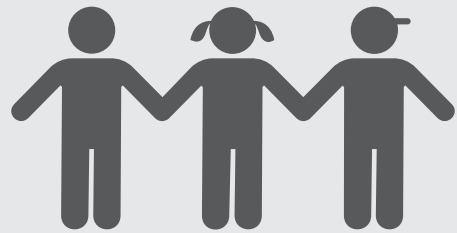




Local Control and Accountability Plan

Plan Summary, 2019-20



17,122 TK-8 STUDENTS



20 SCHOOLS

Junior High: 4 Elementary: 16



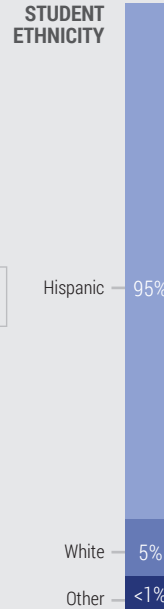
1,982 EMPLOYEES



23 STUDENTS PER TEACHER



5 DISTINGUISHED Schools



STUDENT GROUPS



DISTRICT STORY

A Culture of Collaboration

Leading that supports student learning



Leader in Innovation & Technology

Classrooms transformed into 21st Century Environments



District Mission

We are here to prepare children to be successful citizens



LCAP HIGHLIGHTS

GOAL #1



Support Student Learning

Highlighted Actions

- 1.5 - Continue to expand student technology access & use
- 1.8 - Support Preschool program
- 1.16 - Strengthen districtwide learning support systems, processes, & practices

GOAL #2



Support English Learner Academic Proficiency

Highlighted Actions

- 2.10 - Dedicate resources to improve translation & interpreter services
- 2.13 - Achieve3000 to accelerate literacy & language gains
- 2.15 - Continue literacy-rich environments

GOAL #3



Safe, Healthy, & Positive Learning Environment

Highlighted Actions

- 3.2 - Continue increasing Santa Maria Valley Youth Outreach Consultant services
- 3.4 - UCSB academic outreach counselors
- 3.14 - Coast to Coast Soccer & STEM programs

GOAL #4



Positive & Respectful Stakeholder Culture

Highlighted Actions

- 4.3 - Translation/Interpreter services
- 4.5 - Continue parent education classes at district & school sites
- 4.8 - Parent & student digital citizenship & Internet safety trainings

GREATEST PROGRESS



Increase ELA Academic Performance

Indicator: California School Dashboard



47.4 points below standard
Increased 6.5 points

Increase Math Academic Performance



Indicator: California School Dashboard



67.7 points below standard
Increased 3.2 points



Increased Technology Access

Indicator:



Stakeholder Feedback

Planned Actions to Maintain Progress:

- 1.6 - Response to Intervention Teacher Tutor support (2 Teacher Tutors per elementary site)
- 1.14 - Extended Day learning opportunities (Primary Jumpstart, Winter Intersession, Saturday School, Summer School, & Newcomer classes)
- 1.18 - Expand instructional technology (digital tools & curriculum, free/low cost home internet)

GREATEST NEEDS



Improve Suspension Rate

Indicator: California School Dashboard



3.4% suspended at least once
Maintained -0.2%

Continue to Improve Parent Engagement



Local Indicator:



Met

Planned Actions to Address Needs:

- 3.1 - School safety & student support services (resources officers, certificated opportunity class teacher, SBCEO services for Fitzgerald, student connections program, & CAL-SOAP tutors)
- 4.2 - Maintain 5 Family Advocates (parent outreach & support services)
- 4.4 - Increase & strengthen family engagement programs (Just Communities & Parent University)

PROGRESS GAPS

Subgroup in Need:



Students with Disabilities

State Indicators:



*Students with disabilities is the only subgroup that has a performance gap of 2+ categories below the All Student category. However, Santa Maria-Bonita SD recognizes many subgroups fall into red, orange & yellow categories. Actions & Services are planned to address these needs.

Planned Actions to Address Performance Gaps:

- 1.2 - Teacher, paraeducator, & administrator professional learning (workshops, coaching, conferences, & collaborative time)
- 1.4 - Maintain Response to Intervention & Instruction teacher at every elementary site (data analysis, school site intervention plans, whole group instruction, etc.)
- 1.12 - Continue 5 TOSAs & hire 2 additional teachers to support instruction & PD

COMPREHENSIVE SUPPORT & IMPROVEMENT

IDENTIFIED SCHOOL



Fesler Junior High School

PROVIDE SUPPORT FOR SCHOOL

Santa Maria-Bonita SD supported this school in developing CSI plans through:



- School-level needs assessments, progress monitor, & evidence based interventions
- Continued implementation & evaluation of standard aligned direct instruction of ELD & Math
- An increase of Positive Behavior Interventions & Supports (PBIS)
- Identifying resource inequities to address

MONITOR & EVALUATE EFFECTIVENESS

Implementation & effectiveness of the CSI plan will be monitored through:



- Site-based meetings
- Teacher interviews and classroom visits
- Identification of key CSI stakeholders at each site
- Quarterly Plan Review



GOAL
#1



SUPPORT STUDENT LEARNING

Actual 2018-19 Expenditures

\$21,342,327

Overall Status:



In Progress

+ Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Achieved	Progress	Outcome Totals			% of Progress
					Planned	Achieved	Made Progress	
1.1 - Increase English Language Arts dashboard performance	green	yellow			7	1	7	100%
1.3 - Increase Math dashboard performance	green	yellow						
1.4 - Improve SBAC Math performance	< 43.76%	46.85%						
🔧 Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Spent	% Spent	Action Totals			Total % Spent
1.3 - Maintain 8 additional Physical Education Specialists	\$1,652,999	\$1,627,833		98%	\$18,970,520	Budgeted Expenditures		113%
1.5 - Continue to expand student technology access & use	\$1,194,971	\$1,130,307		95%				
1.6 - Response to Intervention Teacher Tutor support	\$1,037,781	\$1,049,110		101%	\$21,342,327	Actual Expenditures		



GOAL
#2



SUPPORT ENGLISH LEARNER ACADEMIC PROFICIENCY

Actual 2018-19 Expenditures

\$10,728,358

Overall Status:



In Progress

+ Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Achieved	Progress	Outcome Totals			% of Progress
					Planned	Achieved	Made Progress	
2.1 - Improve English Learner progress	green	yellow			4	1	2	50%
2.2 - Increase English Learner redesignation rate	25%	25.9%						
2.4 - Improve CAASPP ELA performance	+ 5%	- 7.26%						
🔧 Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Spent	% Spent	Action Totals			Total % Spent
2.1 - Continue ELD instructional material purchases	\$320,000	\$320,000		100%	\$12,017,252	Budgeted Expenditures		89%
2.8 - Increase extended day learning opportunities	\$2,750,401	\$2,543,691		92%				
2.9 - Two English Learner support service TOSAs	\$243,138	\$230,062		95%	\$10,728,358	Actual Expenditures		





GOAL #3



SAFE, HEALTHY, & POSITIVE LEARNING ENVIRONMENT

Actual 2018-19 Expenditures

\$11,794,467

Overall Status:



In Progress

Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Achieved	Progress	Outcome Totals			% of Progress
					Planned	Achieved	Made Progress	
3.2 - Decrease or maintain low expulsion rates	< 0.5%	0.1%	✓	✓	6	2	4	67%
3.4 - Increase or maintain attendance rates	96.75%	96.7%	🕒	🕒				
3.5 - Maintain or improve chronic absenteeism	< 6.6%	6.9%	🕒	🕒				
Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Spent	% Spent	Action Totals		Total % Spent	
					Budgeted Expenditures	Actual Expenditures		
3.1 - School safety & student support services	\$1,856,868	\$5,108,766	✓	275%	\$6,717,684		176%	
3.9 - Implement & expand counseling services	\$696,023	\$716,023	✓	103%	Budgeted Expenditures			
3.10 - Continue full-time health assistants	\$594,073	\$609,012	✓	103%	\$11,794,467 Actual Expenditures			



GOAL #4



POSITIVE & RESPECTFUL STAKEHOLDER CULTURE

Actual 2018-19 Expenditures

\$2,961,525

Overall Status:



Met

Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Achieved	Progress	Outcome Totals			% of Progress
					Planned	Achieved	Made Progress	
4.1 - High parent involvement by California Family Framework Rubric	Basic or Progressive	Basic or Progressive	✓	✓	2	2	2	100%
4.2 - Analyze parent & community engagement	Collect Data	Collected Data	✓	✓				
Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Spent	% Spent	Action Totals		Total % Spent	
					Budgeted Expenditures	Actual Expenditures		
4.1 - Increase Bilingual Community Liaisons	\$1,062,077	\$1,165,436	✓	110%	\$2,808,330		105%	
4.2 - Maintain 5 Family Advocates	\$277,191	\$374,347	✓	135%	Budgeted Expenditures			
4.4 - Increase & strengthen family engagement programs	\$210,000	\$337,062	✓	160%	\$2,961,525 Actual Expenditures			



Stakeholder Engagement



3

SURVEY
Conducted



56

WORKSHOPS
Held



??

COMMENTS
Received



??

STAKEHOLDERS
Engaged



8

BOARD MEETINGS
Convened



11

GROUPS
Involved

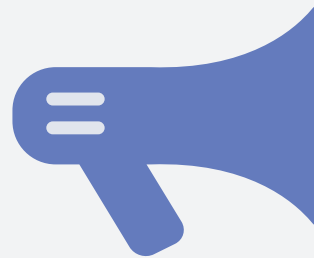
Groups include:

Parents, Students, Teachers, Staff, Administrators, Cabinet, Trustees, LCAP Collaboration Committee, Community, SSC, ELAC, DAC, & DELAC.



Checklist of Items Shared:

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



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

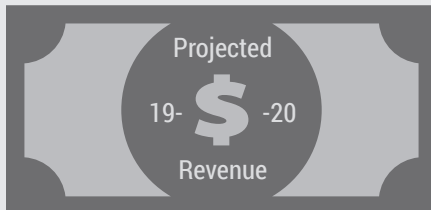


Website, email, phone, word of mouth, meetings.

Budget Overview & Service Improvement



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



Concentration Grant	\$21,230,451
Supplemental Grant	
Base Grant	\$137,777,941
Other Revenue (state & local)	\$21,230,451
Federal Revenue	\$13,820,884
Total Revenue:	\$222,896,360

...targeting disadvantaged students...

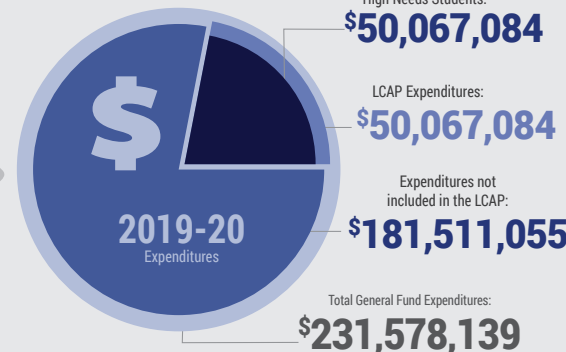


...resulting in increased service of...

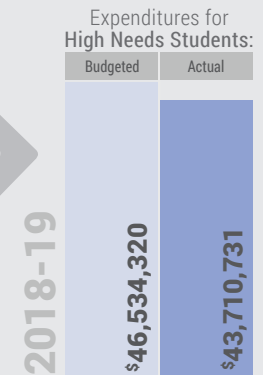
37%

2019-20 Expected Service Improvement Using:
\$50,067,084
In Total Concentration & Supplemental Grants

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



...which is reported on the following year



GOAL

#1



Support Student Learning

→



















STATE PRIORITIES

 1. Basic Services	 2. Academic Standards	 3. Parent Involvement	 4. Student Achievement
 5. Student Engagement	 6. School Climate	 7. Course Access	 8. Other Outcomes







STATUS

 New	 Modified	 Unchanged
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


EXPECTED 2019-20 MEASURABLE OUTCOMES

<p>1.1</p>  <p style="text-align: center; font-weight: bold;">INCREASE ENGLISH LANGUAGE ARTS DASHBOARD PERFORMANCE</p>	<table border="1" style="width: 100%; border-collapse: collapse; font-size: 0.8em;"> <tr><th colspan="2">2019-20 Metric</th></tr> <tr><td colspan="2" style="text-align: center;">CA School Dashboard All Student Performance</td></tr> <tr><td style="text-align: center;">↑</td><td style="text-align: center;"> All Students</td></tr> <tr><th colspan="2">Baseline</th></tr> <tr><td style="text-align: center;">↓</td><td style="text-align: center;"> All Students</td></tr> </table>	2019-20 Metric		CA School Dashboard All Student Performance		↑	 All Students	Baseline		↓	 All Students	<p>1.2</p>  <p style="text-align: center; font-weight: bold;">IMPROVE SBAC ELA PERFORMANCE</p>	<table border="1" style="width: 100%; border-collapse: collapse; font-size: 0.8em;"> <tr><th>2019-20 Metric</th><th>Baseline</th></tr> <tr><td style="text-align: center;">↓ 36.5%</td><td style="text-align: center;">41.5%</td></tr> <tr><td colspan="2" style="text-align: center;">Not Met Scores</td></tr> <tr><th colspan="2">Baseline</th></tr> <tr><td style="text-align: center;">↑ 63.5%</td><td style="text-align: center;">58.5%</td></tr> <tr><td colspan="2" style="text-align: center;">Nearly Met/Met/Exceeded</td></tr> </table>	2019-20 Metric	Baseline	↓ 36.5%	41.5%	Not Met Scores		Baseline		↑ 63.5%	58.5%	Nearly Met/Met/Exceeded																			
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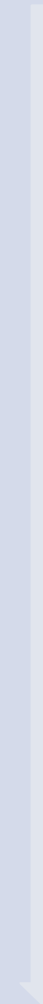














EXPECTED 2019-20 MEASURABLE **OUTCOMES**

<p>1.5c</p>  <p>IMPROVE 1ST GRADE ELA ASSESSMENT PERFORMANCE</p>	<table border="1"> <thead> <tr> <th>2019-20 Metric</th> <th>Baseline</th> </tr> </thead> <tbody> <tr> <td>+5% Decoding</td> <td>26.7%</td> </tr> <tr> <td>+5% High Frequency Words</td> <td>39.1%</td> </tr> <tr> <td>+5% Phoneme Awareness</td> <td>47.9%</td> </tr> </tbody> </table>	2019-20 Metric	Baseline	+5% Decoding	26.7%	+5% High Frequency Words	39.1%	+5% Phoneme Awareness	47.9%	<p>1.5d</p>  <p>IMPROVE TK MATH ASSESSMENT PERFORMANCE</p>	<table border="1"> <thead> <tr> <th>2019-20 Metric</th> <th>Baseline</th> </tr> </thead> <tbody> <tr> <td>+5% 1:1 Correspondence to 10</td> <td>88.7%</td> </tr> <tr> <td>+5% Compare Quantities to 10</td> <td>61.9%</td> </tr> <tr> <td>+5% Counts to 20</td> <td>58.5%</td> </tr> <tr> <td>+5% Recognizes Numbers 0-10</td> <td>71.5%</td> </tr> </tbody> </table>	2019-20 Metric	Baseline	+5% 1:1 Correspondence to 10	88.7%	+5% Compare Quantities to 10	61.9%	+5% Counts to 20	58.5%	+5% Recognizes Numbers 0-10	71.5%	<p>1.5e</p>  <p>IMPROVE KINDERGARTEN MATH ASSESSMENT PERFORMANCE</p>	<table border="1"> <thead> <tr> <th>2019-20 Metric</th> <th>Baseline</th> </tr> </thead> <tbody> <tr> <td>+5% Counts to 100 by 1s and 10s</td> <td>42.0%</td> </tr> <tr> <td>+5% Identifies Shapes and Space</td> <td>31.2%</td> </tr> <tr> <td>+5% Represents & Compares Whole Numbers</td> <td>13%</td> </tr> <tr> <td>+5% Counts Forward</td> <td>68.4%</td> </tr> <tr> <td>+5% Writes, Counts, Compares Numbers</td> <td>45.9%</td> </tr> </tbody> </table>	2019-20 Metric	Baseline	+5% Counts to 100 by 1s and 10s	42.0%	+5% Identifies Shapes and Space	31.2%	+5% Represents & Compares Whole Numbers	13%	+5% Counts Forward	68.4%	+5% Writes, Counts, Compares Numbers	45.9%								
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EXPECTED 2019-20 **ACTIONS & EXPENDITURES**

 Goal #1	 Action / Service	 Amount	 Target	 Status
1.1 - Common Core State Standards aligned instructional & supplemental materials		\$680,957	 Foster Youth	
1.2 - Teacher, paraeducator, & administrator professional learning (workshops, coaching, conferences, & collaborative time)		\$1,178,368	 English Learners	 Modified
1.3 - Support physical health of first through sixth graders by providing 16 additional Physical Education Specialists		\$3,145,464	 Low Income	
1.4 - Maintain Response to Intervention & Instruction teacher at every elementary site (data analysis, school site intervention plans, whole group instruction, etc.)		\$2,196,433		 Unchanged

EXPECTED 2019-20 ACTIONS & EXPENDITURES

 Goal #1	 Action / Service	 Amount	 Target	 Status	
	1.5 - Continue to expand student technology access & use (increase lab technician time, purchase software, maintenance & operations)	\$1,202,083	 Foster Youth  English Learners  Low Income	 Unchanged	
	1.6 - Response to Intervention and Instruction (Teacher Tutor support, 2 TT per elementary site)	\$1,120,988		 Modified	
	1.7 - Increase Library Media Clerk positions (review collections, increase software support, & student & family access)	\$1,201,479		 Modified	
	1.8 - Support Preschool program (child development specialist, bilingual Instructional aides & training)	\$392,539			 Unchanged
	1.9 - Continue to implement the Curriculum Substitute Teacher program after an review and analysis of its effectiveness.	\$372,849			 Modified
	1.10 - Refocus Lead Learner program on technology to support Computer Science standards implementation	\$49,000			 Unchanged
	1.11 - Expanded Learning opportunities (homework support, STEM, & robotics)	\$592,263			 Modified
	1.12 - Support existing teachers by providing 7 TOSAs (support PD, promote curriculum integration through technology, collaborate with teachers and administrators)	\$947,182			 Modified
	1.13 - Continue Fine Arts program funding	\$1,516,779			 Unchanged
	1.14 - Expanded Day learning opportunities (Primary Jumpstart, Winter Intersession, Saturday School, Summer School, & Newcomer classes)	\$2,626,756			 Modified
	1.15 - Student access to GATE program (PD, online assessments, & Parent education)	\$20,000			 Unchanged
	1.16 - Strengthen district-wide learning support systems, processes, & practices (LCAP office, data & business management, curriculum secretary)	\$2,669,282			 Modified
	1.17 - Support AVID program (PD at 13 sites, summer institute, & release time)	\$193,899	 Modified		
	1.18 - Expand instructional technology (digital tools & curriculum, free/low cost home internet, Connected Expanded Learning program)	\$1,327,371	 Modified		
	1.19 - Purchase appropriate technology devices (computers, replacement parts, iPads, Chromebooks, Red Cat Amplifiers, RAZ-Kids, hardware, infrastructure, equipment,& software)	\$646,843	 Unchanged		
	1.20 - Increase RTI program development & implementation support (certificated Teacher Tutors, Limited Assignment Teachers, & Limited Intervention Teachers)	\$2,289,725	 Modified		
	1.21 - Provide guest teacher at each school to set goals for students, monitor progress and evaluate the effectiveness of site intervention plans	\$870,588	 Modified		

GOAL #2



Support English Learner Academic Proficiency

GOAL DETAILS


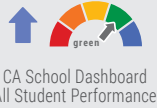
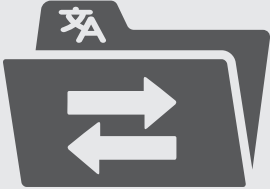


STATE PRIORITIES

 1. Basic Services	 2. Academic Standards	 3. Parent Involvement	 4. Student Achievement
 5. Student Engagement	 6. School Climate	 7. Course Access	 8. Other Outcomes






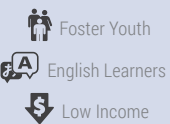














STATUS

 New	 Modified	 Unchanged
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EXPECTED 2019-20 MEASURABLE **OUTCOMES**

<p>2.1</p> <div style="text-align: center;">  </div> <p style="text-align: center; font-weight: bold;">IMPROVE ENGLISH LEARNER PROGRESS</p>	<p>2019-20 Metric</p> <div style="text-align: center;">  <p>CA School Dashboard All Student Performance</p> </div> <p>Baseline</p> <div style="text-align: center;"> N/A </div>	<p>2.2</p> <div style="text-align: center;">  </div> <p style="text-align: center; font-weight: bold;">MAINTAIN HIGH EL REDESIGNATION RATE</p>	<p>2019-20 Metric</p> <div style="text-align: center; font-size: 24px;"> 25% </div> <p>Baseline</p> <div style="text-align: center;"> 25.9% </div>														
<p>2.3</p> <div style="text-align: center;">  </div> <p style="text-align: center; font-weight: bold;">INCREASE ELPAC PROFICIENCY LEVELS</p>	<p>2019-20 Metric</p> <div style="text-align: center; font-size: 24px;"> 1 level </div> <p>on ELPAC Assessment for All EL Students</p> <p>Baseline</p> <table style="width: 100%; text-align: center; font-size: 12px;"> <tr> <td>19.9% Level 1</td> <td>36.8% Level 2</td> <td>25.7% Level 3</td> <td>17.6% Level 4</td> </tr> </table>	19.9% Level 1	36.8% Level 2	25.7% Level 3	17.6% Level 4	<p>2.4</p> <div style="text-align: center;">  </div> <p style="text-align: center; font-weight: bold;">IMPROVE SBAC ELA & MATH PERFORMANCE FOR ENGLISH LEARNERS</p>	<table style="width: 100%; text-align: center; font-size: 12px;"> <tr> <td style="width: 50%;">2019-20 Metric</td> <td style="width: 50%;">Baseline</td> </tr> <tr> <td>- 10% ELA - Not Met</td> <td>79.96%</td> </tr> <tr> <td>+ 10% ELA - Nearly Met/Met/Exceeded</td> <td>20.04%</td> </tr> <tr> <td>- 10% Math - Not Met</td> <td>75.17%</td> </tr> <tr> <td>+ 10% Math - Nearly Met/Met/Exceeded</td> <td>24.83%</td> </tr> </table>	2019-20 Metric	Baseline	- 10% ELA - Not Met	79.96%	+ 10% ELA - Nearly Met/Met/Exceeded	20.04%	- 10% Math - Not Met	75.17%	+ 10% Math - Nearly Met/Met/Exceeded	24.83%
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EXPECTED 2019-20 ACTIONS & EXPENDITURES

 Goal #2	 Action / Service	 Amount	 Target	 Status
	2.1 - Continue ELD instructional material purchases (Imagine Learning licenses)	\$397,970	 	
	2.2 - Ongoing ELD standards implementation professional development (workshops, coaching, & collaborative planning time)	\$84,900		
	2.3 - Provide Bilingual Instructional Assistants for Primary Grades	\$3,799,021		Modified
	2.4 - One Intervention Teacher or ELD coach per elementary site & at 2 junior high sites (2 additional for remaining junior high sites, support RTI, student placement, & team collaboration)	\$2,530,327		
	2.5 - Staff support for Response to Intervention program development & implementation & continue Junior High limited assignment teachers	\$154,683		Unchanged
	2.6 - Response to Intervention & Instruction Teacher Tutor support	\$1,118,488		
	2.7 - English Learner Coordinator to oversee the EL Master Plan implementation	\$159,338		
	2.8 - Increase extended day learning opportunities (Primary Jumpstart, Winter Intersession, Saturday School, & expand Summer School)	\$2,494,626		
	2.9 - 2 English Learner support service TOSAs (coordinate methodologies, PD, & collaboration)	\$270,623		
	2.10 - Dedicate resources to improve translation & interpreter services (2 Trilingual & 3 Bilingual Translators)	\$352,569		
	2.11 - Continue to implement, increase, strengthen & monitor the Dual Language Immersion Program	\$58,000		
	2.12 - This action will not be adding any supplemental intervention programs this year	N/C		
	2.13 - Achieve3000 to accelerate literacy & language gains (purchase & update program)	\$285,072		Modified
	2.14 - This action will not be adding any supplemental programs for professional development this year	N/C		
	2.15 - Continue literacy-rich environments (text sets, magazines, & guided reading, library, & online books)	\$25,000		
	2.16 - Technology and supplemental materials to support academic learning and ELD assessments for EL students (TELL program, iPads and Chrome Notebooks)	\$105,000		
	2.17 - Implement English Language Development Assessment Program (track English Learners' growth, improve responsiveness, ensure the accuracy of reclassification rates)	\$95,000		New

GOAL #3



Safe, Healthy, & Positive Learning Environment

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes






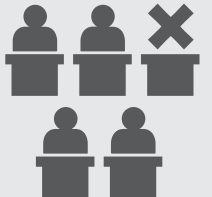
STATUS

New





























Modified

Unchanged

EXPECTED 2019-20 MEASURABLE **OUTCOMES**

<p>3.1</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center; margin: 0;">DECREASE SUSPENSION RATES</p>	<p style="text-align: center; font-size: small;">2019-20 Metric</p> <div style="text-align: center; margin: 10px 0;">  <p style="font-size: x-small;">CA School Dashboard All Student Performance</p> </div> <p style="text-align: center; font-size: x-small;">Baseline</p> <div style="text-align: center; margin: 10px 0;">  </div>	<p>3.2</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center; margin: 0;">DECREASE OR MAINTAIN LOW EXPULSION RATES</p>	<p style="text-align: center; font-size: small;">2019-20 Metric</p> <div style="text-align: center; margin: 10px 0;"> <p style="font-size: 2em; font-weight: bold;">=/\downarrow 0.5%</p> </div> <p style="text-align: center; font-size: x-small;">Baseline</p> <div style="text-align: center; margin: 10px 0;"> <p style="font-size: 2em; font-weight: bold;">\downarrow 0.01%</p> </div>	<p>3.3</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center; margin: 0;">INCREASE 5TH GRADERS REPORTING HIGH/MODERATE ENGAGEMENT LEVELS ON CHKS</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; font-size: x-small;">2019-20 Metric</th> <th style="width: 50%; font-size: x-small;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; font-weight: bold;">=/\uparrow 90%</td> <td style="text-align: center;">97%</td> </tr> <tr> <td colspan="2" style="text-align: center; font-size: x-small;">School Connectedness</td> </tr> <tr> <td style="text-align: center; font-weight: bold;">\uparrow 90%</td> <td style="text-align: center;">85%</td> </tr> <tr> <td colspan="2" style="text-align: center; font-size: x-small;">Academic Motivation</td> </tr> <tr> <td style="text-align: center; font-weight: bold;">=/\uparrow 90%</td> <td style="text-align: center;">95%</td> </tr> <tr> <td colspan="2" style="text-align: center; font-size: x-small;">Feeling Safe at School</td> </tr> </tbody> </table>	2019-20 Metric	Baseline	=/ \uparrow 90%	97%	School Connectedness		\uparrow 90%	85%	Academic Motivation		=/ \uparrow 90%	95%	Feeling Safe at School	
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<p>3.4</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center; margin: 0;">INCREASE OR MAINTAIN ATTENDANCE RATES</p>	<p style="text-align: center; font-size: small;">2019-20 Metric</p> <div style="text-align: center; margin: 10px 0;"> <p style="font-size: 2em; font-weight: bold;">\uparrow 96.75%</p> </div> <p style="text-align: center; font-size: x-small;">Baseline</p> <div style="text-align: center; margin: 10px 0;"> <p style="font-size: 2em; font-weight: bold;">\downarrow 96.7%</p> </div>	<p>3.5</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center; margin: 0;">MAINTAIN OR IMPROVE CHRONIC ABSENTEEISM</p>	<p style="text-align: center; font-size: small;">2019-20 Metric</p> <div style="text-align: center; margin: 10px 0;"> <p style="font-size: 2em; font-weight: bold;">=/\downarrow 6%</p> </div> <p style="text-align: center; font-size: x-small;">Baseline</p> <div style="text-align: center; margin: 10px 0;"> <p style="font-size: 2em; font-weight: bold;">\downarrow 6%</p> </div>	<p>3.6</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center; margin: 0;">MAINTAIN SCHOOL FACILITIES IN "GOOD STANDING"</p>	<p style="text-align: center; font-size: small;">2019-20 Metric</p> <div style="text-align: center; margin: 10px 0;"> <p style="font-size: 2em; font-weight: bold;">=/\uparrow 90%</p> </div> <p style="text-align: center; font-size: x-small;">Baseline</p> <div style="text-align: center; margin: 10px 0;"> <p style="font-size: 2em; font-weight: bold;">\downarrow 95.72%</p> </div>														

EXPECTED 2019-20 ACTIONS & EXPENDITURES

 Goal #3	 Action / Service	 Amount	 Target	 Status
	3.1 - Family safety & student support services (Safety training, conferences, SROs and site meetings)	\$402,841	 Foster Youth  English Learners  Low Income 	 Modified
	3.2 - Provide Service Agency Youth Outreach Mentors (one full-time at each school site)	\$1,123,200		 Modified
	3.3 - MFT counseling hours (250 hours per Jr. High)	\$1,298,842		
	3.4 - UCSB academic outreach counselors	\$120,000		
	3.5 - 5 Program Specialists of Health Services, Special Education & High-Needs Students	\$617,154		 Modified
	3.6 - Support night custodian for extended learning opportunities (family engagement activities, parent education classes, & campus safety)	\$456,625		
	3.7 - School site student supervision & safety (increase noon duty aide coverage)	\$558,506		
	3.8 - Multi-Tiered Systems of Support and Positive Behavior Interventions and Supports	\$270,667		
	3.9 - Implement & expand counseling services (Fighting Back Santa Maria, 2 full-time homeless liaisons, parenting classes, foster student case manager, anti-bullying and truancy supports)	\$716,023		 Modified
	3.10 - Continue full-time health assistants (every school site)	\$625,416		
	3.11 - Field trips to give students opportunities to explore and experience the college atmosphere	\$109,500		 Modified
	3.12 - Additional extended Day ASES support (expand enrollment at 6 sites, ASES office, data management, operation expenses)	\$332,500		 Modified
	3.13 - Hire additional emotional & academic support staff (Clinical Youth Service Specialists, Outreach Mentors, Marriage and Family Therapists)	\$1,591,490		
	3.14 - Implement Sports for Learning Activity Program (soccer and basketball coaching at ten school sites)	\$276,067		
	3.15 - One Certificated Teacher for each Junior High Opportunity Class	\$455,838		
	3.16 - Continue to contract with Santa Barbara County Council on Alcoholism and Drug Abuse for services to support students through the Multi-Tiered Systems of Support	\$141,000		
	3.17 - Fitzgerald Community School will offer Junior High At-Risk Classes to High Needs students	\$694,070		
	3.18 - Continue to implement, strengthen, and monitor a tiered system of support for students in need of behavioral and academic interventions (Assistant Principal at 19 sites, Dean at each junior high site)	\$3,526,910		
	3.19 - Cal-SOAP Tutors at elementary sites to assist students with behavioral challenges	\$226,057		

GOAL

#4



Positive & Respectful Stakeholder Culture

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes



STATUS

New

Modified

Unchanged

EXPECTED 2019-20 MEASURABLE **OUTCOMES**

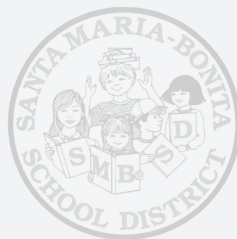
<p>4.1</p>  <p style="text-align: center;">HIGH PARENT INVOLVEMENT BY CALIFORNIA FAMILY FRAMEWORK RUBRIC</p>	<p style="text-align: center; font-size: small;">2019-20 Metric</p> <div style="text-align: center; margin: 10px 0;"> Basic or Progressive </div> <p style="text-align: center; font-size: small;">Implementation Level</p> <hr/> <p style="text-align: center; font-size: small;">Baseline</p> <div style="text-align: center;"> Basic or Progressive </div>	<p>4.2</p>  <p style="text-align: center;">INCREASE POSITIVE PARENT RESPONSES ON LCAP SURVEY</p>	<table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th style="width: 15%;">2019-20 Metric</th> <th style="width: 15%;">Baseline</th> <th style="width: 15%;">2019-20 Metric</th> <th style="width: 15%;">Baseline</th> </tr> </thead> <tbody> <tr> <td>=/↑ 93% District parent involvement policy</td> <td>93%</td> <td>=/↑ 83% Family Engagement Activities</td> <td>83%</td> </tr> <tr> <td>=/↑ 89% Communication</td> <td>89%</td> <td>=/↑ 93% Parenting classes</td> <td>93%</td> </tr> <tr> <td>=/↑ 89% Community Liaison services</td> <td>89%</td> <td>=/↑ 88% ESL Classes</td> <td>88%</td> </tr> <tr> <td>=/↑ 87% Family Advocate services</td> <td>87%</td> <td>=/↓ 35% Scheduling of events causes conflicts</td> <td>35%</td> </tr> </tbody> </table>	2019-20 Metric	Baseline	2019-20 Metric	Baseline	=/↑ 93% District parent involvement policy	93%	=/↑ 83% Family Engagement Activities	83%	=/↑ 89% Communication	89%	=/↑ 93% Parenting classes	93%	=/↑ 89% Community Liaison services	89%	=/↑ 88% ESL Classes	88%	=/↑ 87% Family Advocate services	87%	=/↓ 35% Scheduling of events causes conflicts	35%
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EXPECTED 2019-20 **ACTIONS & EXPENDITURES**

Goal #4	Action / Service	Amount	Target	Status
	4.1 - Increase Bilingual Community Liaisons	\$1,227,845	Foster Youth English Learners Low Income <div style="text-align: center; font-size: 2em; color: #ccc;">↓</div>	Modified
	4.2 - Maintain 5 Family Outreach Advocates (parent outreach & support services)	\$285,000		
	4.3 - Translation/Interpreter services (2 trilingual, 3 bilingual translators, & designated bilingual stipend)	\$389,069		
	4.4 - Increase & strengthen family engagement programs (Parent Leadership Team, parent training)	\$344,599		
	4.5 - Continue parent education classes at district & school sites (Parent Project, ESL, etc.)	\$616,898		
	4.6 - Parent communication services (ParentSquare, Rosetta Stone, Interpretation Equipment)	\$208,273		
	4.7 - Continue parent education classes (Technology Classes, Math & Literacy & STEAM Nights, etc.)	\$88,809		
	4.8 - Parent & student digital citizenship & Internet safety trainings	\$5,000		
	4.9 - Provide 1 full-time Program Specialist of School Based Services and Family Engagement	\$153,103		

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

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



For More Details

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

 **339**
page text LCAP

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

