoft Training** *Explanation: Provide on-going training through Microsoft and additional providers in the use of tablets that enhances learning for both students and staff. Training for staff will continue provide support to staff toward Microsoft 365. This is to include how files are stored, collaboration tools and communication. OneNote is a training for creating documents via a keyboard, voice, with a pen or through a collaborative group. OneDrive is a training where teachers learn to share and access files from anywhere, anytime, on any device. These are some of the trainings that will continue and expand as the District progresses its technology plan. TOSAs will also provide support to students learning Microsoft 365.* | District-wide | _√_ALL <hr> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc $50,000 5xxx |

| | | | |
|---|---|---|---|
| **3. Teachers on Special Assignment (TOSA)**<br>*Explanation: Create three site-level TOSA's to provide direct support for teachers in the use of tablets and new instructional technologies. The Instructional Technology TOSA is responsible for working directly with site instructional staff. She/he will be required to plan, communicate and implement staff trainings centered on assisting teachers in the use of instructional technology to enhance classroom instruction by maximizing the effective use of instructional software applications, Tablets, and other applicable technological equipment. This assistance will be provided in a variety of forums, both large and small group, classroom demonstrations for students, and support to students, as well as individualized interactions as requested* | District-wide | _√_ALL<br>--------------------------------------------------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>284,506<br>1xxx<br><br>98,286<br>3xxx |
| **4. One to One Devices**<br>*Explanation:  One to One devices for incoming 9th graders, new students, new staff and staff replacement devices.  Student will be able to access intervention software, college and career readiness software, assist with academic presentations and support student learning.* | District-wide | _√_ALL<br>--------------------------------------------------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$1,300,000<br>4xxx |
| **5. One to One Tablet Repair Computer Technician**<br>*Explanation: One to One tablets have become an essential tool for students.  There is a need to accommodate the District's student tablet program with a computer technician to repair tablets in a timely manner and into the hands of our students.* | | _√_ALL<br>--------------------------------------------------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>45,338<br>2xxx<br><br>16,855<br>3xxx |

# LCAP Year 3: 2018-19

| GOAL: 5 | 5. Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations. | Related State and/or Local Priorities: 1_√_ 2_√_ 3__ 4_√_ 5_√_ 6__ 7_√_ 8_√_ COE only: 9__ 10__ Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

**LCAP Year 3: 2018-19**

| Expected Annual Measurable Outcomes: | **District use of student accounts on internet** Percent of student accounts used the internet targeted at 90% use. The above data be reported from the school year 2017/2018 **District use of students and staff using Microsoft 365** Percent of student use of District email account targeted at 90% use. The above data be reported from the school year 2017/2018 **Student survey on the use of electronic tablet** Survey will be develop for the school year 2017/2018. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **Tablet Repair Program** *Third party vendor to repair tablets that are under warranty and screen repair in a timely manner to the student user.* | District-wide | _√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc $45,000 5xxx |
| 2. **Microsoft Training** *Explanation: Provide on-going training through Microsoft and additional providers in the use of tablets that enhances learning for both students and staff. Training for staff will continue provide support to staff toward Microsoft 365. This is to include how files are stored, collaboration tools and communication. OneNote is a training for creating documents via a keyboard, voice, with a pen or through a collaborative group. OneDrive is a training where teachers learn to share and access files from anywhere, anytime, on any device. These are some of the trainings that will continue and expand as the District progresses its technology plan. TOSAs will also provide support to students learning Microsoft 365.* | District-wide | _√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc $50,000 5xxx |

| | | | |
|---|---|---|---|
| **3. Teachers on Special Assignment (TOSA)**<br>*Explanation: Create three site-level TOSA's to provide direct support for teachers in the use of tablets and new instructional technologies. The Instructional Technology TOSA is responsible for working directly with site instructional staff.  She/he will be required to plan, communicate and implement staff trainings centered on assisting teachers in the use of instructional technology to enhance classroom instruction by maximizing the effective use of instructional software applications, Tablets, and other applicable technological equipment.  This assistance will be provided in a variety of forums, both large and small group, classroom demonstrations for students, and support to students, as well as individualized interactions as requested.* | District-wide | √_ALL<br>------------------------------------------------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>284,506<br>1xxx<br><br>98,286<br>3xxx |
| **4. One to One Devices**<br>*Explanation:  One to One devices for incoming 9th graders, new students, new staff and staff replacement devices.  Students will be able to access intervention software, college and career readiness software, assist with academic presentations and support student learning.* | District-wide | √_ALL<br>------------------------------------------------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$1,300,000<br>4xxx |
| **5. One to One Tablet Repair Computer Technician**<br>*Explanation: One to One tablets have become an essential tool for students.  There is a need to accommodate the District's student tablet program with a computer technician to repair tablets in a timely manner and into the hands of our students.* | | √_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>45,338<br>2xxx<br><br>16,855<br>3xxx |

# LCAP Year 1: 2016-17

| GOAL: 6 | 6.   Maintain a safe, secure and healthy environment for all students and staff | Related State and/or Local Priorities: <br><br> 1 √  2__  3__  4__  5 √  6 √  7__  8 √ <br> COE only:  9__  10__ <br> Local : Specify _____ |
| --- | --- | --- |

| Identified Need : | 6. The district has identified the need to maintain and improve school safety. <br> **Expulsion Rate (6A)** <br> District Expulsion rate for 2014/2015 = 0.16 ( 12 students) <br> Note: The data above may be an estimated projection due to official data not yet released. <br> **Student Suspension Rate(6B)** <br> District Suspension Rate for 2014/2015 = 7% <br> Note: The data above may be an estimated projection due to official data not yet released. <br> **District Attendance Rate (5A)** <br> District Attendance Rate for 2014/2015 = 96.54% <br> Note: The data above may be an estimated projection due to official data not yet released. <br> **Chronic Absenteeism Rate** <br> District Chronic Absenteeism Rate for 2014/2015 = 8.9% <br> Note: The data above may be an estimated projection due to official data not yet released. <br> **School Facilities (1C)** <br> The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every fall.  For the intent of this report the overall rating for the school year 2015/2016 will be reported by school site. <br> Santa Maria High School rating is in "Good Standing" with a 95.83 % <br> Pioneer Valley High School rating is in "Good Standing" with a 98.83 % <br> Ernest Righetti High School rating is in "Good Standing" with a 96.53 % <br> Delta High School rating is in "Good Standing" with a 97.44 % |
| --- | --- |

| Goal Applies to: | Schools: | All |
| --- | --- | --- |
| | Applicable Pupil Subgroups: | All |

**LCAP Year 1: 2016-17**

| Expected Annual Measurable Outcomes: | **Expulsion Rate (6A)**<br>The expected annual outcome for expulsion rates for the District is to be less than 0.1 %.<br>**Student Suspension Rate (6B)**<br>The District's expected annual outcome for student suspension rates is to decrease from 7% to 5%.<br>**District Attendance Rate (5A)**<br>The District Attendance Rate for 2015/2016 for the expected annual outcome for student attendance is to be at 95% or above.<br>**Chronic Absenteeism Rate**<br>The District's expected annual outcome for chronic absenteeism rates is to decrease from 8.9% to 5%.<br>**Williams Act – School Facilities(1C)**<br>The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every fall.  For the intent of this report the expected annual outcome for the school year 2015/2016 will be to maintain a rate "Good Standing". |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **Restorative Justice Planning**<br>*Explanation: Creation of a districtwide planning group to explore various Restorative Justice Programs for future implementation. Restorative Approaches (RA) is rooted in the belief that positive social behaviors are best supported through a process that collaboratively identifies the harm done by one's actions and establishes a way to repair that harm. RA is a philosophical approach, and can be implemented when dealing with a wide range of conflicts, from classroom disruption, to teacher/student conflict and student/student conflict. RA is supplementing traditional discipline structures and practices such as suspension, expulsion, and referral to law enforcement. The District will be exploring the possible implementation of Restorative Approaches through conferences or trainings provided by other institution.* | District-wide | _√_ ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$10,000<br>5xxx |
| 2. **Classified Substitute Pool Program**<br>*Explanation: Establish effective process and fund "sub coverage" for targeted classified positions.  The Classified Substitute Pool Program will target positions that are directly related to student safety, environment and learning.  The targeted positions that will participate in the program are Instructional Aides, Campus Security and Custodians. Supported staff will be added for recruitment process.* | District-wide | _√_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>84,502<br>2xxx<br><br>11,884<br>3xxx |

| | | | |
|---|---|---|---|
| **3. Campus Security Support Staff**<br>*Additional security at each of the comprehensive sites to provide supervision during the school day for a safer student environment.  These additional positions will be assigned to a comprehensive site, but may assist other school sites do to the need of safety. As campus security provides the safety of our students and campuses, additional funding will provide support for extracurricular activities beyond the school day that may include off campus events that students may need to be accompanied.  The presence of campus security at extracurricular activities provides an opportunity to build a safe environment for students and our community.* | | \_√\_ALL<br><br>OR:<br>\_\_Low Income pupils \_\_English Learners<br>\_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other<br>Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>79,391<br>2xxx<br><br>19,217<br>3xxx |
| **4. School Safety Training**<br>*Explanation: Safety training support for administrators, security and plant managers.  School safety training will continue to be supported through conferences and School Resource Officer trainings and presentations to staff members.* | District-wide | \_√\_ALL<br><br>OR:<br>\_\_Low Income pupils \_\_English Learners<br>\_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other<br>Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$10,000.00<br>5xxx |
| **5. School Resource Officers**<br>*Explanation: Funding to secure School Resource Officers/Deputy services from law enforcement agencies.  The District will be contracting with the City of Santa Maria Police Department for two School Resource Officers serving Santa Maria High School and Pioneer Valley High School.  The District will also be contract with Santa Barbara County Sheriff's Department for one School Resource Officer to serve Ernest Righetti High School and Delta Continuation High School.  All three School Resource Officers will provide support in developing the District's School Safety Plan.  School Resource Officers play a vital role in each of the school sites providing a safe school environment.* | District-wide | \_√\_ALL<br><br>OR:<br>\_\_Low Income pupils \_\_English Learners<br>\_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other<br>Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$340,000<br>5xxx |

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| 6. **Fitzgerald Community School**<br>*Explanation:  Services for expelled students contracted through SBCEO.  Services to students will include group counseling, academic support with an instructional aide, opportunity to make up missed credits and a transitional plan and conditions to return to the District.* | District-wide | _√_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$345,000<br>7xxx |
| 7. **Attention 2 Attendance Software (A2A)**<br>*Explanation: Software and training designed to monitor, analyze and facilitate parent communication related to school attendance.  A2A will assist school sites with parent notification of attendance and the prevention of students who may be at-risk of chronic absenteeism.  The A2A system will assist and be implemented as an intervention in reducing the District's chronic absenteeism and support our Student Attendance Review Board (SARB). Automated letters and calls will be made to parents notifying them of their students' attendance as preventative measure.* | District-wide | _√_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$78,000.00<br>5xxx |
| 8. **Safety Equipment**<br>*Explanation: Funding to be used for security cameras and other safety equipment as deemed necessary.* | District-wide | _√_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$200,000<br>4xxx |

| 9. **Daytime Custodial Services** | | √ ALL | LCFF/Supp-Conc |
|---|---|---|---|
| *Explanation: Provide three additional custodians during the school day at each comprehensive school site to perform classroom vacuuming and student restroom cleaning while students are at school. The vacuuming will occur during teacher preparation periods; teachers will be able to see their classrooms being vacuumed. Restroom cleaning will occur throughout the school day; restrooms will no longer wait until the end of the day to be thoroughly cleaned. All restrooms will also be cleaned at night to ensure that at the beginning of the next school day, students have clean restrooms available. These will be additional employees to provide enhanced cleaning services. The visible presence of people cleaning the school will foster the idea that a clean campus is a better place to learn. The additional adult presence on campus during the day will increase the students' sense of safety and well-being. A pilot program was initiated during the Spring 2016 semester with excellent results.* | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | 280,605<br>2xxx<br><br>94,529<br>3xxx |
| 10. **District Classified Personnel Uniforms** | | √ ALL | LCFF/Supp-Conc |
| Explanation: Uniforms will be provided for maintenance/operation, warehouse, bus drivers, campus security and information technology.  School safety and environment plays an essential role to identify employees on school campuses. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | $50,000<br>5xxx |

# LCAP Year 2: 2017-18

| GOAL: 6 | 6.  Maintain a safe, secure and healthy environment for all students and staff | Related State and/or Local Priorities:<br><br>1 √  2__  3__  4__  5 √  6 √  7__  8 √<br>COE only:  9__  10__<br><br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | All | |

## LCAP Year 2: 2017-18

| Expected Annual Measurable Outcomes: | **Expulsion Rate (6A)**<br>The expected annual outcome for expulsion rates for the District is to be below 0.1%<br>**Student Suspension Rate (6B)**<br>The District's expected annual outcome for student suspension rates is to decrease from 5% to 4%.<br>**District Attendance Rate (5A)**<br>The District Attendance Rate for 2016/2017 for the expected annual outcome for student attendance is to be at 95% or above.<br>**Chronic Absenteeism Rate**<br>The District's expected annual outcome for chronic absenteeism rates is to decrease from 5% to 4%.<br>**Williams Act – School Facilities(1C)**<br>The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every fall.  For the intent of this report the expected annual outcome for the school year 2016/2017 will be to maintain a rate "Good Standing". |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1.  **Restorative Justice Planning**<br>*Explanation: Creation of a districtwide planning group to explore various Restorative Justice Programs for future implementation. Restorative Approaches (RA) is rooted in the belief that positive social behaviors are best supported through a process that collaboratively identifies the harm done by one's actions and establishes a way to repair that harm. RA is a philosophical approach, and can be implemented when dealing with a wide range of conflicts, from classroom disruption, to teacher/student conflict and student/student conflict. RA is supplementing traditional discipline structures and practices such as suspension, expulsion, and referral to law enforcement. The District will be exploring the possible implementation of Restorative Approaches through conferences or trainings provided by other institution.* | District-wide | __√_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$10,000<br>5xxx |

| | | | |
|---|---|---|---|
| **2. Classified Substitute Pool Program**<br>*Explanation: Establish effective process and fund "sub coverage" for targeted classified positions. The Classified Substitute Pool Program will target positions that are directly related to student safety, environment and learning. The targeted positions that will participate in the program are Instructional Aides, Campus Security and Custodians. Supported staff will be added for recruitment process.* | District-wide | _√_ALL<br>------------------------------------------<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>84,502<br>2xxx<br><br>11,884<br>3xxx |
| **3. Campus Security Support Staff**<br>*Additional security at each of the comprehensive sites to provide supervision during the school day for a safer student environment. These additional positions will be assigned to a comprehensive site, but may assist other school sites do to the need of safety. As campus security provides the safety of our students and campuses, additional funding will provide support for extracurricular activities beyond the school day that may include off campus events that students may need to be accompanied. The presence of campus security at extracurricular activities provides an opportunity to build a safe environment for students and our community.* | | _√_ALL<br>------------------------------------------<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>79,391<br>2xxx<br><br>19,217<br>3xxx |
| **4. School Safety Training**<br>*Explanation: Safety training support for administrators, security and plant managers. School safety training will continue to be supported through conferences and School Resource Officer trainings and presentations to staff members.* | District-wide | _√_ALL<br>------------------------------------------<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$10,000<br>5xxx |

| | | | |
|---|---|---|---|
| **5. School Resource Officers**<br>*Explanation: Funding to secure School Resource Officers/Deputy services from law enforcement agencies. The District will be contracting with the City of Santa Maria Police Department for two School Resource Officers serving Santa Maria High School and Pioneer Valley High School. The District will also be contracted with Santa Barbara County Sheriff's Department for one School Resource Officer to serve Ernest Righetti High School and Delta Continuation High School. All three School Resource Officers will provide support in developing the District's School Safety Plan. School Resource Officers play a vital role in each of the school sites providing a safe school environment.* | District-wide | _√_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$340,000<br>5xxx |
| **6. Fitzgerald Community School**<br>*Explanation: Services for expelled students contracted through SBCEO. Services to students will include group counseling, academic support with an instructional aide, opportunity to make up missed credits and a transitional plan and conditions to return to the District.* | District-wide | _√_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$345,000<br>7xxx |
| **7. Attention 2 Attendance Software (A2A)**<br>*Explanation: Software and training designed to monitor, analyze and facilitate parent communication related to school attendance. A2A will assist school sites with parent notification of attendance and the prevention of students who may be at-risk of chronic absenteeism. The A2A system will assist and be implemented as an intervention in reducing the District's chronic absenteeism and support our Student Attendance Review Board (SARB). Automated letters will be made to parents notifying them of their students' attendance as preventative measure.* | District-wide | _√_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$78,000.00<br>5xxx |
| **8. Safety Equipment**<br>*Explanation: Funding to be used for security cameras and other safety equipment as deemed necessary.* | District-wide | _√_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$200,000<br>4xxx |

| 9. **Daytime Custodial Services** | | _√_ ALL | LCFF/Supp-Conc |
|---|---|---|---|
| *Explanation: Provide three additional custodians during the school day at each comprehensive school site to perform classroom vacuuming and student restroom cleaning while students are at school. The vacuuming will occur during teacher preparation periods; teachers will be able to see their classrooms being vacuumed. Restroom cleaning will occur throughout the school day; restrooms will no longer wait until the end of the day to be thoroughly cleaned. All restrooms will also be cleaned at night to ensure that at the beginning of the next school day, students have clean restrooms available. These will be additional employees to provide enhanced cleaning services. The visible presence of people cleaning the school will foster the idea that a clean campus is a better place to learn. The additional adult presence on campus during the day will increase the students' sense of safety and well-being. A pilot program was initiated during the Spring 2016 semester with excellent results.* | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | 280,605<br>2xxx<br><br>94,529<br>3xxx |
| 10. **District Classified Personnel Uniforms** | | _√_ ALL | LCFF/Supp-Conc |
| Explanation: Uniforms will be provided for maintenance/operation, warehouse, bus drivers, campus security and information technology.  School safety and environment plays an essential role to identify employees on school campuses. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | $50,000<br>5xxx |

# LCAP Year 3: 2018-19

| GOAL: 6 | 6. Maintain a safe, secure and healthy environment for all students and staff | Related State and/or Local Priorities: 1 √  2__  3__  4__  5 √  6 √  7__  8 √ COE only: 9__ 10__ Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

## LCAP Year 3: 2018-19

| Expected Annual Measurable Outcomes: | **Expulsion Rate (6A)** The expected annual outcome for expulsion rates for the District is to be below 0.09% **Student Suspension Rate (6B)** The District's expected annual outcome for student suspension rates is to decrease from 4% to 3%. **District Attendance Rate (5A)** The District Attendance Rate for 2017/2018 for the expected annual outcome for student attendance is to be at 95% or above. **Chronic Absenteeism Rate** The District's expected annual outcome for chronic absenteeism rates is to decrease from 4% to 3%. **Williams Act – School Facilities(1C)** The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every fall.  For the intent of this report the expected annual outcome for the school year 2017/2018 will be to maintain a rate "Good Standing". |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| **1. Restorative Justice Planning** *Explanation: Creation of a districtwide planning group to explore various Restorative Justice Programs for future implementation. Restorative Approaches (RA) is rooted in the belief that positive social behaviors are best supported through a process that collaboratively identifies the harm done by one's actions and establishes a way to repair that harm. RA is a philosophical approach, and can be implemented when dealing with a wide range of conflicts, from classroom disruption, to teacher/student conflict and student/student conflict. RA is supplementing traditional discipline structures and practices such as suspension, expulsion, and referral to law enforcement. The District will be exploring the possible implementation of Restorative Approaches through conferences or trainings provided by other institution.* | District-wide | _√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc $10,000 5xxx |

| | | | |
|---|---|---|---|
| **2. Classified Substitute Pool Program**<br>*Explanation: Establish effective process and fund "sub coverage" for targeted classified positions. The Classified Substitute Pool Program will target positions that are directly related to student safety, environment and learning. The targeted positions that will participate in the program are Instructional Aides, Campus Security and Custodians. Supported staff will be added for recruitment process.* | District-wide | _√_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>84,502<br>2xxx<br><br>11,884<br>3xxx |
| **3. Campus Security Support Staff**<br>*Additional security at each of the comprehensive sites to provide supervision during the school day for a safer student environment. These additional positions will be assigned to a comprehensive site, but may assist other school sites do to the need of safety. As campus security provides the safety of our students and campuses, additional funding will provide support for extracurricular activities beyond the school day that may include off campus events that students may need to be accompanied. The presence of campus security at extracurricular activities provides an opportunity to build a safe environment for students and our community.* | | _√_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>79,391<br>2xxx<br><br>19,217<br>3xxx |
| **4. School Safety Training**<br>*Explanation: Safety training support for administrators, security and plant managers. School safety training will continue to be supported through conferences and School Resource Officer trainings and presentations to staff members.* | District-wide | _√_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$10,000<br>5xxx |

| | Location | Subgroups | Funding |
|---|---|---|---|
| **5. School Resource Officers**<br>*Explanation: Funding to secure School Resource Officers/Deputy services from law enforcement agencies. The District will be contracting with the City of Santa Maria Police Department for two School Resource Officers serving Santa Maria High School and Pioneer Valley High School. The District will also be contracted with Santa Barbara County Sheriff's Department for one School Resource Officer to serve Ernest Righetti High School and Delta Continuation High School. All three School Resource Officers will provide support in developing the District's School Safety Plan. School Resource Officers play a vital role in each of the school sites providing a safe school environment.* | District-wide | √ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$340,000<br>5xxx |
| **6. Fitzgerald Community School**<br>*Explanation: Services for expelled students contracted through SBCEO. Services to students will include group counseling, academic support with an instructional aide, opportunity to make up missed credits and a transitional plan and conditions to return to the District.* | District-wide | √ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$345,000<br>7xxx |
| **7. Attention 2 Attendance Software (A2A)**<br>*Explanation: Software and training designed to monitor, analyze and facilitate parent communication related to school attendance. A2A will assist school sites with parent notification of attendance and the prevention of students who may be at-risk of chronic absenteeism. The A2A system will assist and be implemented as an intervention in reducing the District's chronic absenteeism and support our Student Attendance Review Board (SARB). Automated letters will be made to parents notifying them of their students' attendance as preventative measure.* | District-wide | √ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$78,000.00<br>5xxx |
| **8. Safety Equipment**<br>*Explanation: Funding to be used for security cameras and other safety equipment as deemed necessary.* | District-wide | √ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$200,000<br>4xxx |

| | | | |
|---|---|---|---|
| **9. Daytime Custodial Services**<br><br>*Explanation: Provide three additional custodians during the school day at each comprehensive school site to perform classroom vacuuming and student restroom cleaning while students are at school. The vacuuming will occur during teacher preparation periods; teachers will be able to see their classrooms being vacuumed. Restroom cleaning will occur throughout the school day; restrooms will no longer wait until the end of the day to be thoroughly cleaned. All restrooms will also be cleaned at night to ensure that at the beginning of the next school day, students have clean restrooms available. These will be additional employees to provide enhanced cleaning services. The visible presence of people cleaning the school will foster the idea that a clean campus is a better place to learn. The additional adult presence on campus during the day will increase the students' sense of safety and well-being. A pilot program was initiated during the Spring 2016 semester with excellent results* | | _√_ ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>280,605<br>2xxx<br><br>94,529<br>3xxx |
| **10. District Classified Personnel Uniforms**<br><br>Explanation: Uniforms will be provided for maintenance/operation, warehouse, bus drivers, campus security and information technology.  School safety and environment plays an essential role to identify employees on school campuses. | | _√_ ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$50,000<br>5xxx |

# LCAP Year 1: 2016-17

| GOAL: 7 | 7. Strengthen programs and services to support English Language Learners becoming proficient in academic areas. | Related State and/or Local Priorities:<br>1 √  2 √  3 √  4 √  5__  6__  7 √  8 √<br>COE only:  9__  10__<br>Local : Specify _____ |
|---|---|---|

| Identified Need : | **English Learner Reclassification Rate**<br>The District's goal will be to increase the EL reclassification rate for the school year 2015/2016 from 15.2% to 15.7%<br>**California Assessment of Student Performance and Progress (CAASPP)**<br>English Learner data from Smarter Balance Assessment Consortium (SBAC) for the school year 2014/2015 in English and Math will be reviewed and targeted goals will be set for the school year 2015/2016 base on the data to be released in July 2015 by the California Department of Education.<br>**Annual Measureable Achievement Objective (AMAO) 1 and 2**<br>AMAO 1 – Making annual progress in learning English<br>• The percentage of ELs making annual progress in learning English for the school year 2015/2016 is targeted at 62%.<br>AMAO 2 – Attaining English proficient level on the California English Language Development Test (CELDT)<br>• The District's percentage of ELs for less than five years attaining English proficient is targeted at 25.5%.<br>The District's percentage of ELs for five years or more attaining English proficient is targeted at 52.8% |
|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | English Learners, Redesignated Fluent English proficient |

| **LCAP Year 1: 2016-17** |
|---|

| Expected Annual Measurable Outcomes: | **English Learner Reclassification Rate**<br>The District's goal will be to increase the EL reclassification rate for the school year 2016/2017 from 15.7% to 16%<br>**California Assessment of Student Performance and Progress (CAASPP)**<br>English Learner data from Smarter Balance Assessment Consortium (SBAC) for the school year 2014/2015 targeted goals will be a 5% increase for the school year 2015/2016 based on the data to be released in July 2016 by the California Department of Education.<br>**Annual Measureable Achievement Objective (AMAO) 1 and 2**<br>AMAO 1 – Making annual progress in learning English<br>• The percentage of ELs making annual progress in learning English for the school year 2016/2017 is targeted at 63.5%.<br>AMAO 2 – Attaining English proficient level on the California English Language Development Test (CELDT)<br>• The District's percentage of ELs for less than five years attaining English proficient is targeted at 26.7%.<br>• The District's percentage of ELs for five years or more attaining English proficient is targeted at 54.7% |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **ELA/ELD Pathway Support**<br>*Explanation: Resources for staffing, training, and materials. The District will continue to support ongoing cost of licensing and consumable instructional materials associated with the ELA/ELD Pathway Curriculum.* | District-wide/EL Program | __ALL<br><br>OR:<br>__Low Income pupils  _√_English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____ | LCFF/Supp-Conc<br>2,155,347<br>1xxx |

*Professional learning and coaching will continue for new and current ELA/ELD Pathway teachers and administrators. The Districts will continue to support the ongoing cost of program implementation to include additional FTEs, two English Learner Coordinators, program placement meetings, Newcomer Cohorting at each comprehensive school site, primary language assessment system, reclassification monitoring tool and extra curricular enrichment supports.*

*The District will continue the use and implementation of Scholastic's Read 180 and System 44 research based curriculum for its ELA/ELD Pathway with English learner students. Additionally, the district will continue its support of the Student Academic Achievement Seminar (SAAS) 9, 10, and 11-12which is designed as a behavioral and academic support system for Long Term English Learners (LTELs)--students who have been enrolled in U.S Schools for 6 or more years-- and is centered on personalized academic guidance that involves teachers, administrators, counselors and student advocates who regularly monitor student academic progress related to graduation requirements and preparation for career and postsecondary education. SAAS is intended to provide a safe, culturally and linguistically responsive environment that nurtures strong teacher/student/parent relationships.*

*In total, 160 teachers in all content areas, 22 counselors and 11 Bilingual Instructional Assistants will be highly supported with on-going district-wide and site-based professional learning communities sessions aimed at supporting culturally and linguistically responsive, standards-based instructional programs. The State Board of Education (SBE) Adopted Standards and Frameworks will guide the professional learning to include the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, ELD standards, Next Generation Science Standards. The ELA/ELD Framework, Mathematics Framework, Draft Science Framework, and Draft History-Social Science Framework.*

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| **2. Bilingual Instructional Assistants**<br>*Explanation: Staffing to provide bilingual instructional support for EL Newcomer students. The District will be hiring four additional bilingual instructional assistants for a total of 11. Bilingual instructional assistants will assist a certificated teacher in providing instruction to individual or small groups of limited or non-English speaking students; monitor and report student progress regarding behavior and performance; translate and interpret for students, parents, counselors, teachers and others as assigned.* | District-wide/EL Program | __ALL<br>‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐<br>OR:<br>__Low Income pupils _v_ English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>265,963<br>2xxx<br><br>63,896<br>3xxx<br><br>6,000<br>4xxx |
| **3. A-G Intervention**<br>*Explanation: Funding to provide intervention and advancement opportunities for ELD students. This is to include Saturday school for English Learners who are new comers to the country, classroom setting summer school for English Learners and an opportunity for credit recovery.* | District-wide/EL Program | __ALL<br>‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐<br>OR:<br>__Low Income pupils__v_ English Learners<br>__Foster Youth __Redesignated fluent English proficient__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>98,544<br>1xxx<br><br>16,455<br>3xxx<br><br>15,000<br>4xxx |
| **4. Teacher on Special Assignment (TOSA)**<br>*Explanation: The District will fund two TOSAs to support teachers with effective language and literacy strategies. The English Learner Academic Support Specialists will support Core (Regular English, math, science and social studies). The Academic Support Specialist is responsible for assisting with the implementation of the academic supports for English learners outlined in the Local Control Accountability Plan (LCAP) and any English Learner Federal, State, District and School Accountability Plans. The English Learner Academic Support Specialists, together with the Director of Multilingual and Migrant Education Programs and EL Coordinators, supports teachers and staff in the Implementation of core academic and elective course supports for English learners.* | District-wide/EL Program | __ALL<br><br><br>‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐<br>OR:<br>__Low Income pupils _v_ English Learners<br>__Foster Youth __Redesignated fluent English proficient__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>129,251<br>1xxx<br><br>35,900<br>3xxx<br><br>4,849<br>4xxx |

| 5. **English Learner Advisory Committees** | District-wide/EL Program | __ALL | LCFF/Supp-Conc |
|---|---|---|---|
| *Explanation: Funding to provide ongoing training and resources for committee members. The funding will support the cost on additional staffing to attend meetings, materials and guest. This funding will also support the District's English Learner Program Restructuring Committee for the cost of substitute for meetings and materials.* | | OR: <br> __Low Income pupils _v_English Learners <br> __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | 11,139 <br> 1xxx <br><br> 5,633 <br> 2xxx <br><br> 3,197 <br> 3xxx <br><br> 1,771 <br> 4xxx <br><br> 5,000 <br> 5xxx |

# LCAP Year 2: 2017-18

| GOAL: 7 | 7. Strengthen programs and services to support English Language Learners becoming proficient in academic areas. | Related State and/or Local Priorities: |
|---|---|---|
| | | 1 √  2 √  3 √  4 √  5__  6__  7 √  8 √ |
| | | COE only:  9__  10__ |
| | | Local : Specify _____ |

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | English Learners, Redesignated Fluent English proficient |

## LCAP Year 2: 2017-18

| Expected Annual Measurable Outcomes: | **English Learner Reclassification Rate** <br> The District's goal will be to increase the  EL reclassification rate for the school year 2015/2016 from 15.2% to 21% <br> **California Assessment of Student Performance and Progress (CAASPP)** <br> English Learner data from Smarter Balance Assessment Consortium (SBAC) for the school year 2014/2015 in English and Math will be reviewed and targeted goals will be set for the school year 2015/2016 base on the data to be released in July 2015 by the California Department of Education. <br> **Annual Measureable Achievement Objective (AMAO) 1 and 2** <br> AMAO 1 – Making annual progress in learning English <br> • The percentage of ELs making annual progress in learning English is targeted to increase by State target. <br> AMAO 2 – Attaining English proficient level on the California English Language Development Test (CELDT) <br> • The District's percentage of ELs for less than five years attaining English proficient is targeted to increase by State Target. <br> • The District's percentage of ELs for five years or more attaining English proficient is targeted to increase by State Target. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **ELA/ELD Pathway Support** <br> *Explanation:  Resources for staffing, training, and materials.   The District will continue to support ongoing cost of licensing and consumable instructional materials associated with the ELA/ELD Pathway Curriculum.  Professional learning and coaching will continue for new and current ELA/ELD Pathway teachers and administrators.   The Districts will continue to support the ongoing cost of program implementation to include additional FTEs, two English Learner Coordinators,  program placement meetings, Newcomer Cohorting at each comprehensive school site,  primary  language  assessment  system, reclassification monitoring tool and extra curricular enrichment supports.* <br> *The District will continue the use and implementation of Scholastic's Read 180 and System 44 research based curriculum for its ELA/ELD Pathway with English learner students. Additionally, the district will continue* | District-wide/EL Program | | LCFF/Supp-Conc <br> 2,155,347 <br> 1xxx <br><br> 621,407 <br> 3xxx <br><br> 45,352 <br> 4xxx <br><br> 45,352 <br> 5xxx |

| | | | |
|---|---|---|---|
| *its support of the Student Academic Achievement Seminar (SAAS) 9, 10, and 11-12which is designed as a behavioral and academic support system for Long Term English Learners (LTELs)--students who have been enrolled in U.S Schools for 6 or more years-- and is centered on personalized academic guidance that involves teachers, administrators, counselors and student advocates who regularly monitor student academic progress related to graduation requirements and preparation for career and postsecondary education. SAAS is intended to provide a safe, culturally and linguistically responsive environment that nurtures strong teacher/student/parent relationships.*<br><br>*In total, 160 teachers in all content areas, 22 counselors and 11 Bilingual Instructional Assistants will be highly supported with on-going district-wide and site-based professional learning communities sessions aimed at supporting culturally and linguistically responsive, standards-based instructional programs. The State Board of Education (SBE) Adopted Standards and Frameworks will guide the professional learning to include the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, ELD standards, Next Generation Science Standards. The ELA/ELD Framework, Mathematics Framework, Draft Science Framework, and Draft History-Social Science Framework.* | | __ALL<br><br>OR:<br>__Low Income pupils  _v_English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| 2. **Bilingual Instructional Assistants**<br>*Explanation:  Staffing to provide bilingual instructional support for EL Newcomer students. The District will be hiring four additional bilingual instructional assistants for a total of 11. Bilingual instructional assistants will assist a certificated teacher in providing instruction to individual or small groups of limited or non-English speaking students; monitor and report student progress regarding behavior and performance; translate and interpret for students, parents, counselors, teachers and others as assigned.* | District-wide/EL Program | __ALL<br>OR:<br>__Low Income pupils  _v_English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>265,963<br>2xxx<br><br>63,896<br>3xxx<br><br>6,000<br>4xxx |

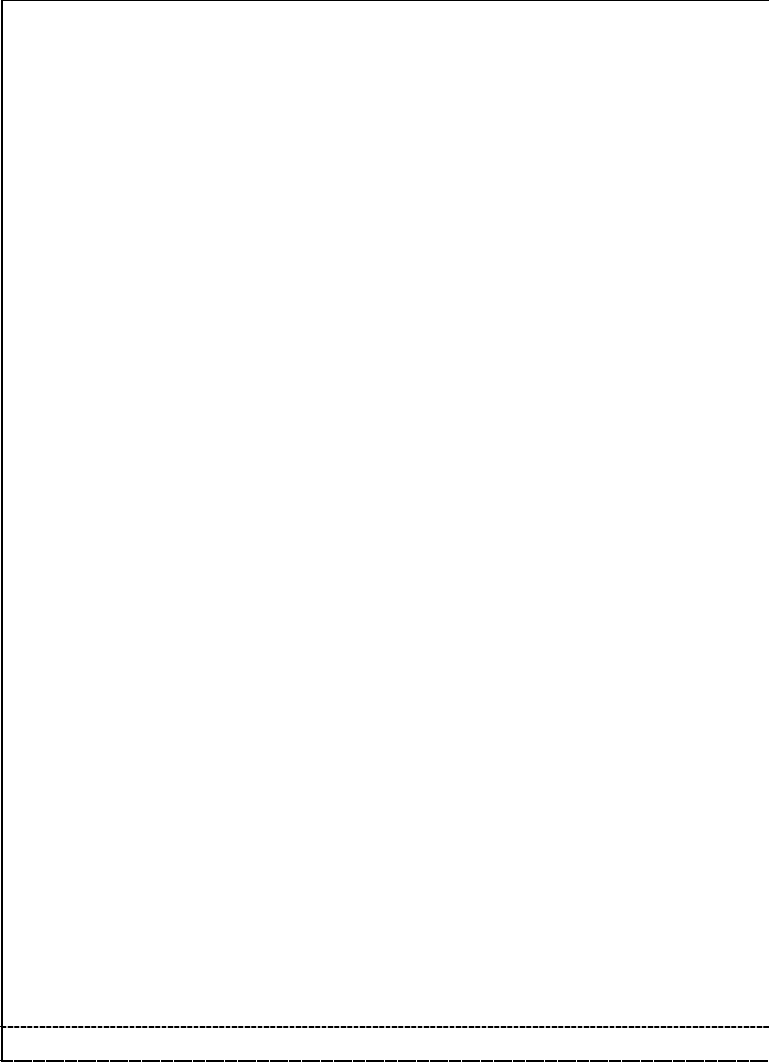| | | | |
|---|---|---|---|
| 3. **A-G Intervention**<br>*Explanation:  Funding to provide intervention and advancement opportunities for ELD students.  This is to include Saturday school for English Learners who are new comers to the country, classroom setting summer school for English Learners and an opportunity for credit recovery.* | District-wide/EL Program | __ALL<br><br>OR:<br>__Low Income pupils__v_English Learners<br>__Foster Youth  __Redesignated fluent English proficient__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>98,544<br>1xxx<br><br>16,455<br>3xxx<br><br>15,000<br>4xxx |
| 4. **Teacher on Special Assignment (TOSA)**<br>*Explanation:  The District will fund two TOSAs to support teachers with effective language and literacy strategies.  The English Learner Academic Support Specialists will support Core (Regular English, math, science and social studies). The Academic Support Specialist is responsible for assisting with the implementation of the academic supports for English learners outlined in the Local Control Accountability Plan (LCAP) and any English Learner Federal, State, District and School Accountability Plans.  The English Learner Academic Support Specialists, together with the Director of Multilingual and Migrant Education Programs and EL Coordinators, supports teachers and staff in the Implementation of core academic and elective course supports for English learners.* | District-wide/EL Program | __ALL<br><br>OR:<br>__Low Income pupils__v_English Learners<br>__Foster Youth  __Redesignated fluent English proficient__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>129,251<br>1xxx<br><br>35,900<br>3xxx<br><br>4,849<br>4xxx |
| 5. **English Learner Advisory Committees**<br>*Explanation:  Funding to provide ongoing training and resources for committee members. The funding will support the cost on additional staffing to attend meetings, materials and guest.  This funding will also support the District's English Learner Program Restructuring Committee for the cost of substitute for meetings and materials.* | District-wide/EL Program | __ALL<br>OR:<br>__Low Income pupils__v_English Learners<br>__Foster Youth  __Redesignated fluent English proficient__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>11,139<br>1xxx<br><br>5,633<br>2xxx<br><br>3,197<br>3xxx<br><br>1,771<br>4xxx<br><br>5,000<br>5xxx |

# LCAP Year 3: 2018-19

| GOAL: 7 | 7. Strengthen programs and services to support English Language Learners becoming proficient in academic areas. | Related State and/or Local Priorities:<br>1 √  2 √  3 √  4 √  5 __  6 __  7 √  8 √<br>COE only: 9 __  10 __<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | English Learners, Redesignated Fluent English proficient |

## LCAP Year 3: 2018-19

| Expected Annual Measurable Outcomes: | **English Learner Reclassification Rate**<br>The District's goal will be to increase the EL reclassification rate for the school year 2015/2016 from 15.2% to 21%<br>**California Assessment of Student Performance and Progress (CAASPP)**<br>English Learner data from Smarter Balance Assessment Consortium (SBAC) for the school year 2014/2015 in English and Math will be reviewed and targeted goals will be set for the school year 2015/2016 base on the data to be released in July 2015 by the California Department of Education.<br>**Annual Measureable Achievement Objective (AMAO) 1 and 2**<br>AMAO 1 – Making annual progress in learning English<br>• The percentage of ELs making annual progress in learning English is targeted to increase by State Target.<br>AMAO 2 – Attaining English proficient level on the California English Language Development Test (CELDT)<br>• The District's percentage of ELs for less than five years attaining English proficient is targeted to increase by State target.<br>• The District's percentage of ELs for five years or more attaining English proficient is targeted to increase by State Target. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **ELA/ELD Pathway Support**<br>*Explanation: Resources for staffing, training, and materials. The District will continue to support ongoing cost of licensing and consumable instructional materials associated with the ELA/ELD Pathway Curriculum. Professional learning and coaching will continue for new and current ELA/ELD Pathway teachers and administrators. The Districts will continue to support the ongoing cost of program implementation to include additional FTEs, two English Learner Coordinators, program placement meetings, Newcomer Cohorting at each comprehensive school site, primary language assessment system, reclassification monitoring tool and extra curricular enrichment supports.*<br>*The District will continue the use and implementation of Scholastic's Read 180 and System 44 research based curriculum for its ELA/ELD Pathway with English learner students. Additionally, the district will* | District-wide/EL Program | __ALL<br><br>OR:<br>__Low Income pupils  √ English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>2,155,347<br>1xxx<br><br>621,407<br>3xxx<br><br>45,352<br>4xxx<br><br>45,352<br>5xxx |

*continue its support of the Student Academic Achievement Seminar (SAAS) 9, 10, and 11-12which is designed as a behavioral and academic support system for Long Term English Learners (LTELs)-- students who have been enrolled in U.S Schools for 6 or more years-- and is centered on personalized academic guidance that involves teachers, administrators, counselors and student advocates who regularly monitor student academic progress related to graduation requirements and preparation for career and postsecondary education. SAAS is intended to provide a safe, culturally and linguistically responsive environment that nurtures strong teacher/student/parent relationships.*

*In total, 160 teachers in all content areas, 22 counselors and 11 Bilingual Instructional Assistants will be highly supported with on-going district-wide and site-based professional learning communities sessions aimed at supporting culturally and linguistically responsive, standards-based instructional programs. The State Board of Education (SBE) Adopted Standards and Frameworks will guide the professional learning to include the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, ELD standards, Next Generation Science Standards. The ELA/ELD Framework, Mathematics Framework, Draft Science Framework, and Draft History-Social Science Framework.*

| | | | |
|---|---|---|---|
| **2. Bilingual Instructional Assistants**<br>*Explanation:  Staffing to provide bilingual instructional support for EL Newcomer students. The District will be hiring four additional bilingual instructional assistants for a total of 11. Bilingual instructional assistants will assist a certificated teacher in providing instruction to individual or small groups of limited or non-English speaking students; monitor and report student progress regarding behavior and performance; translate and interpret for students, parents, counselors, teachers and others as assigned.* | District-wide/EL Program | __ALL<br>OR:<br>__Low Income pupils__√_English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>265,963<br>2xxx<br><br>63,896<br>3xxx<br><br>6,000<br>4xxx |
| **3. A-G Intervention**<br>*Explanation:  Funding to provide intervention and advancement opportunities for ELD students.  This is to include Saturday school for English Learners who are new comers to the country, classroom setting summer school for English Learners and an opportunity for credit recovery.* | District-wide/EL Program | __ALL<br>OR:<br>__Low Income pupils__√_English Learners<br>__Foster Youth __Redesignated fluent English proficient__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>98,544<br>1xxx<br><br>16,455<br>3xxx<br><br>15,000<br>4xxx |
| **4. Teacher on Special Assignment (TOSA)**<br>*Explanation:  The District will fund two TOSAs to support teachers with effective language and literacy strategies.  The English Learner Academic Support Specialists will support Core (Regular English, math, science and social studies). The Academic Support Specialist is responsible for assisting with the implementation of the academic supports for English learners outlined in the Local Control Accountability Plan (LCAP) and any English Learner Federal, State, District and School Accountability Plans.  The English Learner Academic Support Specialists, together with the Director of Multilingual and Migrant Education Programs and EL Coordinators, supports teachers and staff in the Implementation of core academic and elective course supports for English learners.* | District-wide/EL Program | __ALL<br>OR:<br>__Low Income pupils__√_English Learners<br>__Foster Youth___Redesignated fluent English proficient__Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>129,251<br>1xxx<br><br>35,900<br>3xxx<br><br>4,849<br>4xxx |

| 5. **English Learner Advisory Committees** | District-wide/EL Program | __ALL | LCFF/Supp-Conc |
|---|---|---|---|
| *Explanation: Funding to provide ongoing training and resources for committee members. The funding will support the cost on additional staffing to attend meetings, materials and guest. This funding will also support the District's English Learner Program Restructuring Committee for the cost of substitute for meetings and materials.* | | OR: <br> __Low Income pupils__v_English Learners <br> __Foster Youth___Redesignated fluent English proficient___Other Subgroups:(Specify)_____ | 11,139 <br> 1xxx <br><br> 5,633 <br> 2xxx <br><br> 3,197 <br> 3xxx <br><br> 1,771 <br> 4xxx <br><br> 5,000 <br> 5xxx |

## LCAP Year 1: 2016-17

| GOAL: 8 | 8. Develop a support systems for Foster Youth to improve academic achievement. | Related State and/or Local Priorities: <br> 1_v_ 2__ 3__ 4_v_ 5_v_ 6_v_ 7_v_ 8_v_ <br> COE only: 9__ 10__ <br> Local : Specify _____ |
|---|---|---|

| Identified Need : | 8. **Foster Youth % CAHSEE 10th Grade Pass Rate** <br> **Foster Youth % CAHSEE 10th Grade Pass Rate** <br> Foster Youth ELA 55%, District ELA 75% <br> Foster Youth Math 60%, District Math 81% <br> The District has found the need to provide services for Foster Youth to improve academic learning. <br> **Foster Youth % A-G Completion Rate** <br> Foster Youth 0%, District 22% <br> A-G courses are courses that have been approved through the University of California. These courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills. These completion of these courses are required for students to apply to a four year university. Program Specialist along with school counselors will meet and develop an educational case plan for each Foster Youth student to guide them through course work to meet the A-G requirements. <br> **Foster Youth % Credit Deficient** <br> Foster Youth 30% <br> Foster Youth students who are identified as unit deficient are identified through a transcript evaluation completed in conjunction with their counselor and FBSMV Program Specialist. A student is considered to be unit deficient if they have 20 or more credits deficient per grade level. |
|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | Foster Youth |

## LCAP Year 1: 2016-17

<table>
<tr>
<td rowspan="2">Expected Annual<br>Measurable Outcomes:</td>
<td><strong>SBAC Performance Data</strong><br>The District's expected annual outcome SBAC performance data will be determined when the California Department of Education has release the data and a benchmark can be established.  The District will assess Foster Youth students using State Interim Assessments as indicators toward progress of SBAC.<br><strong>Foster Youth % A-G Completion Rate</strong><br>District Foster Youth +5%<br>FBSMV Program Specialist will be working with school site counselors to develop an educational case plan to meet and guide for each Foster Youth student to be placed and progress monitor their completion of A-G courses.  FBSMV will work with site counselors to update each Foster Youth's Educational Case Plan to meet their A-G requirements.<br><strong>Foster Youth % Credit Deficient</strong><br>District Foster Youth -5%<br>Foster Youth students who have been identified as unit deficient will be counseled by the school site counselor and FBSMV Program Specialist.  School site counselors and Program Specialist will meet with Foster Youth students to provide options for student to make up credits.  The District offers an On Track Credit Recovery Program to assist student during the school to recuperate credit.  FBSMV Program Specialist will be monitoring Foster Youth students to insure that a grade of "C" or better is maintained in all subjects.</td>
</tr>
</table>

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **Foster Youth Liaison Services**<br>*Explanation:  Program Specialists contracted through Fighting Back Santa Maria Valley (FBSMV) will provide liaison services for Foster Youth students. FBSMV will design and implement the Foundations for Success program to improve educational outcomes for foster students. FBSMV will pursue outside funding to supplement this program. FBSMV will coordinate with CWS to quickly identify all students in the Foundations For Success service area. Every foster student will take an Academic Assessment to identify gaps in their education. The school that the student attends will be notified and a Foundation For Success Meeting will be held. That meeting will have all stakeholders present, CWS staff member, substitute care provider, student, teacher, school outreach coordinator, FBSMV staff member, the CASA (if the student is assigned one) and any other stakeholder. The result of that meeting will be an Educational Service Plan. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed.* | District-wide | \_\_ALL<br>OR:<br>\_\_Low Income pupils  \_\_English Learners<br>\_√\_Foster Youth  \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>$175,000.00<br>5xxx |
|  |  | \_\_ALL |  |

| | | | |
|---|---|---|---|
| 2. **Training and Support Programs**<br><br>*Explanation: Provide Foster Youth training and support programs for staff. Counselors and support staff will work with Fighting Back Santa Maria Valley, Allan Hancock College and the Santa Barbara County Education Office to collaborate services and attend trainings to better serve our Foster Youth students. Resources identified to facilitate involvement in the Foster Youth Summit and California Youth Connection. Administrators, counselors, teachers, and support staff may attend the California State Foster Youth Summit. The purpose to attend these conferences will be to learn about the foster youth care system and to learn about providing services to Foster Youth students.* | District-wide | OR:<br>__Low Income pupils  __English Learners<br>_√_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>5,000<br>4xxx<br><br>20,000<br>5xxx |
| 3. **After School Tutoring**<br>*Explanation:  After school tutoring provided by Santa Barbara County Office of Education.* | District-wide | __ALL<br>OR:<br>__Low Income pupils  __English Learners<br>_√_ Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | N/C |

# LCAP Year 2: 2017-18

| GOAL: 8 | 8. Develop a support systems for Foster Youth to improve academic achievement. | Related State and/or Local Priorities:<br><br>1 √ 2__ 3__ 4 √ 5 √ 6 √ 7 √ 8 √<br>COE only: 9__ 10__<br><br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | Foster Youth | |

## LCAP Year 2: 2017-18

| Expected Annual Measurable Outcomes: | **SBAC Performance Data**<br>The District's expected annual outcome SBAC performance data will be determined when the California Department of Education has release the data and a benchmark can be established. The District will assess Foster Youth students using State Interim Assessments as indicators toward progress of SBAC.<br>**Foster Youth % A-G Completion Rate**<br>District Foster Youth +5%<br>FBSMV Program Specialist will be working with school site counselors to develop an educational case plan to meet and guide for each Foster Youth student to be placed and progress monitor their completion of A-G courses. FBSMV will work with site counselors to update each Foster Youth's Educational Case Plan to meet their A-G requirements.<br>**Foster Youth % Credit Deficient**<br>District Foster Youth -5%<br>Foster Youth students who have been identified as unit deficient will be counseled by the school site counselor and FBSMV Program Specialist. School site counselors and Program Specialist will meet with Foster Youth students to provide options for student to make up credits. The District offers an On Track Credit Recovery Program to assist student during the school to recuperate credit. FBSMV Program Specialist will be monitoring Foster Youth students to insure that a grade of "C" or better is maintained in all subjects. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. **Foster Youth Liaison Services**<br>*Explanation: Program Specialists contracted through Fighting Back Santa Maria Valley (FBSMV) will provide liaison services for Foster Youth students. FBSMV will design and implement the Foundations for Success program to improve educational outcomes for foster students. FBSMV will pursue outside funding to supplement this program. FBSMV will coordinate with CWS to quickly identify all students in the Foundations For Success service area. Every foster student will take an Academic Assessment to identify gaps in their education. The school that the student attends will be notified and a Foundation For Success Meeting will be held. That meeting will have all stakeholders present, CWS staff member, substitute care provider, student, teacher, school outreach coordinator, FBSMV staff member, the CASA (if the student is assigned one) and any* | District-wide/Foster Youth | | LCFF/Supp-Conc<br>$175,000.00<br>5xxx |

| | | | |
|---|---|---|---|
| *other stakeholder. The result of that meeting will be an Educational Service Plan. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed.* | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>_√_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| 2. **Training and Support Programs**<br>*Explanation: Provide Foster Youth training and support programs for staff. Counselors and support staff will work with Fighting Back Santa Maria Valley, Allan Hancock College and the Santa Barbara County Education Office to collaborate services and attend trainings to better serve our Foster Youth students. Resources identified to facilitate involvement in the Foster Youth Summit and California Youth Connection. Administrators, counselors, teachers, and support staff may attend the California State Foster Youth Summit. The purpose to attend these conferences will be to learn about the foster youth care system and to learn about providing services to Foster Youth students.* | District-wide/Foster Youth | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>_√_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>5,000<br>4xxx<br><br>20,000<br>5xxx |
| 3. **After School Tutoring**<br>*Explanation: After school tutoring provided by Santa Barbara County Office of Education.* | | OR:<br>__Low Income pupils __English Learners<br>_√_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | N/C |

# LCAP Year 3: 2018-19

| GOAL: 8 | 8. Develop a support systems for Foster Youth to improve academic achievement. | Related State and/or Local Priorities:<br><br>1 √  2__  3__  4 √  5 √  6 √  7 √  8 √<br>COE only:  9__  10__<br><br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | | Foster Youth |

## LCAP Year 3: 2018-19

| Expected Annual Measurable Outcomes: | **SBAC Performance Data**<br>The District's expected annual outcome SBAC performance data will be determined when the California Department of Education has release the data and a benchmark can be established.  The District will assess 9th, 10th and 11th graders using State Interim Assessments as indicators toward progress of SBAC.<br>**Foster Youth % A-G Completion Rate**<br>District Foster Youth +5%<br>FBSMV Program Specialist will be working with school site counselors to develop an educational case plan to meet and guide for each Foster Youth student to be placed and progress monitor their completion of A-G courses.  FBSMV will work with site counselors to update each Foster Youth's Educational Case Plan to meet their A-G requirements.<br>**Foster Youth % Credit Deficient**<br>District Foster Youth -5%<br>Foster Youth students who have been identified as unit deficient will be counseled by the school site counselor and FBSMV Program Specialist.  School site counselors and Program Specialist will meet with Foster Youth students to provide options for student to make up credits.  The District offers an On Track Credit Recovery Program to assist student during the school to recuperate credit.  FBSMV Program Specialist will be monitoring Foster Youth students to insure that a grade of "C" or better is maintained in all subjects. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 1. **Foster Youth Liaison Services**<br>*Explanation:  Program Specialists contracted through Fighting Back Santa Maria Valley (FBSMV) will provide liaison services for Foster Youth students.  FBSMV will design and implement the Foundations for Success program to improve educational outcomes for foster students. FBSMV will pursue outside funding to supplement this program. FBSMV will coordinate with CWS to quickly identify all students in the Foundations For Success service area. Every foster student will take an Academic Assessment to identify gaps in their education. The school that the student attends will be notified and a Foundation For Success Meeting will be held. That meeting will have all stakeholders present, CWS staff member,* | District-wide/Foster Youth | | LCFF/Supp-Conc<br>$175,000.00<br>5xxx |

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|---|---|---|---|
| *substitute care provider, student, teacher, school outreach coordinator, FBSMV staff member, the CASA (if the student is assigned one) and any other stakeholder. The result of that meeting will be an Educational Service Plan. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed.* | | __ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>_√_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| 2. **Training and Support Programs**<br>*Explanation: Provide Foster Youth training and support programs for staff.  Counselors and support staff will work with Fighting Back Santa Maria Valley, Allan Hancock College and the Santa Barbara County Education Office to collaborate services and attend trainings to better serve our Foster Youth students.  Resources identified to facilitate involvement in the Foster Youth Summit and California Youth Connection.  Administrators, counselors, teachers, and support staff may attend the California State Foster Youth Summit.  The purpose to attend these conferences will be to learn about the foster youth care system and to learn about providing services to Foster Youth students.* | District-wide/Foster Youth | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>_√_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc<br>5,000<br>4xxx<br><br>20,000<br>5xxx |
| 3. **After School Tutoring**<br>*Explanation:  After school tutoring provided by Santa Barbara County Office of Education.* | District-wide/Foster Youth | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>_√_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | N/C |

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Annual Update**

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the Expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and Expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and Expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted Expenditures and estimated actual annual Expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

| Original GOAL from prior year LCAP: | 1. Challenge and support all students to demonstrate proficiency in the Common Core State and other state adopted standards and acquire the knowledge and skills, to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career. | Related State and/or Local Priorities:<br><br>1 √  2 √  3 __  4 √  5 __  6 __  7 √  8 √<br><br>COE only: 9 __  10 __<br><br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient |

| Expected Annual Measurable Outcomes: | **Williams Act**<br>The District's expected annual outcome for the school year 2015/2016 will be to have zero finding for textbooks and materials. The District's expected annual outcome for the school year 2015/2016 will be to have zero finding for appropriately assigned and credentialed teachers.<br><br>**SBAC Performance Data**<br>The District's expected annual outcome SBAC performance data will be determined when the California Department of Education has release the data and a benchmark can be established.  The District will assess 9th, 10th and 11th graders using State Interim Assessments as indicators toward progress of SBAC.<br><br>**Early Assessment Program (EAP) Exam**<br>The District's expected annual outcome will be determined when the California Department of Education has release the data and a benchmark can be established | Actual Annual Measurable Outcomes: | **Williams Act**<br>Zero Findings<br><br>**SBAC Performance Data**<br>Smarter Balance Assessment Consortium (SBAC) Data for the school year 2014/2015 in English and Math was reported in August 2015 by the California Department of Education.  The District assessed 1,599 students in ELA and 900 did not meet standard.  The District assessed 1,584 students in Math and 1,281 did not meet standard.<br>SBAC scores for the **2015/16** will be released by the CDE in July of 2016 for review.<br><br>**Early Assessment Program (EAP) Exam**<br>The District's Grade 11 EAP data for the school year 2014/2015 was reported in August 2015 when the California Department of Education released the CAASPP results that will be used as the student's EAP status.  11% of the students exceeded the standard and were ready for English college-level classwork and 32% were conditionally ready for English college-level coursework. 4% of the students exceeded the standard and were ready for mathematics college-level work and 14% were conditionally ready for mathematics college-level coursework.<br>EAP scores for the **2015/16** will be released by the CDE in the July of 2016 for review. |
|---|---|---|---|

# LCAP Year: 2015-16

| Planned Actions/Services | | | Actual Actions/Services | |
|---|---|---|---|---|
| | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| 1. **PIVOT Learning**<br><br>*Explanation:  Common core trainings for teachers.  PIVOT Learning will train teachers to provide the development and structure of Common Core lessons, performance task and collaboration opportunities with other sites.  Continuation of services will be determined on a yearly basis.* | LCFF/Supp-Conc<br>$50,000.00<br>5220 | | The Pivot Learning contract for the school year 2015/2016 was not renewed.  Although the contract did not get renewed, the curriculum and instruction work of aligning to the common core continued with a focus on District English.  District teachers met District wide five times this year to develop and update common formative assessments, summative assessments, curricular guides and instructional units.  English teachers work together on the selection of new instructional textbooks. | LCFF/Supp-Conc<br>$1,381<br>1-3xxx |

| Scope of service: | ALL | | Scope of service: | ALL | |
|---|---|---|---|---|---|
| _√_ALL | | | _√_ALL | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

| Planned Actions/Services | | | Actual Actions/Services | |
|---|---|---|---|---|
| | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| 2. **Edivate Training Software**<br><br>*Explanation: Provide tutorials for all staff in improving instructional practices and illustrations of common core lessons in and out of collaboration time.  Edivate, is an on-demand professional learning resource that creates a highly personalized learning experience for all of your educators, helping them improve their practice and, in turn, raise student achievement.* | LCFF/Supp-Conc<br>$45,000.00<br>5825 | | Edivate is an online professional learning resource for all staff members.  Because the program was not used to the full extent that was expected, the program will not be continued next year. | LCFF/Supp-Conc<br>$43,540.00<br>4xxx |
| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
| _√_ALL | | | _√_ALL | | |

| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
|---|---|---|---|---|---|
| | Budgeted Expenditures | | | | Estimated Actual Annual Expenditures |
| 3. **Paraeducator Training Resources**<br><br>Explanation: Professional Development for Instructional Aides in Special Education. Professional Development is to include an understanding of special educational services, the Individual Educational Plan (IEP) and best instructional practices in the classroom. | | LCFF/Supp-Conc<br>$2,500.00<br>5220 | Para educators Training Resource was provided for all instructional aides in the District. The trainings were held at the District Office, they met seven times with each time having over 50 instructional aides attend.<br>The IA role is designed to fill a necessary, valuable, and defined function on a school's educational team. The IA performs a variety of paraprofessional curricular and instructional duties, as well as other clerical and support tasks. He or she assists teachers and other professional staff in a general or special education classroom or learning environment. The IA supports the daily management of the classroom and performs related duties as required or assigned.<br>Sever District staff and SELPA staff facilitated this year's on-hour professional development sessions focused on increasing their understanding of students with special needs. The topics covered for the school year 2015/2016 were: Special Education overview, Celebrating Similarities in Students with Disabilities, The IEP process, Supporting Classroom Instruction, Behavior Intervention, Least Restrictive Environment, and Applied Behavior Analysis Principals. | | LCFF/Supp-Conc<br>$1,751<br>5xxx |
| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
| __ALL | | | __ALL | | |

OR:
__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient
_√_Other Subgroups:(Specify)_Special Education__

OR:
__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient
_√_Other Subgroups:(Specify)_Special Education__

| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
|---|---|---|---|
| 4. **Professional Learning Communities (PLC)**<br><br>Explanation:  Provide training that supports essential elements of successful Professional Learning Communities (PLC). Professional learning community (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.<br>Teacher will have the opportunity to attend Professional Learning Communities conferences that will be supported by the District.  Teachers will have ten PLC days for the school year 2015-2016 to collaborate on creating and reviewing assessments (CFAs), lesson planning, content unit development, performance task, and professional dialogue. | LCFF/Supp-Conc<br>$75,000.00<br>5220 | The District is supportive of teachers and administrators attending Professional Learning Communities conference. There were a total of twenty five teachers and two administrators that attended this year's PLC conference. Teacher have stated the conference has provided them with guidance to work with their departments and others during site PLC time.  There were thirteen teachers that attended the Adaptive Schools training.  The feedback from the teachers was that this training does support the structure of PLCs and suggested that others attend the training. | LCFF/Supp-Conc<br>$1,905<br>4xxx<br>$54,882<br>5xxx |

| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
|---|---|---|---|---|---|
| _√_ ALL | | | _√_ ALL | | |

OR:
__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

OR:
__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

| 5. **Revolution K12 CAHSEE 380 Intervention Assessment Software** | | LCFF/Supp-Conc $72,000.00 5835 | Revolution K12 is the District's software program that was formerly used for the High School Exit Exam. It is now being utilized as supplemental support to prepare for Smarter Balance Assessment Consortium (SBAC) for math (SmartCity), assessment preparation for community college placement exam (ACCUPLACER), math and English intervention. There were 820 students using the SmartCity program preparing for the SBAC, 90 students using ACCUPLACER, 137 students in math intervention and 116 students in English intervention. | LCFF/Supp-Conc $72,000.00 5xxx |
|---|---|---|---|---|
| *Explanation: Provides targeted, adaptive instruction, specific skill building and differentiated instruction to support and prepare students for the High School Exit Exam.* Common Core State Standards signifies a massive shift in how teachers deliver classroom instruction and how students demonstrate subject mastery. Revolution K12 can help. Our software provides teachers with a 21st century tool to engage and prepare students for the coming transition.  School sites have developed interventions to support the needs of students in the area of math and English. | | | | |
| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
| _√_ ALL | | | _√_ ALL | | |
| OR:  __Low Income pupils  __English Learners  __Foster Youth  __Redesignated fluent English proficient  __Other Subgroups:(Specify)_____ | | | OR:  __Low Income pupils  __English Learners  __Foster Youth  __Redesignated fluent English proficient  __Other Subgroups:(Specify)_____ | |
| 6. **School City Software**  Explanation:  Replaces Edusoft as a formative assessment and data platform.  School City software is an assessment system to reflect the testing experience for the student when taking the Smarter Balanced Assessments. Thus, students using our system are able to interact with the innovative and technology enhanced items in the same way that they interact with SBAC, meaning; students are able to physical manipulate numbers by dragging and dropping to the appropriate boxes.  Teachers will be trained to use the system with their students.  Teachers will be trained to create assessments, performance task and common formative assessments (CFA). | | LCFF/Supp-Conc $69,000.00 5835 | School City is the District's software program to create common formative assessments and the collection of data to inform instruction.  This was the first year of implementation.  There were a total of 22 created common formative assessments (CFA).  There were six CFAs created for ninth grade English, 8 for tenth grade English, 6 created for eleventh grade English and two for U.S. History.  The results that have been collected are showing the most students are below standard, but there is progression throughout the year showing that student are meeting the standard or are above standard in English. This being our first year with the program, there was a challenging transition in getting started and working out these challenges. | LCFF/Supp-Conc $69,811 4xxx |

| Scope of service: | LEA wide | | | Scope of service: | LEA wide |
|---|---|---|---|---|---|
| √_ALL | | | | √_ALL | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| What changes in actions, services, and Expenditures will be made as a result of reviewing past progress and/or changes to goals? | • The school year 2016/2017 will continue its work with the common core and building capacity for its classroom instructional strategies.  Social Studies, Science and math teachers are planning to work collaborative this summer on curricular units to be implemented for the academic school year 2016/2017.<br>• Edivate was an online professional development program for the school year 2015/2016 that will not be continued for the next academic year.  The PIVOT Learning contract was not renewed for the school year 2015/2016 and will not continue.<br>• RevolutionK12 will not be continued for the school year 2016/2017.<br>• The District will support the PLC conference and provide Adaptive Schools Training at the District Office for the school year 2016/2017.<br>• Our focus for next year is to develop and implement CFAs in math, science and social studies with SchoolCity. |
|---|---|

| Original GOAL from prior year LCAP: | 2.  Create a culture of respect and caring that supports positive relationships among all stakeholders. | Related State and/or Local Priorities:<br>1__  2__  3_√_  4_√_  5_√_  6_√_  7__  8__<br>COE only:  9__  10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient |

| Expected Annual Measurable Outcomes: | **The number of parents participating in translating services for parent meetings**<br>Translators will report the number of parent meetings they attended for translation follow by a parent survey on the helpfulness of the service.<br><br>**Parent Engagement Programs**<br>Parent Involvement Quality Education (PIQE) – Report the number of parents that completed the program<br>Parent Involvement through Dialogue and Action (PIDA) – Report the number of parents that completed the program | Actual Annual Measurable Outcomes: | **The number of parents participating in translating services for parent meetings**<br>Total of all documents translated for the district was SMHS 418, PVHS 168, ERHS/Delta 389.<br><br>Total of all meetings interpreted for the district was SMHS 556, PVHS 371, and ERHS/Delta 202.<br><br>**Parent Engagement Programs**<br>Parent Involvement Quality Education (PIQE) had 79 parents participate in Level 1 and 18 parents completed Level 2.<br><br>Parent Involvement through Dialogue and Action (PIDA) had 18 parents complete the program. |
|---|---|---|---|

| **Cultural Proficiency Cohort**<br>District Staff Participation – Report the number of District Staff members that attended<br>Parent Participation– Report the number of parents that participated<br>Community Participation – Report the number of community members that participated | | **Cultural Proficiency Cohort**<br>There were 60 District Staff that participated in the Cultural Proficiency training and the Institute for Equity in Education.<br><br>There were 10 Parents that participated in the Cultural Proficiency training and the Institute for Equity in Education.<br><br>There were 5 Community Participant that participated in the Cultural Proficiency training. |

| **LCAP Year: 2015-16** | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1. **School Community Support Center Advisory Committee**<br>Explanation: Committee formed to explore potential conversion of the Lincoln Center to a school community resource center and newcomer academy. An advisory committee will be compose of community members, parents, educators, administrators and students that would investigate existing support centers, research and best practices for the purpose of building capacity with parent involvement and facility recommendations. | LCFF/Supp-Conc<br>$10,000.00<br>5800 | The School Community Support Center Advisory Committee was comprised of Santa Maria Joint Union High School District directors, assistant principals, EL coordinators, counselors, teachers, language assessors, bilingual instructional aides and parents. The committee visited other district programs such as, Oxnard Elementary School District, Modesto School District, The International Newcomer Center in El Cajon and The World Academy in Concord. | LCFF/Supp-Conc<br>$120<br>4xxx<br>$9,423<br>5xxx |
| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils __v_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __v_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| | | |
|---|---|---|
| **2. Translation Services**<br><br>Explanation: Resources dedicated to the improvement of translation services in the district. Translation services are to be used to provide equitable language access for students and families.<br><br>There will be a need to purchase transmitting headsets for parent meetings. Sites will be evaluating and determining the number of headsets needed. | LCFF/Supp-Conc<br>$117.000<br>2960<br><br>$26,095<br>3xxx<br><br>$6,906<br>5220 | The District has three full time translators-interpreters. There is one stationed at each comprehensive site. Services provided at each school site include consecutive interpretation in meetings administrators, counselors, special education staff and parents. Simultaneous interpretation is used in school-wide informational meetings and events. Also, translation of documents, flyers, syllabi, letters home from teachers, etc. In addition, District level meetings and documents are supported by translator-interpreter when necessary. Translator-Interpreters received training through the Interpreting for Social Justice Workshop held in August of 2015. High quality interpretation equipment was purchased for each comprehensive school site, making it easier to provide simultaneous and bidirectional interpretation for school meetings and events. The District hired two part time / on call Mixteco interpreters to support our Mixteco parents and community when necessary. As a result of this at semester, translators/interpreters provided bidirectional, simultaneous or consecutive interpretation at over 480 meetings/school events. These include school events, special education parent meetings, meetings between teachers, counselors, administrators and Parents. Families have expressed their appreciation for the interpretation equipment at all meetings. Observational analysis has indicated an increase in parent participation at school events as a result of increased language access. | LCFF/Supp-Conc<br>$145,822<br>1-3xxx<br><br>$39,723<br>4xxx<br><br>$1,011<br>5xxx |

| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
|---|---|---|---|---|---|
| √ ALL | | | √ ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

3. **Parent Engagement Programs**
   Explanation:  Develop district-wide support matrix and fund programs like PIQE, PIDA, adult learning partnerships.
   Parents Institute for Quality Education (PIQE) is a program to educate parents on how to foster a positive educational environment for their children both at home and at school.  The program, which lasts nine weeks, is free to parents.  Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids; surrounding their academic successes and challenges; discussing children's college expectations; and more.
   Parent Involvement through dialogue and Action (PIDA) is a parent/guarding training that meets for 18-hour of dialogue and action planning with a focus on academic opportunity and achievement gaps in their school.

   **PIDA Strives to:**
   - Build trust and connections among a diverse group of parents/guardians to strengthen their connection with their children's school
   - Deepen understanding of school specific achievement data and causes of achievement and opportunity gaps
   - Explore effective strategies to promote equity in education and student success

   Simultaneous interpretation is provided in Spanish and English.  Working together parents/guardians gain tools and support each other to become leaders for equity in education.  Parents/guardians to develop Action Plans to promote parent-school efforts to increase academic equity and academic success.

L LCFF/Supp-Conc
$200,000.00
5800

The District's parent engagement programs have expanded in the interest of our parents and their needs.  This year our Parent Institute for Quality Education (PIQE) Level one program was offered at each of the comprehensive school sites in the fall.  This was a nine week course, which we had 21 parents from Santa Maria High School, 36 parents from Pioneer Valley High School and 22 parents from Ernest Righetti High School that completed the Level 1 program.  A Level 2 program was offered at Santa Maria High School, which there were 18 parents that finish the program.  PIQE will be offered for the school year 2016/2017.  Enhanced parent recruitment efforts will be discussed to increase parent attendance and retention throughout the program. Parent Involvement through Dialogue and Action  (PIDA) is new to our District.  The PIDA program was implemented this year at Santa Maria High School, which had 18 parents complete the program.  Just Communities presented an overview of the program to site principals and to District administrators. PIDA will be offered to all comprehensive sites next year, including a District-wide PIDA program offered in Mixteco.
The District's EL/Migrant Parent Advisory Committee meetings will continue to be supported.  There were six EL/Migrant Parent Advisory Committee meetings this year that were held to develop input for the LCAP process.
The District will develop a parent engagement support matrix.  The matrix will help with organizing the various parent engagement and parent education opportunities across the District.  This will assist with any new program that is being considered to be supported by the District's LCAP.  An example would be the pilot program that was done at Pioneer Valley High School, "Parents on a Mission".  The purpose of the program is to turn the hearts of parents to the children, and the hearts of children to their parents, as the best practice for preventing children from joining negative lifestyles.

L LCFF/Supp-Conc
$8,409
1-3xxx

$2,542
4xxx

$23,667
5xxx

| Scope of service: | LEA wide |
|---|---|

_√_ ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

| Scope of service: | LEA wide |
|---|---|

_√_ ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

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4. **Ethnic and Gender Studies**
   Explanation: Explore the potential for Ethnic and Gender Studies course implementation. This will be explored through a committee of teachers and administrators.

N/C

The District's Ethnic and Gender Studies Committee purpose this year was to explore the potential course implementation. The committee consisted of teachers, counselors and administrators. The committee attended the Ethnic Studies conference and met an additional day to share their learning and plan for the 2016/2017 academic school year. Two of our teachers on special assignment and two teachers attended an ethnic studies curriculum fair to gather and vet material for future ethnic studies courses. There were two teachers who attended the UCLA's Center X "Teaching Ethnic Studies: A Community History Approach" four-day collaborative training. This curriculum fair has prompted to include to invite students to future curriculum fairs and conferences to provide learning opportunities around ethnic studies. The exploration of the various members has initiated the resubmission of Chicano/Latino Studies and Mexican-American Literature courses to UC Doorways for a-g approval and plan for implementation of courses at all sites for the 2017/2018 academic school year.

N/C

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| Scope of service: | LEA wide |
|---|---|

_√_ ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

| Scope of service: | LEA wide |
|---|---|

_√_ ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

| | | | |
|---|---|---|---|
| 5. **Cultural Proficiency**<br><br>Explanation:  Support new district cohort participation in both the Institute for Equity in Education and the International Cultural Proficiency Institute.<br><br>Just Communities' Institute for Equity in Education (IEE) is a comprehensive program designed to eliminate the achievement gap and other disparities in our education systems.  The Institute is grounded in the belief that confronting educational disparities through race-conscious, race sensitive approaches are the primary ways to address the root causes of inequities and narrow the educational achievement gap.<br><br>The institute is a 4-5 day residential workshop for educators in California's Central Coast.  IEE helps teachers, counselors, administrators, parents, and other school and district staff increase their understanding of how race, socio-economic class, and individual and system-wide bias affect the learning environment.  IEE enables participants to find true solutions and strategies for school reform.  It also provides the skills, tools, and resources educators need to make a lasting difference for the benefit of all students.<br><br>The Cultural Proficiency Institute is designed to bring educators together to discuss critical issues of diversity, equity and opportunity.  Throughout the Institute, participants use reflection and dialogue to guide the examination of their values and behaviors and their organizations'' policies and practices. | LCFF/Supp-Conc<br>$70,000.00<br>5800 | District-wide Cultural Proficiency Professional Development began with a trip to the Museum of Tolerance. This program is two-fold as it incorporates both the Museum's Tools of Tolerance program while simultaneously introducing the Tools of Cultural Proficiency. This is a two-day training attended by the third cohort from Santa Maria Joint Union High School District. This cohort consisted of approximately 36 personnel representing ERHS, PVHS, SMHS, and DHS. The group consists of administrators, teachers, and classified staff.<br>Throughout the year, SMJUHSD staff are also invited to attend the Institute for Equity in Education provided by Just Communities. This is a comprehensive program designed to eliminate the gaps in educational opportunity and achievement and other disparities in our schools. This is a 5-day residential workshop for educators designed to help teachers, counselors, administrators, board members and other school and district staff increase their understanding of how race, socio-economic class, and individual and institutional bias affect teaching and learning. Attendance at these institutes varies from 1-3 district personnel per session. This institute was offered in November 2015, February and June 2016. | LCFF/Supp-Conc<br>$1,921<br>1-3xxx<br><br>$192<br>4xxx<br><br>$83,220<br>5xxx |
| Scope of service: | LEA wide | | | Scope of service: | LEA wide | |
| _√_ALL | | | _√_ALL | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

What changes in actions, services, and Expenditures will be made as a result of reviewing past progress and/or changes to goals?

- The School Community Support Center Advisory committee of 12 will continue to meet for the academic school year 2016/2017 and will have a two full days of planning sessions for the school year. There will be six subject area teachers from the District to meet over a period of five days that will develop and plan curriculum for the implementation of the newcomer school/center for our District. The committee is planning on inviting parents and community members on 2 visits to established newcomer centers.
- Training and professional coaching will continue for District translators-interpreters. The District will hire additional part time / on call interpreters to support expanding services for Mixteco students and their families. Due to the expanding services of translators equipment was purchased and other material that were unforeseen increased the budget of service 2 by $55,000.
- The school year 2015/2016 Pioneer Valley piloted the parent program "Parents On A Mission"(POM). POM will be added to goal 2 action/services section 3 and training will be available to other sites for implementation. A District-wide pilot PIQE program will be offered in Mixteco next year.
- The expansion of the PIDA and PIQE programs were written into the 2015-2016 LCAP budget per the input of parents in the LCAP process. Parents were very vocal about having these workshops as part of a school-site parent input process. The Parent Engagement Support Matrix was not completed due to the need to explore additional parent engagement options before establishing a parent engagement matrix. The goal is to use a consultant to support the development of this matrix to include input from all stakeholders affected by the implementation of the matrix.
- Planning for the following year includes the preparing for implementation of a districtwide Ethnic Studies curriculum guidelines by forming an official Ethnic Studies committee of 8-10 people who will meet four times for the school year 2016/2017. The committee will also consider to consult with experienced ethnic studies expert from across the state to develop an implementation plan and curriculum.
- Cultural Proficiency, action/services section 5, the student program "Talking in Class" and "Community Learning Institute" will be implemented for the school year 2016/2017. Due to the added interest in others attending Cultural Proficiency conferences and work the allocated amount was exceeded by $12,681.

| Original GOAL from prior year LCAP: | 3. Strengthen the quality for career education programs and services | Related State and/or Local Priorities:<br>1__  2__  3__  4_√_  5_√_  6__  7_√_  8_√_<br>COE only:  9__  10__<br><br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient |

| Expected Annual Measurable Outcomes: | **% Capstone Courses Completed**<br>The District's expected annual outcome for the school year 2015/2016 will be to increase enrollment for capstone course by 6%. | Actual Annual Measurable Outcomes: | **% Capstone Courses Completed**<br>The District will have completion numbers after June 9, 2016 Graduation.<br><br>**% in Capstone**<br>The District's enrollment in CTE courses for the school year 2015-16 was 57%.<br>The District's enrollment in capstone courses for the school year 2015-16 was 39%. |
|---|---|---|---|

## LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |

| 1. **California Career Pathway Trust** | | | | |
|---|---|---|---|---|
| *Explanation: Implementation of grant. (Grant completed Feb 2015 pending approval). The grant was composed of stakeholders from Santa Barbara County Regional Occupation Program, Allan Hancock College and site teachers and administrators. The pathways that will be developed are Agriculture and Natural Resources, Health Science and Medical Technology, Education, Child Development, Family Science, Public Services, Arts, Media and Entertainment, Engineering, Construction, Energy, Manufacturing, Transportation, Fashion/Interior Design, Hospitality, Tourism, and Recreation.* | N/C | | Although, the District was not selected for the California Career Pathway Trust Grant, it was selected for the Career Technical Education Incentive Grant. The District would like to extend our sequence of CTE, leading to postsecondary education programs and a career pathway to obtain employment in these other areas: - Agriculture and Natural Resources - Arts, Media, and Entertainment - Business & Finance - Energy, Environment, & Utilities - Engineering & Architecture - Health Science & Medical Technology - Hospitality, Recreation & Tourism, Information & Communication Technologies, Manufacturing & Product Development. The grant will allow the District to align and strengthen CTE standards by outlining programs of study for each of the 9 career pathways to support faculty collaboration, team teaching, and industry to collaborate, support, and unite the curriculum with real-world applications. | N/C |

| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
|---|---|---|---|---|---|
| _√_ALL | | | _√_ALL | | |
| OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | | OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | |

| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
|---|---|---|---|

| 2. **CTE Facility** | | | | |
|---|---|---|---|---|
| Explanation: CTE Facility Plan in development process. The District is presently conducting due diligence on the acquisition of a 25.3 acre agricultural parcel on the east side of the city for development into a career Technical Education (CTE) center and agricultural teaching farm. The CTE center would support the Future Farmers of America (FFA) programs and technical classes in specialized trades and careers at all District schools. | | | The District is under contract to purchasing the 25.3 acre agricultural parcel for its CTE facility plan. | |

| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
|---|---|---|---|---|---|
| _√_ALL | | | _√_ALL | | |

| | | | |
|---|---|---|---|
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | **Budgeted Expenditures** | | **Estimated Actual Annual Expenditures** |
| 3. **CTE Equipment and Supplies**<br>Explanation: Purchase of CTE related equipment and supplies pending development of all CTE facilities.  This funding will be used to support the courses listed below for instructional supplies and the repair and maintenance of equipment. | LCFF/Supp-Conc<br>$24,430<br>4400 | CTE equipment was purchased to support our business program at Santa Maria High School and the video production program at Ernest Righetti High School. | LCFF/Supp-Conc<br>$41,066<br>4xxx |
| Scope of service: | LEA wide | Scope of service: | LEA wide |
| _√_ALL | | _√_ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | **Budgeted Expenditures** | | **Estimated Actual Annual Expenditures** |
| 4. **SMJUHSD/SBCEO ROP Partnership**<br>Explanation: Implement two year agreement to split ROP staffing costs.  For the school year 2015/16 the District will offer the following courses:  Sports Medicine Kinesiology, Communication Technology, Medical Sciences/Health Careers, Advanced Automotive, Advanced CAD Manufacturing, Professional Business Communication, Office Technology, Advanced Agriculture Mechanics, Ornamental Horticulture, Viticulture Occupations, communication Technology, Multimedia Occupations, Economics & Finance, and Advanced Video Productions.  The Santa Barbara County Education Office will fund a Vocational Advisor for the District to support and provide assistance for students and staff teaching an ROP course. | LCFF/Supp-Conc<br>$176,534<br>1110<br><br>$49,000<br>3xxx | The District's ROP program has completed a year of variety of offerings.  This year we had 51 students complete Ornamental Horticulture, 21 students complete Viticulture, 47 students complete Agricultural Mechanics, 67 students complete Sports Medicine Kinesiology, 36 students complete Medical Health Career, 29 students complete Advance Video Film, 39 students complete Multimedia Occupations, 7 students complete Advance CAD Manufacturing and 124 students complete Business Technology. | LCFF/Supp-Conc<br>$548,007<br>1-3xxx<br><br>(274,004)<br>7xxx |
| Scope of service: | LEA wide | Scope of service: | LEA wide |
| _√_ALL | | _√_ALL | |

| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
|---|---|---|---|
| | **Budgeted Expenditures** | | **Estimated Actual Annual Expenditures** |
| 5.  **Guidance and Counseling Training**<br>Explanation:  Provide Career Educational Programs training ROP/Pathway Options for all related Guidance and Counseling staff.  Counselors will have the opportunity to meet the SBCEO ROP Advisors or provide an overview of services offered to students.  Counselors may attend CTE conferences, CTE field trips and attend advisory meetings.  The District will try to coordinate with the California Association of School Counselors for a presentation on Career Pathways. | LCFF/Supp-Conc<br>$2,500.00<br>4400 | The District's focus was to engage and support counselors in attending CTE professional development.  The District had five counselors attend the California STEM Symposium conference and the California Perkins "Bridging the Gaps" conference.  Counselors got an understanding of the Career Ready Standards Practice.  It is important for counselors to have an understanding of industry sectors and pathways. | LCFF/Supp-Conc<br>$5,160<br>5xxx |

| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
|---|---|---|---|---|---|
| √ ALL | | | √ ALL | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

| What changes in actions, services, and Expenditures will be made as a result of reviewing past progress and/or changes to goals? | • California Career Pathway Trust grant, action/service 1, the District did not get the grant and will be replaced by the awarded Career Technical Education Incentive Grant for the school year 2016/2017 to enhance the District's career technical education programs.<br>• The District will again continue to support counselors in the engagement of CTE curriculum and instruction as these continue to expand. This year the allocations exceeded due to the counselors attending 2 conferences this year.<br>• ROP partnership is a split contract between the SMJUHSD and Santa Barbara County ROP office, the amount allocated has increased due to salary and health benefits. |
|---|---|

| Original GOAL from prior year LCAP: | 4.   Strengthen district wide support systems, processes and practices that support student learning. | Related State and/or Local Priorities:<br>1_√_  2__  3_√_  4_√_  5_√_  6_√_  7_√_  8_√_<br>COE only:  9__  10__<br>Local : Specify _____ |
|---|---|---|
| **Goal Applies to:** | Schools:  All | |
| | Applicable Pupil Subgroups:  Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient | |

| Expected Annual Measurable Outcomes: | **Counseling Ratio**<br>District 1:400 | Actual Annual Measurable Outcomes: | **Counseling Ratio**<br>District 1:<500 |
|---|---|---|---|
| | **A-G Completion**<br>The District's expected annual outcome to increase its A-G completion rate by 5%. | | **A-G Completion**<br>The District's 2014-15 A-G completion rate is 25.9%<br>The District's 2015-16 A-G completion rate is 23.6% |
| | **Advance Placement**<br>The District's expected annual outcome to increase its AP scores of "3" or higher by 5% | | **Advance Placement**<br>The District's 2015-16 AP Scores have not been released. |
| | **High School Dropout Rate**<br>The District's expected annual outcome to decrease its dropout rate by 3% | | **High School Dropout Rate**<br>The District's dropout rate for 2014-15 was 7.2%.<br>The District's dropout rate for 2015-16 is 7.3%. |
| | **High School Graduation Rate**<br>The District's expected annual outcome to increase its high school graduation rate by 3%. | | **High School Graduation Rate**<br>The District's Graduation rate for 2014-15 was 88.6%.<br>The District's Graduation rate for 2015-16 was 89.3%. |
| | **AVID Enrollment**<br>The District's expected annual outcome to increase its AVID enrollment by 3% | | **AVID Enrollment**<br>The number of students enrolled in AVID for the 2014-2015 year was 507.<br>The number of students enrolled in AVID for the 2015-16 year is 661. |

## LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |

| 1. **Counseling Services Districtwide** | | | |
|---|---|---|---|
| Explanation: Increase counseling services (Districtwide 18 FTE: 7800/18 <500) Counselors assist students and parents in understanding the available educational resources and requirements for post-secondary educational options, assuring an education program that reflects the needs of the individual student. Counselors identify students who are at risk toward graduation, truancy intervention and meet with them and parents to provide a support system. Counselors work with students to develop a four year plan, which parents will be able to access on line though the District's college and career readiness software program Career Cruising. Counselors work with student to promote the completion of University of California's requirement to complete A-G courses, promote student to enroll in Advance Placement courses, Advancement Via Individual Determination (AVID) courses, and Career Technical Education courses. | LCFF/Supp-Conc $1,199,748.00 1210 $349,547.00 3xxx | Counseling Services for the District continue to improve and expand services for students. The year the District continued its counseling "Bridges To Success" articulation with Allan Hancock College. There were five meetings this year. The approximate number of students enrolling at Hancock next year is 624. These articulation meets provided access to our students accommodate them with priority scheduling, placement assessment, College Now Program and concurrent enrollment classes. Also, there were grade level parent meetings at each of the schools, at risk student and parent meetings addressing attendance and grades, AVID parent meetings, financial aid (Cash for College) night and classroom presentations. Students were also provided workshops during the school day regarding test preparation for college, résumé writing, A-G workshops, how to prepare for the next grade level and postsecondary education. Counselors also attended various professional development opportunities, such the California Association of School Counselors conference and California State Department of Education Mental Health First Aid Training. | LCFF/Supp-Conc $1,782,632 1-3xxx |
| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
| _√_ ALL | | | _√_ ALL | | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |

| | | | |
|---|---|---|---|
| 2. **Advancement Via Individual Determination (AVID) Sections**<br><br>*Explanation: Increase support and budget at the comprehensive sites to accommodate incoming feeder AVID students. (4 FTE Districtwide, $30,000 per site for supplies)*<br>*Advancement Via Individual Determination (AVID) is dedicated to closing the achievement gap by preparing all students for college and other post-secondary opportunities.*<br>*The AVID College Readiness System works to ensure students are college-ready by equipping them with the skills, academic behaviors, and college knowledge necessary to succeed at every level from elementary school to college.  The AVID course prepares and builds knowledge to prepare a student to apply to attend a four year university.  Students participate in rigorous courses, learn study habits, note taking, collaborative study groups, personal statement, university visits and facilitation of the financial aid process.* | LCFF/Supp-Conc<br>$301,810<br>1110<br><br><br>$51,027<br>1160<br><br><br>81,693<br>3xxx<br><br><br>112,473<br>4310 | Advancement Via Individual Determination (AVID) is a District program promoting students to go to college and close the achievement gap.  Current in the District there are 23 sections offered with 668 students enrolled in the program.  Of the 668 students 543 participate in the National School Lunch Program.  Currently there are 25 AVID students taking college courses at Allan Hancock and 288 students taking Advance Placement (AP) courses.  There were 77 students accepted to four year universities, 37 students accepted to University of California and 66 students accepted to California State University.  College age tutors were implemented in the spring of 2016, which the goal is to have them for the start of the school year 2016/2017.  There were over 20 university trips taken for students to get familiar with the different systems and offerings at each school.  AVID teachers met regularly as a team to organize different events and prepare for the recruitment of new students where they implemented their new online application process.  On April 6, 2016 AVID teachers attended the District AVID Summit as one team to develop criteria and procedures for the program. | LCFF/Supp-Conc<br>$535,980<br>1-3xxx<br><br>$11,650<br>4xxx<br><br>$67,397<br>5xxx |
| Scope of service:              LEA wide<br><br> _√_ ALL<br>- - - - - - - - - - - - - - - - - - - - - - - - - -<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service:              LEA wide<br><br> _√_ ALL<br>- - - - - - - - - - - - - - - - - - - - - - - - - -<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| 3. **Comprehensive Site Opportunity Program Implementation**<br>*Explanation: Implement program at sites (2 FTE per comprehensive site for 9th & 10th grade Self-Contained Opportunity Programs) The Opportunity Program serves students who are at risk of not graduating and are having challenges with attendance, discipline and academic setting. Students are provided services to complete credits toward graduation. The Opportunity Program is an intervention that is targeted towards our most at risk students. Students are provided with intensive support in the area of English and math.* | LCFF/Supp-Conc<br>$380,244.00<br>1110 | The District's Opportunity Program serves students in the ninth and tenth grade who are at most risk of not graduating high school. In this program students meet on a regular basis with a school counselor or a Crisis Intervention Consultant for group meetings or one on one meetings. Students may enter the program at any time during the school year. The challenge with this is they may come in very unit deficient and getting them motivated to start recuperating units does not always start right away. There is time built in for the student to get counseling services or any other services that the school can provide or through an outside agency. Students do make progress toward being on track to graduate, even though the data may not represent this. The current data shows that PVHS has 20 ninth graders and 14 on track to graduate, PVHS has 44 tenth graders and 11 on track to graduate, ERHS has 13 ninth graders and 8 on track to graduate, ERHS has 12 tenth graders and 0 on track to graduate, SMHS has 15 ninth graders and 11on track to graduate and 13 tenth graders and 0 on track to graduate. | LCFF/Supp-Conc<br>$140,842<br>1-3xxx |
|---|---|---|---|
| Scope of service:  LEA wide<br><br>_v_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service:  LEA wide<br><br>_v_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| 4. **Crisis Intervention Staff**<br>Explanation: Increase crisis group services to focus on drug and alcohol issues. (2 FTE existing  plus 2 additional FTE ; Net result - 1 per site) Crisis Intervention Consultants provide consultation services to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs; promote sobriety and provide drug-free activities; make presentations to classrooms and provide various in-services related to assigned areas. | LCFF/Supp-Conc<br>$159,405.00<br>2200<br><br>$54,276<br>3xxx | Crisis Intervention Consultants provide consultations services to student in the form of group sessions or one on one sessions. Group sessions include drug and alcohol, anger management, Healthy relationships, grief support, life skills, newcomers, Reach Program, homeless, parenting minors, peer pressure, bullying and gang violence. There were a total of 970 group meetings, 6,781 students served in groups and 1,935 one on one meetings District wide. | LCFF/Supp-Conc<br>$211,310<br>1- 3xxx |

| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
|---|---|---|---|---|---|
| _v_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _v_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
| 5. **Extracurricular Program Support**<br>*Explanation: Increase extracurricular support designed to lessen the dependence of programs on gate receipts and fundraising and increase student activity participation. Athletic Directors at each site will manage their budget in the various areas: certificated salaries, classified salaries, materials and supplies (uniforms, sport equipment, office equipment and transportation), travel and conference, tournament fees, training room supplies, CIF playoff expenses, CIF dues, league dues, Officials and athletic awards and dinners. Student engagement in extracurricular programs provides student to build relationships, develop social and physical skills, and stay involved with their school.* | LCFF/Supp-Conc<br>$9,500<br>1140<br>$8,800<br>2260<br>$3,727<br>3xxx<br>$230,707<br>4300<br>$70,000<br>4400<br>$108,000<br>5710<br>$227,265<br>5800<br>$132,000<br>5891<br>$110,000<br>6400 | | Extracurricular services for the District supported all athletic programs under the supervision of site administration and site athletic directors. Sites were able to support athletic programs with new uniforms, equipment, tournament fees, referee fees, travel cost, facilities and coaching clinics. Some of the outcomes of the added support were hosted CIF events, playoffs and offseason leagues. There were a total of 2,365 students that participated in athletic programs and the GPAs of student athletes (2.91) compared to students who did not participate in athletics was 2.53 GPA. Also the participation of English Learners at each site was PVHS 9.1% EL, SMHS 22% EL and ERHS 3% EL. | LCFF/Supp-Conc<br>$34,234<br>1-3xxx<br><br>$421,811<br>4xxx<br><br>$419,659<br>5xxx<br><br>$42,918<br>6xxx | |
| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
| _v_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _v_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

| 6. **Renaissance Learning (STAR Enterprise)** | | LCFF/Supp-Conc | Renaissance Learning is the Districts software for progress monitoring and placement tool for English and math. Scale Score (SS) have shown growth in math over one academic year's period in the District. Ninth grade math for Righetti increased by 18 SS points, Santa Maria increased by 12 SS points, Pioneer Valley increased by 12 SS points. Ninth grade English for Righetti increased by 52 SS points, Santa Maria increased by 39 SS points, Pioneer Valley increased by 31 SS points. Tenth grade math for Righetti increased by 20 SS points, Santa Maria increased by 15 SS points, Pioneer Valley increased by 12 SS points. Tenth grade English for Righetti increased by 36 SS points, Santa Maria increased by 23 points, Pioneer Valley increased by 10 SS points. SBAC proficiency projections for ninth and tenth graders in math District wide Scale Scores should be above 850 SS. SBAC projections proficiency for ninth graders in English should be above 919 SS. SBAC proficiency projections for tenth graders in English should be above 958 SS. | LCFF/Supp-Conc |
|---|---|---|---|---|
| *Explanation: Software and training to provide progress monitoring of students and appropriate placement for English and math. STAR assessments are computer adaptive, using sophisticated item calibration and psychometrics to dynamically adjust to each student's unique responses. Fully supported by extensive research, they are easy to administer and yield the valid, reliable, actionable data educators need. STAR assessments provide valid, reliable, actionable data in the least amount of testing time. Star Enterprise assist school sites with the placement of students in math and English while also progress monitor students who are at risk academically.* | | $35,000.00 5835 | | $39,287 4xxx $1,123 5xxx |
| Scope of service: LEA wide  _√_ALL OR: __Low Income pupils  __English Learners __Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | Scope of service: LEA wide  _√_ALL OR: __Low Income pupils  __English Learners __Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

| | | | |
|---|---|---|---|
| 7. **Career Cruising Software**<br>Explanation: College and Career Readiness Platform Software for uses by all stakeholders.<br>Career Cruising is an Internet-based career exploration and planning tool used by student to explore career and college options and develop a career plan.  Career Cruising can be accessed from school, from home, or wherever a student has access to the Internet.  Features of the program include: Assessment tools to help your child identify his or her career interests, skills, and learning style.  Thorough and u-to-date information about hundreds of different occupations, including direct links between careers and related college programs.  Interviews with real people in each occupation, which add depth and realism to career profiles.  Detailed information on post-secondary education and training options.  Advice for all stages of the job search process, including developing a job search plan, networking, writing resumes and cover letters, preparing for interviews, and adjusting to a new job.  An online portfolio where students can develop and reflect on his or her academic, personal, and career exploration activities, and make plans for the future.  The student can create, format, and print professional-looking resumes quickly an easily.  Parent Portal allows the parent to view the information the student has stored in his or her plan, learn more about the careers and schools that the student is interested in, and communicate with the students counselor. | LCFF/Supp-Conc<br>$29 ,000.00<br>5835 | Career Cruising is the District's college and career readiness software program.  This is the first year that Career Cruising was implemented District wide.  The program is ran out of each sites College and Career Center and coordinated by our Career Center Specialist.  Due to vacancies at two of our comprehensive sites, there were some challenges in completing all that was planned for the school year.  The data for login usage in the District was 18,690.  There were 4,132 Career Match Maker assessment.  This assessment gave students feedback on careers that would best match their interest.  The Learning Styles Inventory is an assessment of how a student got feedback on the best ways they may learn.  There were 1,255 students who took the assessment.  As students received feedback on careers of interest they were able to save them in their Career Cruising portfolio.  There were 454 students that researched postsecondary education and saved them to their portfolio.  The top six postsecondary schools of choice from first to last were Cal Poly San Luis Obispo, CSU Long Beach, CSU Fresno, UC Los Angeles, UC Santa Barbara and Allan Hancock College. | LCFF/Supp-Conc<br>$28,479<br>5xxx |
| Scope of service: | LEA wide | Scope of service: | LEA wide |
| _v_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | _v_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| 8. **Early Academic Outreach Program Counselor Feeder Partnership**<br>*Explanation: District partnership designed to share UCSB Outreach Consultants and promote A-G completers in part through better vertical articulation of this service. Provides Intensive EAOP Cohort Services and School-wide College Preparation Resources. Facilitates and Promotes College Going Culture every day, all week long, each month, and throughout the entire year, including the summer. Integrated Into Whole School Councils, Counseling Department, Back-to-School Nights, Open House School & District-Wide Services, WASC Accreditation, Administration Relations, and Special Projects. Extensive Collaboration w/Regional Colleges & Universities and other Pre-College Programs & Events, Enhances & Supplements School Site Efforts. On-going School-wide Access to Students, Teachers, Academic Departments, Parents, and School Site Resources. Work Annually with Feeder Middle Schools to foster college awareness.* | LCFF/Supp-Conc<br>$105,000.00<br>5800 | The Early Academic Outreach Program (EAOP) through UCSB has partnered with the District to assists with coordinated efforts to deliver pre-college academic preparation resources, services programs, events and activities. Free Application for Federal Student Aid (FAFSA) was one a task that was done with seniors. This year's seniors submitted 768 applications, which is 90 more than last year. EAOs met with over 7,000 students and over 1020 parents. The services include academic advising, A-G validation (11th grade), college applications, EAO meetings, financial aid assistance, and four systems of higher education, matriculation process and PSAT/ACT/SAT. | LCFF/Supp-Conc<br>$67,083<br>5xxx |
|---|---|---|---|
| Scope of service:     LEA wide<br><br>_v_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service:     LEA wide<br><br>_v_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| 9. **SRA Flex Literacy** | | | |
|---|---|---|---|
| Explanation:  SRA FLEX Literacy combines the use of computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness.  Informs teachers and administrators through progress reporting on a student, classroom, and school level.  Automatically populates student performance data.  Provides teachers with tools for planning and classroom management, along with other resources for implementation.  Helps teachers target instruction to meet the needs of every student.  The SRA Flex literacy will be used at Pioneer Valley High School, Ernest Righetti High School and Delta Continuation High School as an intervention course. | LCFF/Supp-Conc<br><br>$52,000.00<br><br>5835 | The Flex Literacy Program was piloted at PVHS in both Regular Ed and SPED, at RHS in Regular Ed and SPED and at SMHS in SPED only.  Students took an initial placement test and 3 benchmark tests throughout the year.  Four students met the exit criteria and were removed from the program in December.  Three students were moved from Volume A to Volume B in December.  All other students remained in the program the entire year.  The average Lexile growth from the initial placement to final benchmark was 110 points. | LCFF/Supp-Conc<br><br>$61,479<br><br>4xxx |

| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
|---|---|---|---|---|---|
| _v_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _v_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

| | | | |
|---|---|---|---|
| 10. **Reading Plus Software**<br>Reading Plus® is a web-based reading intervention that uses technology to provide individualized scaffold silent reading practice for students in grade 3 and higher. Reading Plus aims to develop and improve students' silent reading fluency, comprehension, and vocabulary. Reading Plus is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities. Reading Plus will be used as an intervention at all sites in the district. | LCFF/Supp-Conc<br>$169,000<br>5835 | Reading Plus is the District's reading intervention program that was implemented at all schools for the school year 2015/2016. Of the 201 students enrolled, 145 Students (72%) are On/Close to Schedule, 55 students (27%) are Off Schedule, and 1 student (1%) has Not Assessed. This is based on each school's/class Weekly Assignments as assigned by either Site Leads or their classroom teachers. The District's average grade level gain is 2.6 grade levels. Although the average is 2.6 grade levels, there are some students whose grade level improvement were higher than 4.0 grade levels. The district average rate gain of all schools is currently at 75 word per minute (wpm). Schools using the program range from 72 wpm (PVHS) up to 78 wpm (SMHS). 60% of all students using the program are reading at their grade level appropriate Rate Target. Currently, the percentage of those students enrolled in and using the program in the District that are near, at or above grade level is 42% (up 5%). Above this average is SMHS at 66%. | LCFF/Supp-Conc<br>$169,000<br>5xxx |
| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
| _v_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | _v_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | | | |
| What changes in actions, services, and Expenditures will be made as a result of reviewing past progress and/or changes to goals? | • Due to student growth we needed to purchase extra licenses for the Ren Learn program that is why the allocated cost was exceeded by $4,287.00.<br>• Under goal 4 there will be five  new action/services, support for the District's fine arts programs and student activities, the CAL-Safe: Child Development program for expecting or parenting students, Turnitin to support student writing and feedback, and Edmentum Educational Services to support students with test prep, career certification and work skill exams. | |

Related State and/or Local Priorities:

| Original GOAL from prior year LCAP: | 5. Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations | 1_√_ 2_√_ 3__ 4_√_ 5_√_ 6__ 7_√_ 8_√_<br><br>COE only: 9__ 10__<br><br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient |

| Expected Annual Measurable Outcomes: | **District use of student accounts on internet**<br>Percent of student accounts used the internet targeted at 90% use.<br>The above data be reported from the school year 2015/2016 | Actual Annual Measurable Outcomes: | **District use of student accounts on internet**<br>The percent of students that used internet accounts was about 56%. |
|---|---|---|---|
| | **District use of students and staff using Microsoft 365**<br>Percent of student use of District email account targeted at 90% use.<br>The above data be reported from the school year 2015/2016 | | **District use of students and staff using Microsoft 365**<br>The number of students that used District email was about 25%.<br>The number of Staff that used District email was about 90%. |
| | **Student survey on the use of electronic tablet**<br>Survey will be develop for the school year 2015/2016. | | **Student survey on the use of electronic tablet**<br>A student survey was created and 1354 students responded about tablet usage. |

| LCAP Year: 2015-16 |
|---|

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1. **Microsoft 365**<br>Explanation: Program supports teachers and staff in developing state aligned frameworks with common core instruction. "Office 365" refers to subscription plans that include access to Office applications plus other productivity services that are enabled over the Internet (cloud services), such as Exchange Online hosted email for school districts, and additional online storage with OneDrive, OneNote and Skype in the classroom. Microsoft 365 will be used for all teacher and student tablets. The use of this funding will be used for licensing for all users throughout the District. | LCFF/Supp-Conc<br>$25,000.00<br>5800 | Microsoft 365 is the licensing for the District to be able to use the products for staff and students. All systems will be upgraded to Microsoft 10 Education. | N/C |
| Scope of service: ALL | | Scope of service: ALL | |
| _√_ALL | | _√_ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |

| | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
|---|---|---|---|---|
| 2. **Microsoft Training**<br>Explanation: Provide on-going training through Microsoft and additional providers in the use of tablets that enhances learning for both students and staff. Training for staff will consist of an introduction to Microsoft 365. This is to include how files are stored, collaboration tools and communication. OneNote is a training for creating documents via a keyboard, voice, with a pen or through a collaborative group. OneDrive is a training where teachers learn to share and access files from anywhere, anytime, on any device. These are some of the trainings that will continue and expand as the District progresses its technology plan. | LCFF/Supp-Conc<br>$50,000.00<br>5800 | Microsoft trainings were attended by four District staff members which all of them received a certificate for completing the training. There were more than ten workshops that were offered at each of sites regarding the Microsoft 365 products, such as OneNote, OneDrive and Office. | | LCFF/Supp-Conc<br>$4,901.00<br>5xxx |

| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
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| _√_ALL | | | _√_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

| | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
|---|---|---|---|---|
| 3. **Teachers on Special Assignment (TOSA)**<br>Explanation: Create site-level TOSA's to provide direct support for teachers in the use of tablets and new instructional technologies. The instructional Technology TOSA is responsible for working directly with site instructional staff. She/he will be required to plan, communicate and implement staff trainings centered on assisting teachers in the use of instructional technology to enhance classroom instruction by maximizing the effective use of instructional software applications, Tablets, and other applicable technological equipment. This assistance will be provided in a variety of forums, both large and small group, classroom demonstrations for students, as well as individualized interactions as requested. | LCFF/Supp-Conc<br>$204,555.00<br>1110<br><br>$69,854<br>3xxx<br>$25,591<br>5800 | Teachers on Special Assignment (TOSA) are staff at each of the sites that support the learning and applications for technology. TOSAs worked with other staff members on a one to one support for learning new application of technology that would integrate into their curriculum and lesson planning. Staff felt it was most effective to sustain and implement new technology when working with a TOSA one on one. Some of the results that have come out of these collaborative trainings is classrooms have become paperless and students learning to adapted. Trainings have included the creation of teacher/student websites through WIX.com, screen shots, PADLET (online bulletin), online flashcards, online assessments and other technology applications that best meets the needs of the instruction and learning of students. | | LCFF/Supp-Conc<br>$357,976<br>1-3xxx |

| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
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OR:
__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

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OR:
__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

| 4. **One to One Devices**<br>Explanation:  One to One devices for incoming 9<sup>th</sup> graders, new students, new staff and staff replacement devices.  Student will be able to access intervention software, college and career readiness software, assist with academic presentations and support student learning. | LCFF/Supp-Conc<br>$1,000,000.00<br>64000 | One to One Devices for all students was implemented for the school year 2015/2016.  5,800 student tablets were distributed in May 2015 and another 2,200 student tablets in August 2016 to incoming 9<sup>th</sup> graders.  Some of the struggles for students were the startup process and creating their student account for Microsoft 365.  There was also a student survey that 1354 students responded to.  47.6% responded that their school issued tablet works like they want it to.  69.8% responded that students use their tablet for school work and personal use. | LCFF/Supp-Conc<br>$1,247,761<br>4xxx<br><br>$39,295<br>5xxx |
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| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
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__ALL

OR:
_√_Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

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OR:
__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

| What changes in actions, services, and Expenditures will be made as a result of reviewing past progress and/or changes to goals? | • As part of the CAMSA agreement, the cost of Microsoft Office O365 to our district is $0.00.  CAMSA (CETPA and Microsoft Strategic Alliance) is a statewide licensing program that provides low pricing for Microsoft products. Microsoft 365 licensing will no longer be a service in Goal 5.<br>• The projected amount for student tablets was more than allocated to the service and the purchase of security software to track stolen or misplaced tablets was a higher cost than projected.<br>• Tablet Repair Program, action/service 2, will be new to goal 5.  It is a third party vendor that will repair tablets that are under warranty and screen repairs.  One to One Tablet Repair Computer Technician, action/service 6, will be new to goal 5.  This will be a District computer technician dedicated to repairing tablets. |
|---|---|

| Original GOAL from prior year LCAP: | 6. Maintain a safe, secure and healthy environment for all students and staff. | Related State and/or Local Priorities:<br>1 √  2 __  3 __  4 __  5 √  6 √  7 __  8 √<br>COE only: 9 __  10 __<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient |

| Expected Annual Measurable Outcomes: | **Expulsion Rate (6A)**<br>The expected annual outcome for expulsion rates for the District is to be less than 0.1 %. | Actual Annual Measurable Outcomes: | **Expulsion Rate (6A)**<br>There were 12 expulsions for the 2014-15 school year.<br>There were 13 expulsions for the 2015-16 school year.<br>The expulsion rate remained the same at a 0.1% rate. |
|---|---|---|---|
| | **Student Suspension Rate (6B)**<br>The District's expected annual outcome for student suspension rates is to decrease from 7% to 5%. | | **Student Suspension Rate (6B)**<br>The District's annual suspension rate for 2014-15 was 7%. |
| | **District Attendance Rate (5A)**<br>The District Attendance Rate for 2015/2016 for the expected annual outcome for student attendance is to be at 95% or above. | | **District Attendance Rate (5A)**<br>96.3% *Estimate until released from the State |
| | **Chronic Absenteeism Rate**<br>The District's expected annual outcome for chronic absenteeism rates is to decrease from 8.9% to 5%. | | **Chronic Absenteeism Rate**<br>The District's current chronic absenteeism rate is 9.6%. |
| | **Williams Act – School Facilities(1C)**<br>The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every fall.  For the intent of this report the expected annual outcome for the school year 2015/2016 will be to maintain a rate "Good Standing". | | **Williams Act – School Facilities(1C)**<br>The Facility Inspection Tool for the 2015-16 rate is "Good Standing" for all schools.<br>• Righetti High School-96.53%<br>• Santa Maria High School- 95.83%<br>• Pioneer Valley- 98.83%<br>• Delta High School- 97.44% |

| LCAP Year: 2015-16 | | |
|---|---|---|
| Planned Actions/Services | | Actual Actions/Services |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |

| 1. **Restorative Justice Planning**<br>*Explanation: Creation of a districtwide planning group to explore various Restorative Justice Programs for future implementation. Restorative Approaches (RA) is rooted in the belief that positive social behaviors are best supported through a process that collaboratively identifies the harm done by one's actions and establishes a way to repair that harm. RA is a philosophical approach, and can be implemented when dealing with a wide range of conflicts, from classroom disruption, to teacher/student conflict and student/student conflict. RA is supplementing traditional discipline structures and practices such as suspension, expulsion, and referral to law enforcement.*<br>*The District will be exploring the possible implementation of Restorative Approaches through conferences or trainings provided by other institution.* | LCFF/Supp-Conc<br>$10,000.00<br>5800 | School Based Restorative Approaches planning has progressed this year.  The District has been working with the Conflict Resolution Center to organize and implement training for the school year 2016/2017.  Due to changes within the Conflict Resolution Center these trainings did not occur this school year (2015/2016).  School sites have selected their teams for the training. | N/C |
|---|---|---|---|
| Scope of service: LEA wide<br><br>_√_ALL<br>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA wide<br><br>_√_ALL<br>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 2. **Classified Substitute Pool Program**<br>Explanation: Establish effective process and fund "sub coverage" for targeted classified positions.  The Classified Substitute Pool Program will target positions that are directly related to student safety, environment and learning.  The targeted positions that will participate in the program are Instructional Aide, Campus Security and Custodians. | LCFF/Supp-Conc<br>$70,000.00<br>2240<br>$16,148<br>3xxx<br>$63,852<br>5800 | Classified Substitute Pool Program support the District when an employee was on leave or when there was a vacancy.  For the school year 2015/2016 there were eight instructional aides, two campus security and three custodians hired as substitutes.  Extra hours were allowed for campus security for night time events due to the lack of substitutes. | LCFF/Supp-Conc<br>$106,100<br>1-3xxx |
| Scope of service: LEA wide<br><br>_√_ALL<br>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA wide<br><br>_√_ALL<br>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
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| 3. **School Safety Training**<br>Explanation: Safety training support for administrators, security and plant managers.  School safety training will continue to be supported through conferences and School Resource Officer trainings and presentations to staff members. | LCFF/Supp-Conc<br>$10,000.00<br>5220 | School Safety Training for the District will be the Alert Lockdown Inform Counter Evacuate (ALICE) program.  The first phase of training is an online training course that take about an hour to complete.  For each staff member that completes the training they will be issued a certificate.  Currently out of 776 online accounts, 600 staff members have completed the training.  ALICE school safety program is one of the most effective models that incorporates blended learning strategies:  Instructor-led ALICE training delivered by ALICE Instructors, complemented by ALICE's **eLearning** - an online training program that increases retention and will allow your Instructors to spend more time creating situational awareness and fluency with staff through hands on scenarios. | LCFF/Supp-Conc<br>$2,500<br>4xxx<br><br>$7,950<br>5xxx |

| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
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| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
|---|---|---|---|
| 4. **School Resource Officers**<br>Explanation: Funding to secure and provide School Resource Officers/Deputy services from law enforcement agencies.  The District will be contracting with the City of Santa Maria Police Department for two School Resource Officers serving Santa Maria High School and Pioneer Valley High School.  The District will also be contract with Santa Barbara County Sheriff's Department for one School Resource Officer to serve Ernest Righetti High School and Delta Continuation High School.  All three School Resource Officers will provide support in developing the District's School Safety Plan.  School Resource Officers play a vital role in each of the school sites providing a safe school environment. | LCFF/Supp-Conc<br>$350,000.00<br>5100 | School Resource Officers (SRO) are provided for service at all school sites.  They have provided staff in-services on drug awareness, attends parent conferences, direct services to outside agencies, develop student relationships and present to students on careers in law enforcement.  Student feel comfortable speaking to SROs and especially if they are able to communicate in Spanish.  SROs provide a sense of a safer environment when present on campuses.  Students have been given letters of recognition for their good deeds on campus and have gone on field trips with their site SRO. | LCFF/Supp-Conc<br>$268,154<br>5xxx |

| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
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__Foster Youth  __Redesignated fluent English proficient<br>
__Other Subgroups:(Specify)_____

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OR:<br>
__Low Income pupils  __English Learners<br>
__Foster Youth  __Redesignated fluent English proficient<br>
__Other Subgroups:(Specify)_____

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5. **Fitzgerald Community School**

   Explanation:  To provide services for expelled students contracted through SBCEO.  Services to students will include group counseling, academic support with an instructional aide, opportunity to make up missed credits and a transitional plan and conditions to return to the District.

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LCFF/Supp-Conc
$345,000
4400

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FitzGerald Community School are services provided for students who have been expelled, camp transition and/or juvenile hall transition.  The maximum capacity at any time is 22 students.  For the school year 2015/2016 there have been a total of 53 students that have been enrolled.  The current status 22 students are: 4 are graduating, 5 had their expulsion reviewed and will be returning to the District (2 of the 5 were from another district), 2 have been approved to stay at FCS for next year as volunteer placements, 2 from camp that will transition back to the District in the fall, 1 expulsion that will transition to the District in the spring of 2017, 4 expelled students that are working on terms and conditions to return to the District in the fall of 2016, 2 non-grads that will either be referred to the District's 12-plus program or Allan Hancock College, and 2 are currently in juvenile hall.

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LCFF/Supp-Conc
$242,183
7xxx

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<tr><td>Scope of service:</td><td>LEA wide</td><td></td><td>Scope of service: | LEA wide</td><td></td></tr>

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__Other Subgroups:(Specify)_____

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OR:<br>
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__Other Subgroups:(Specify)_____

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6. **Attention 2 Attendance Software (A2A)**

   Explanation: Software and training designed to monitor, analyze and facilitate parent communication related to school attendance.  A2A will assist school sites with parent notification of attendance and the prevention of students who may be at-risk of chronic absenteeism.  The A2A system will assist and be implemented as an intervention in reducing the District's chronic absenteeism and support our Student Attendance Review Board (SARB).  Automated letters and calls will be made to parents notifying them of their students' attendance as preventative measure.

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LCFF/Supp-Conc
$78,000.00
5835

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Attention 2 Attendance (A2A) is the District's truancy software program.  With the use of A2A parent communication and engagement have increased.  There have been 4,471 first letter truancy notifications sent to parents, 2,636 second letter truancy notifications sent to parents, 1,466 third letter truancy notifications sent to parents, 1,494 excessive excused absence I letter sent to parents, 412 Excessive Excused Absence II letter sent to parents, 3,807 email notifications and 2,417 conference notifications sent to parents.  There have been a total of 2,505 parent conference regarding truancy in the District.  Of the students who received the first truancy letter, 49.5% of these did not receive another truancy letter.  The District's chronic attendance rate is 22.1%.

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LCFF/Supp-Conc
$72,000
5xxx

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| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
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__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

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OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

| 7. **Safety Equipment**<br>Explanation: Funding to be used to provide security cameras and other safety equipment as deemed necessary. | LCFF/Supp-Conc<br>$200,000.00<br>4400 | School Safety Equipment supported all schools with needed upgrades and programs. Schools were upgraded with new cameras and new repeater installations for radio communications on campuses. The schools were provided a new radio frequency identification (RFID) program. Each student will be provided an RFID card that they are in possession to ride a school bus. This provides real time information to the District for student location and access. The District is reviewing the implementation of the program and considering to expand its uses. | LCFF/Supp-Conc<br>$124,003<br>4xxx<br><br>$69,036<br>6xxx |

| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
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OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

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OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

| What changes in actions, services, and Expenditures will be made as a result of reviewing past progress and/or changes to goals? | <ul><li>Restorative Justice Trainings and strategic implementation for 2016/17 school year will be held at Delta High School.</li><li>For the school year 2016/2017 there will be a 1-day ALICE training for the following personnel: All administrators, security coordinators, facilities managers, security assistants, SROs, and safety committee members. It is important that all personnel listed in this group have completed the e-learning component prior to attending this training.</li><li>Campus Security Support Staff, action/service, section 3, will be new to goal 6. There will be added campus security to each of the comprehensive sites.</li><li>Daytime Custodial Services, action/service, section 9, will be new to goal 6. Each comprehensive site will get 3 additional custodians to support the cleanliness of the campuses during the school day.</li><li>District Classified Personnel Uniforms, action/service, section 10, will be new to goal 6. Uniforms will be provided for maintenance/operations, warehouse, bus drivers, campus security and information technology.</li></ul> |
|---|---|

| Original GOAL from prior year LCAP: | 7. Strengthen programs and services to support English Language Learners becoming proficient in academic areas. | Related State and/or Local Priorities:<br>1_√_ 2_√_ 3__ 4_√_ 5__ 6__ 7_√_ 8_√_<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|

| Applicable Pupil Subgroups: | English Learners, Redesignated Fluent English proficient |
|---|---|

| | | | |
|---|---|---|---|
| **Expected Annual Measurable Outcomes:** | **English Learner Reclassification Rate**<br>The District's goal will be to increase the EL reclassification rate for the school year 2015/2016 from 15.2% to 15.7% | **Actual Annual Measurable Outcomes:** | **English Learner Reclassification Rate**<br>EL reclassification rate for the school year 2015/2016 is 15.8% |
| | **California Assessment of Student Performance and Progress (CAASPP)**<br>English Learner data from Smarter Balance Assessment Consortium (SBAC) for the school year 2014/2015 in English and Math will be reviewed and targeted goals will be set for the school year 2015/2016 base on the data to be released in July 2015 by the California Department of Education. | | **California Assessment of Student Performance and Progress (CAASPP)**<br>English Learner data from Smarter Balance Assessment Consortium (SBAC) for the school year 2014/2015 in English was 2% met standard. The goal for the 2015/2016 SBAC will be 5% Met Standard.<br>English Learner data from Smarter Balance Assessment Consortium (SBAC) for the school year 2014/2015 in Math was 0% Met Standard. The goal for the 2015/2016 SBAC will be 3% Met Standard. |
| | **Annual Measureable Achievement Objective (AMAO) 1 and 2**<br>AMAO 1 – Making annual progress in learning English<br>• The percentage of ELs making annual progress in learning English for the school year 2015/2016 is targeted at 62%.<br>AMAO 2 – Attaining English proficient level on the California English Language Development Test (CELDT)<br>• The District's percentage of ELs for less than five years attaining English proficient is targeted at 25.5%.<br>The District's percentage of ELs for five years or more attaining English proficient is targeted at 52.8% | | **Annual Measureable Achievement Objective (AMAO) 1 and 2**<br>**AMAO 1-** Percentage Meeting AMAO 1 in LEA was 51.2%.<br>2014-15 Target was 60.5%<br>**AMAO 2-Less than 5 Years Cohort**<br>Percentage in Cohort Attaining the English Proficient Level9.7%<br>2014-15 Target24.2%<br>**5 Years or More Cohort**<br>Percentage in Cohort Attaining the English Proficient Level43.3%<br>2014-15 Target 50.9% |

| LCAP Year: 2015-16 |
|---|

| Planned Actions/Services | Actual Actions/Services |
|---|---|
| Budgeted Expenditures | Estimated Actual Annual Expenditures |

| 1. ELA/ELD Pathway Support | | | | |
|---|---|---|---|---|
| **ELA/ELD Pathway Support**<br>Explanation: Resources for staffing, training, and materials. The District will continue to support ongoing cost of licensing and consumable instructional materials associated with the ELA/ELD Pathway Curriculum. Professional learning and coaching will continue for new and current ELA/ELD Pathway teachers and administrators. The Districts will continue to support the ongoing cost of program implementation to include additional FTEs, the two English Learner Coordinators and program placement meetings. The District will continue the use and implementation of Scholastic's Read 180 and System 44 for its ELA/ELD Pathway. Students whose CELDT scores are 3 and below with a specific Lexile score for each grade level will receive ELD services. Students whose CELDT scores are 4 or 5 with a specific Lexile score for each grade level will receive services in English 1 Intensive or English 2 Intensive services. Students with CELDT score 4 or 5 with specific Lexile scores for each grade level will be in mainstream English and may receive an additional support class. | LCFF/Supp-Conc<br>$663,446.00<br>1110<br><br>$148,025<br>1910<br><br>$246,948<br>3xxx<br><br>$1,320,059<br>4310<br><br>$200,210<br>4400<br><br>$29,000<br>5220<br><br>$45,533<br>5835 | The Santa Maria Joint Union High School District ELA/ELD Pathway program continues to grow and emerge into a model program. For the school year 2015/2016 there were 31 teachers teaching 58 sections of ELD and the school year 2016/2017 there will be 35 teachers teaching 63 sections of ELD. Support for teachers in the ELA/ELD Pathway program will continue with two EL Coordinators to serve all four schools. The EL Coordinators facilitated six ELD professional learning communities meetings to support teacher collaboration and instructional guidance. The PLC meeting assisted with the progress monitoring of student progress.<br>The ELA and ELD Pathway courses included ELD and English intensive course materials. Students were supported with additional picture dictionaries and the novel "The Distance between Us" by Reyna Grande. Mrs. Grande was also a guest speaker at the District's annual Reclassification Celebration. There were over 700 students enrolled in the Read180 program and over 300 students in the Systems 44 program. Students enrolled in the Read180 program, 69% of them improved their Lexile score and 36 % of the students exceeded their annual growth goal. Students enrolled in the Systems 44 program, 43% improved their Lexile score and 8% of the students exceeded their annual growth goal.<br>A Professional Learning Community was developed for Emerging Multilingual Students (Newcomers) this year. There were 36 teacher that made up the PLC. Twenty were from the humanities/electives, 16 from math and science and 6 bilingual instructional aides. The primary purpose of this PLC was to learn about the needs of newcomer students and develop a plan to meet the needs of the students. There were 2 newcomer cohorts at Santa Maria High School that were implemented with success this year. | LCFF/Supp-Conc<br>$1,617,291<br>1-3xxx<br><br>$826,482<br>4xxx<br><br>$22,213<br>5xxx | |

| Scope of service: | LEA wide | | Scope of service: | LEA wide |
|---|---|---|---|---|
| __ALL | | | __ALL | |
| OR:<br>__Low Income pupils _√_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils _√_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
|---|---|---|---|
| 2. **Bilingual Instructional Assistants**<br>Explanation:  Staffing to provide bilingual instructional support for EL Newcomer students. The District will be hiring five bilingual instructional assistants. Bilingual instructional assistants will assist a certificated teacher in providing instruction to individual or small groups of limited or non-English speaking students; monitor and report student progress regarding behavior and performance; translate and interpret for students, parents, counselors, teachers and others as assigned. | LCFF/Supp-Conc<br>$112,551.00<br>2110<br><br><br>$24,994<br>3xxx | Bilingual Instructional Aides have played a support role to our English Learners academic progress.  There are currently seven BIAs in the District.  BIAs attended collaboration meetings to discuss academic progress of students and instructional strategies to support teachers. | LCFF/Supp-Conc<br>$193,500<br>1-3xxx<br><br><br>$44<br>5xxx |
| Scope of service:     LEA wide<br><br>__ALL<br>- - - - - - - - - - - - - - - - - - - - - - - -<br>OR:<br>__Low Income pupils  _√_English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other ubgroups:(Specify)_____ | | Scope of service:     LEA wide<br><br>__ALL<br>- - - - - - - - - - - - - - - - - - - - - - - -<br>OR:<br>__Low Income pupils  _√_English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |

| | | | |
|---|---|---|---|
| 3. **A-G Intervention**<br><br>Explanation:  Funding to provide intervention and advancement opportunities for ELD students.  Student Academic Achievement Seminar (SAAS) 9-10 is designed as a behavioral and academic support system for Long Term English Learners (LTELs)--students who have been enrolled in U.S Schools for 6 or more years-- and is centered on personalized academic guidance that involves teachers, administrators, counselors and student advocates who regularly monitor student academic progress related to graduation requirements and preparation for career and postsecondary education.  SAAS is intended to provide a safe, culturally and linguistically responsive environment that nurtures strong teacher/student/parent relationships. Through explicit instruction in the advantages of a "growth mindset" and its relationship to success, students learn to persist and persevere in challenging situations while developing self-efficacy strategies and academic mindsets necessary for long-term success.  A focus on literacy, language, note taking, writing, and research skills assists students in preparing for high school exit exam (CAHSEE) or current state adopted equivalent as well as college admission tests such as the PSAT. Students also learn about colleges and careers with growth potential through cultural events, college campus field trips, and community guest speakers that motivate students to think about future career options. | LCFF/Supp-Conc<br>$75,000.00<br>4310 | This year is the first time we offer the Student Academic Achievement Seminar to support our long term English Learners.  The District offered 22 sections of the course and to support teacher training, teachers attended the AVID Summer Institute.  Teacher learned about Avid strategies and were able to gain knowledge to develop curriculum and create an in instructional calendar.  SAAS teachers met for three days prior to the start of school of professional learning and planning.  They also met four times as a District PLC group.  Teacher were supported with various activities such as, guest speakers, artists, musicians, poets, university and cultural fieldtrips.  On May 4, 2016, teacher met and the course has been revised based on data and teacher feedback.  SAAS teachers have been invited to attend AVID Summer Institute and will meet once again over the summer to refine curriculum and instructional calendar.<br>The District implemented a Newcomer Saturday School at Ernest Righetti High School.  Students were supported with class assignments, credit recovery and instructional support.  Summer school will be offered to English Learners and migrant students starting June 14, 2016 through July 13, 2016 at Santa Maria High School.  Course offering will include English, math, science, social studies and electives for EL students with a CELDT score of 1 through 3.  Cyber High Credit Recovery will be offered to EL students with a CELDT score of 4 through 5 and a total of 21 sections of courses.  There will be 13 teachers, 2 credit recovery tutors, I TOSA, 1 migrant counselor and 1 campus security will be hired to run summer school.  Offerings for the following year will be expanded to credit recovery options and offer enrichment/advancement opportunities to English Learners. (The services for SAAS will now be in 7.1) | LCFF/Supp-Conc<br>$2,610<br>1-3xxx<br><br>$7,370<br>4xxx<br><br>$537<br>5xxx |
| Scope of service: | LEA wide | | Scope of service: | LEA wide | |

| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
|---|---|---|---|---|---|
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils  _√_ English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  _√_ English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
|---|---|---|---|---|---|

| 4. **Teacher on Special Assignment (TOSA)** Explanation: District TOSA funded to support teachers with effective language and literacy strategies. The English Learner Academic Support Specialist is responsible for assisting with the implementation of the academic supports for English learners outlined in the Local Control Accountability Plan (LCAP) and any English Learner Federal, State, District and School Accountability Plans. The English Learner Academic Support Specialist, together with the Director of Multilingual and Migrant Education Programs and EL Coordinators, supports teachers and staff in the Implementation of core academic and elective course supports for English learners. | LCFF/Supp-Conc $63,723.00 1110 | The English Learner Academic Support Specialist was a key factor in the successful implementation of the Student Academic Achievement Seminar. She developed the curriculum for the SAAS course and support the teachers teaching the course. She helped organized and facilitate 7 PLC meetings for 18 teachers, 4 fieldtrips and mock interview workshops with the support of North County Volunteer Corps. She also played a significant role in co-facilitating 4 professional learning days for teachers of the newcomer students. | LCFF/Supp-Conc $79,870 1-3xxx $1,938 5xxx |

| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
|---|---|---|---|---|---|
| __ALL | | | __ALL | | |
| OR: __Low Income pupils  _v_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils  _v_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |

| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
|---|---|---|---|---|---|

| 5. **English Learner Advisory Committees** Explanation: Funding to provide ongoing training and resources for committee members. The funding will support the cost on additional staffing to attend meetings, materials and guest. This funding will also support the District's English Learner Program Restructuring Committee for the cost of substitute for meetings and materials. | LCFF/Supp-Conc $35,000.00 5220 | The District's English Learner Advisory Committees have done a great job with parent involvement. This year 6 DELAC meetings were held with an average of 250 parents in attendance. Meetings are held entirely in Spanish due to 98% of those in attendance speaking Spanish as a first and dominant language. Interpretation in English and Mixteco are provided. Refreshments and childcare were provided. The Multilingual Migrant Education Program team provided individualized grade and attendance report printout for parents at each meeting. English Language Advisory Committee meeting were also very well attended by parents. ELAC meetings for all sites were provided with light refreshments. The EL Program restructure Committee met for a full day and will meet again after school in May to continue restricting programs and services for English Learners. | LCFF/Supp-Conc $17,898 1-3xxx $1,522 4xxx $11,690 5xxx |

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|---|---|
| __ALL<br>OR:<br>__Low Income pupils _v_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Scope of service:                              LEA wide<br>__ALL<br>OR:<br>__Low Income pupils _v_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ |

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|---|---|
| What changes in actions, services, and Expenditures will be made as a result of reviewing past progress and/or changes to goals? | • ELA/ELD Pathway Support, action/service, section 1, Student Academic Achievement Seminar (SAAS) will be added to section 1. There will be an added teacher on special assignment to action/services, section 4, to support teachers teaching English Learners in the core areas of English, math, science and social studies.<br>• Student will continued to be supported in culturally relevant novels for the following academic school year. For the academic year of 2016/2017 this PLC group will meet with greater frequency to support teachers who work with English Learners.<br>• For the academic year 2016/2017 there will be an additional four more Bilingual Instructional Aides hired. The addition of BIAs will total per school site: six at Santa Maria High School, three at Pioneer Valley High School and two at Righetti High School. BIAs will continue to attend workshop for professional development to support newcomer students. Due to salary and benefits the cost was more than allocated.<br>• For the school year 2016/2017 the District will offer 21 SAAS sections and the support and activities mentioned above.<br>• The Newcomer Saturday School will continue for the school year 2016/2017.<br>• The school year 2016/2017 the District will add an additional English Learner Academic Achievement Specialist to support the core content areas of Math and Science. They will continue to support professional learning days for core teachers and newcomer teachers. Due to salary and benefits the cost was more than allocated.<br>• The EL Program restructure Committee will use the same model and it will be implemented for the school year 2016/2017. |

| Original GOAL from prior year LCAP: | 8. Develop a support system for Foster Youth to improve academic achievement. | Related State and/or Local Priorities: |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | Foster Youth |

| Expected Annual Measurable Outcomes: | **SBAC Performance Data**<br>The District's expected annual outcome SBAC performance data will be determined when the California Department of Education has release the data and a benchmark can be established. The District will assess Foster Youth students using State Interim Assessments as indicators toward progress of SBAC. | Actual Annual Measurable Outcomes: | **SBAC Performance Data**<br>Students were administered the Interim Assessments Blocks once in their English classes for the 2015/16 school year. |
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|---|---|
| **Foster Youth % A-G Completion Rate**<br>District Foster Youth +5%<br>FBSMV Program Specialist will be working with school site counselors to develop an educational case plan to meet and guide for each Foster Youth student to be placed and progress monitor their completion of A-G courses. FBSMV will work with site counselors to update each Foster Youth's Educational Case Plan to meet their A-G requirements. | **Foster Youth % A-G Completion Rate**<br>The District's Foster Youth A-G completion rate for the school year 2015/16 was 24 out of 35 Foster Youth. |
| **Foster Youth % Credit Deficient**<br>District Foster Youth -5%<br>Foster Youth students who have been identified as unit deficient will be counseled by the school site counselor and FBSMV Program Specialist. School site counselors and Program Specialist will meet with Foster Youth students to provide options for student to make up credits. The District offers an On Track Credit Recovery Program to assist student during the school to recuperate credit. FBSMV Program Specialist will be monitoring Foster Youth students to insure that a grade of "C" or better is maintained in all subjects. | **Foster Youth % Credit Deficient**<br>District's Foster Youth credit deficient for the 2015/16 was 37%. |

## LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1. **Foster Youth Liaison Services**<br>Explanation: Program Specialists contracted through Fighting Back Santa Maria Valley (FBSMV) will provide liaison services for Foster Youth students. FBSMV will design and implement the Foundations for Success program to improve educational outcomes for foster students. FBSMV will pursue outside funding to supplement this program. FBSMV will coordinate with CWS to quickly identify all students in the Foundations For Success service area. Every foster student will take an Academic Assessment to identify gaps in their education. The school that the student attends will be notified and a Foundation For Success Meeting will be held. That meeting will have all stakeholders present, CWS staff member, substitute care provider, student, teacher, school outreach coordinator, FBSMV staff member, the CASA (if the student is assigned one) and any other stakeholder. The result of that meeting will be an Educational Service Plan. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed. | LCFF/Supp-Conc<br>$175,000.00<br>5800 | FBSMV has a Program Specialists at each high school campus and one Homeless Liaison serving all schools.<br><br>35 students that were participating in Foundations for Success Program are no longer active due to moving out of the district, new placement, incarceration or AWOLing.<br><br>Of 89 students served, 35 students have participated in the Foundations for Success Program for five or more months and have achieved the following:<br><br>In the Santa Maria Joint Union High School District Foundations for Success Program, 63% of foster youth students have achieved a "C" Grade or higher, 69% have met their A-G Requirements for the associated grade level, and 37% are enrolled in an extracurricular activity. | LCFF/Supp-Conc<br>$175,000<br>5xxx |

| | | | |
|---|---|---|---|
| __ALL<br>OR:<br>__Low Income pupils  __English Learners<br>_v_Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service:                           LEA wide<br>__ALL<br>OR:<br>__Low Income pupils  __English Learners<br>_v_Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| 2.  **Training and Support Programs**<br>Explanation: Provide Foster Youth training and support programs for staff.  Counselors and support staff will work with Fighting Back Santa Maria Valley, Allan Hancock College and the Santa Barbara County Education Office to collaborate services and attend trainings to better serve our Foster Youth students. | LCFF/Supp-Conc<br>$10,000.00<br>5220 | The District has provided support and training for staff. District forms have been completed for foster youth who apply for graduation with the requirements of reduced credits have been established.  Criteria for partial credits has been established and followed according to Education Code.  Registrars, counselors and administrators have been informed of the criteria and procedures.  The District provided Youth Mental Health First Aid Training for counselors and support staff members.  Those that completed the training received their certificate.  District administration has been working closely with Allan Hancock College to transition our foster youth.  Recently Allan Hancock College received the COOPERATING AGENCIES FOSTER YOUTH EDUCATIONAL SUPPORT Grant. Allan Hancock College is one of ten California community colleges that received the grant. | LCFF/Supp-Conc<br>$0 |
| __ALL<br>OR:<br>__Low Income pupils  __English Learners<br>_v_Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service:                           LEA wide<br>__ALL<br>OR:<br>__Low Income pupils  __English Learners<br>_v_Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| 3.  **California State Foster Youth Summit**<br>Explanation: Resources identified to facilitate involvement in the summit.  Administrators, counselors, teachers, and support staff may attend the California State Foster Youth Summit.  The purpose to attend the summit will be to learn about the foster youth care system and to learn about providing services to Foster Youth students. | LCFF/Supp-Conc<br>$15,000.00<br>5220 | The California State Foster Youth Summit was attended and provided many resources.  Present at the conference from the District were one District administrator, one counselor and one Crisis Intervention Consultant.  In attendance from other supporting agencies were the Program Specialist from Santa Maria Valley Fighting Back and Santa Barbara Office of Education Foster Youth Services.  The conference was of value, it provided a variety or resources and useful practices that benefit the professional adult when working with foster youth.  The focus was to be able to understand current situation of a foster youth and remove the barriers to educational success.  The conference also informed participant of new laws and their intent to serve foster youth. | LCFF/Supp-Conc<br>$431<br>1-3xxx<br><br>$2,319<br>5xxx |

| | | | |
|---|---|---|---|
| __ALL<br>OR:<br>__Low Income pupils  __English Learners<br>_v_Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service:                              LEA wide<br>__ALL<br>OR:<br>__Low Income pupils  __English Learners<br>_v_Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| 4.  **After School Tutoring**<br> Explanation:  After school tutoring provided by Santa Barbara County Office of Education. | | The Santa Barbara County Office of Education Transitional Youth Services Tutoring Program provides after school tutoring for student of the District who are currently in foster youth placement.  Although the comprehensive school sites provides tutoring to all of its students, foster youth are entitled to one on one tutoring if needed.  There were six students identified that fell under this service.  Four out of the six improved their grades and continued to make progress on homework. | N/C |
| __ALL<br>OR:<br>__Low Income pupils  __English Learners<br>_v_Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service:                              LEA wide<br>__ALL<br>OR:<br>__Low Income pupils  __English Learners<br>_v_Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| What changes in actions, services, and Expenditures will be made as a result of reviewing past progress and/or changes to goals? | • Training and Support Programs, action/service, section 3 and California State Foster Youth Summit, action/service, section 4, will be combined under Training and Support Programs.<br>• The District will continue to support faculty and staff for professional development for foster youth. | | |

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| Total amount of Supplemental and Concentration grant funds calculated: | $13,954,349 |
| --- | --- |

The District's estimated level of unduplicated pupils for the LCAP year 2016/2019 will be 74.33%. The estimated amount of Supplemental and Concentration Grant fund for the LCAP year 2016/2019 have been calculated to be $13,954,351. The District's intent of the Local Control Funding Formula (LCFF) funds is to provide consistent services among all school sites that serve a variety of programs and supports specifically for English Learners, low income and Foster Youth students. The District's English Learner program will continue with services reaching the needs of our students and yielding the outcomes desired for the school year 2016/2019. The EL program will continue with researched-based curriculum Read 180 and System 44, proper student placement, ELA/EL standards pathway and meeting Title III accountability for AMAO 1 and 2. The District's "Student Academic Achievement Seminar" course for long term English Learners and reclassified students provides instructional strategies and educational field trips. The SAAS is centered on personalized academic guidance that regularly monitors student academic progress related to graduation requirements and preparation for career and postsecondary education. The District services for Low Income and foster youth students will provide the needed interventions. These services include a common core aligned literacy intervention program that will be used with regular education students and special education students that have been identified for services with continue progress monitoring. Low income and foster youth students will also be provided reading intervention course that supports the improvement of reading comprehension and use as a support course for students in college preparatory English courses. Services in mathematics will also be utilized through an online computer adaptive curriculum that is aligned to the common core. The expansion of the District AVID program to develop organizational and academic skills to ensure career and college readiness. Foster Youth student services will include and consist of the services as mentioned above. Targeted services for Foster Youth students will include liaison services to provide an individual academic plan, services through outside agencies to assist with medical, social and mental health, tutoring, training, counseling and staff members working with Foster Youth. The focus of our Local Control Accountability Plan and the allocated LCFF resources for unduplicated pupils will provide services District-wide. These services include support for Common Core State Standards, Technology, Career Technical Education, College and Career Readiness, parent support services, parent engagement programs, academic intervention, school safety and support services for Foster Youth. Cultural Proficiency will continue with a trainer of trainer model along with two supportive student oriented programs, "Talking in Class" and "Community Learner Institute".  The LCAP process has for the school year 2016/2019 will reflect its growth in the new model the state has provide and the continue efforts to improve student achievement.

| Santa Maria Joint Union High (69310) - Santa Maria Jt Union HS District 2016-17 Adopted Budget | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Minimum Proportionality Percentage (MPP):** <br> **Summary Supplemental & Concentration Grant** | | | | | | | |
| | | 2013-14 | 2014-15 | 2015-16 | 2016-17** | 2017-18** | 2018-19** | 2019-20** |
| 1. | LCFF Target Supplemental & Concentration Grant Funding *from Calculator tab* | | 15,661,807 | 16,120,859 | 16,220,151 | 16,818,012 | 17,923,827 | |
| 2. | Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils | | 862,811 | 5,480,386 | 11,202,880 | 13,954,351 | 16,072,315 | |
| | 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp | | | | | | | |
| 3. | Difference *[1] less [2]* | | 14,798,996 | 10,640,473 | 5,017,271 | 2,863,661 | 1,851,512 | |
| 4. | Estimated Additional Supplemental & Concentration Grant Funding | | 4,435,259 | 5,554,327 | 2,751,471 | 2,117,964 | 763,193 | |
| 5. | Estimated Supplemental and Concentration Grant Funding *[2] plus [4] (unless [3]<0 then [1])* **LCAP Section 3, Part A** | | 5,298,070 | 11,034,713 | 13,954,351 | 16,072,315 | 16,835,508 | |
| 6. | Base Funding *LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation* | | 56,542,903 | 61,582,719 | 64,183,893 | 67,906,390 | 71,915,003 | |
| | *LCFF Phase-In Entitlement* | | *62,198,341* | *72,974,800* | *78,495,612* | *84,336,073* | *89,107,879* | |
| 7/8. | Minimum Proportionality Percentage* *[5] / [6]* **LCAP Section 3, Part B** | | 9.37% | 17.92% | 21.74% | 23.67% | 23.41% | |

*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.*

*If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.*

***Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.*

| **SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP** | | | | | | |
|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Current year estimated supplemental and concentration grant funding in the LCAP year | $5,298,070 | $11,034,713 | $13,954,351 | $16,072,315 | $16,835,508 | |
| Current year Minimum Proportionality Percentage (MPP) | 9.37% | 17.92% | 21.74% | 23.67% | 23.41% | |

B.  In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| 21.74 | % |
| --- | --- |

The District's proportionality calculation for the LCAP year 2016/2019 is 21.74%. The percentage of the proportionality calculation of 21.74% is equivalent to the dollar amount identified in Section 3A ($13,954,351). The District has identified the following actions and services representing targeted increases in or improvements to services for unduplicated students as satisfying the proportion improvement requirement of this section:
English Learners, Low Income Pupils and Foster Youth

- English Learner program continues to be a target of improvement and improved services. Professional Development services to teachers were provided training on a researched based curriculum for best instructional practices to support the academic achievement of English Learners.
- Two English Coordinators to provide support services for English Learners (EL) and recently Reclassified Fluent English Proficient (RFEP) students in collaboration with Multilingual and Migrant Education staff.
- Two English Learner Academic Support Specialist is responsible for assisting with the implementation of the academic supports for English learners.
- There are two District Language Assessors to coordinate and support all CELDT assessments and materials, this is an increase of one.
- The eleven bilingual instructional assistants to support instruction in the core content areas in small group setting for EL students, this is an increase of four.
- Program Specialist to support foster youth students, professional development for staff, educational supplies and needs and one on one tutoring provided by Santa Barbara County Office of Education, Transitional Services.
- Low income pupils will be supported with literacy interventions and reading improvement support, homeless liaison, fine arts, student activities and extracurricular programs and will have access to all educational programs that promote college and career readiness.
- Access to technology, one to one tablets and wireless connection to the internet.

The District has identified actions and services provided District-wide as proportional expenditures that are beneficial to all students.

- The District will be working toward effective instructional strategies to support Common Core state Standards and the development of professional learning communities.
- Four Crisis Intervention Consultants to assist with Drug and Alcohol intervention.
- Counseling services have improved from a ratio of 1:500 or less to 1:350 or less and evening counseling services will now be offered.
- Common formative assessment and interim assessments regarding SBAC.
- College and Career Readiness program to assist in the guidance of postsecondary education or career and guide career pathway interest toward CTE programs.
- Teachers (3) on special assignment to assist teachers with technology instruction in the classroom and support for student one to one tablet educational learning.

Quantitative and/or qualitative improvements in services for unduplicated students during the school year 2016/2017 include the following:
**All Students**

- Assessments for placement and benchmarks in English and math using grade equivalency and scaled scores will be used for all ninth and tenth grade students District-wide. The District will use a research based computer adaptive assessment to comply with SB 359 regarding math placement.
- The use of common formative assessments data to inform instruction and student achievement.
- Students will have access to post-secondary preparation assessment materials.
- CTE improvements through implementation of Career Technical Education Incentive Grant.
- School climate and parent engagement programs will expand to service the Mixteco parents along with the implementation student programs "Talking in Class" and "Community Learning Institute".
- Improving student attendance and/or chronic absenteeism through automated intervention.
- Developing and the implementation of Common Core State Standards and new core content standards.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

   (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

   (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).) Divide (1) by (2).