



# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Santa Maria-Bonita School District is located on the beautiful Central Coast and is nestled in the Santa Maria Valley, one of the most productive agricultural areas in the State of California. The District currently serves more than 17,000 preschool through eighth grade students, the largest total student enrollment in Santa Barbara County. There are 20 schools total in the district including 16 elementary schools and four junior high schools. Although for the past 20-year period the district has gained nearly 6,613 students, this past year is the first year we have seen a decline in the average growth of student enrollment. We will see another decline this coming year of around 190 students and a continuous decline in enrollment anticipated in the following years to come.

A closer look at the district demographic data reveals that Hispanic or Latino students make up approximately 94.6% of the total student enrollment. The White Non-Hispanic category is the next largest student group representing approximately 5.43% of the total student enrollment. The Hispanic or Latino enrollment percentages are higher than those of the county and state at 69.3% and 54.3% respectively. Although many of our families have children who were born here in the United States, more than 79.6% have a home language other than English. Our families are hardworking and want the very best education for their children. They come from a rich culture with many life experiences. Their learning and embracing of a new culture and a new language while maintaining their native language and culture are the support threads we use to weave a strong educational system which helps influence our students' potential and strengthen our entire community.

The mission of the Santa Maria-Bonita School District is to teach, to learn, and to facilitate learning in a cooperative and safe environment. The vision of the Santa Maria-Bonita School District, "We are here to prepare children to be successful citizens," is embodied in the faculty and staff across our school district. We are committed to our District Core Values. We believe that every person has value and potential, we believe in the power of teaching, we believe that our families are critical partners in their child's education, that the

greatest learning occurs in a safe environment and that all students should be given the best education possible. We believe in being advocates for our district's excellence and in dignity and respect for all. We are a community of learners, staff, parents and community members who are working together to support our students throughout their elementary and junior high school years.

The Santa Maria-Bonita District's Local Control and Accountability Plan is designed to serve as the primary tool in aligning the district's local efforts to ensure continuous improvement in all areas of student achievement and program effectiveness. A key concept embedded within those efforts is that of equity, ensuring that support is provided based on identified needs and that actions and services are identified and developed to address the identified needs within each of four goal areas:

1. Provide effective district/school-wide support systems, procedures, processes, materials and practices that support student learning.
2. Develop and enhance programs and services that support English Learners becoming proficient in all academic areas.
3. Maintain a safe, secure, healthy and positive learning environment for all students and staff.
4. Create a culture of respect and caring that supports positive relationships among all stakeholders.

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

## Local Control & Accountability Plan Summary

**2019-20**  
 Santa Maria-Bonita School District  
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### DISTRICT STORY

**17,122**  
TK-8 STUDENTS

**20**  
SCHOOLS

**1,982**  
EMPLOYEES

**STUDENT ETHNICITY**

Subgroups	Percentage
Low Income	86%
Hispanic	34%
English Learners	59%
Foster Youth	<1%
White	3%
Other	2%
African American	<1%
Asian	<1%
High Need	93%

**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

### BUDGET

**21% LCAP**

General Fund Expenditures: **\$184,918,190**

LCAP Expenditures: **\$50,067,084**

LCFF Revenues: **\$189,151,959**  
(Totals Budgeted for 2019-20 LCAP year)

**Additional Expenditures Not Specified in the LCAP:**

Investments in Instructional Materials & Supplies	\$6,910,000
Facility Maintenance & Utilities	\$11,433,000
Communications & Technology	\$3,450,000
Commitments to Employee Pensions	\$23,000,000

### LCAP HIGHLIGHTS

GOAL #1	GOAL #2	GOAL #3	GOAL #4
 <b>Support Student Learning</b>	 <b>Support English Learner Academic Proficiency</b>	 <b>Safe, Healthy, &amp; Positive Learning Environment</b>	 <b>Positive &amp; Respectful Stakeholder Culture</b>
<p><b>Highlighted Outcomes</b></p> <ul style="list-style-type: none"> <li> EFFECTIVE SUPPORT SYSTEMS, PROCEDURES, &amp; PROCESSES</li> <li> INCREASE EXTENDED LEARNING OPPORTUNITIES</li> <li> MET BASIC INDICATOR (TEACHERS, MATERIALS &amp; FACILITIES)</li> <li> MET IMPLEMENTATION OF ACADEMIC STANDARDS INDICATOR</li> </ul>	<p><b>Highlighted Outcomes</b></p> <ul style="list-style-type: none"> <li> PD &amp; COLLABORATION TO ENHANCE ELD INSTRUCTION</li> <li> INCREASE CLASSROOM SUPPORT SERVICES FOR ELs</li> <li> PROVIDE DIRECT &amp; SPECIFIC INTERVENTIONS</li> </ul>	<p><b>Highlighted Outcomes</b></p> <ul style="list-style-type: none"> <li> INCREASE ATTENDANCE RATE</li> <li> MAINTAIN SAFE &amp; SECURE SCHOOLS</li> <li> INCREASE COORDINATION OF STUDENT SUPPORT SERVICES</li> <li> MET LOCAL CLIMATE SURVEY INDICATOR</li> </ul>	<p><b>Highlighted Outcomes</b></p> <ul style="list-style-type: none"> <li> INCREASE FAMILY ENGAGEMENT &amp; PARENT EDUCATION</li> <li> INCREASE COMMUNICATIONS &amp; COLLABORATION AMONG ALL STAKEHOLDERS</li> <li> MET PARENT ENGAGEMENT LOCAL INDICATOR</li> </ul>

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# LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Santa Maria-Bonita School District (SMBSD) LCAP planning efforts over the course of the 2018-19 year have continued to build coherence across and within SMBSD's 20 school sites and the district student support center. We continue to align the LCAP, the LCAP Addendum and School Site Plans for Student Achievement with the English Language Master Plan, Dual Language Immersion Master Plan, and School Safety Plans in order to establish a comprehensive system of support for our students with the LCAP as the focal element from which all student achievement efforts within SMBSD will emanate. There is an ongoing effort to create coherence within our instructional programs and the associated plans by clarifying expectations and providing processes and protocols for use throughout our program.

Utilizing local and state measures, the district's stakeholders analyzed the implementation of data gathered from the actions and services outlined in the LCAP to determine effectiveness of those actions and services and propose modifications for the upcoming year. Site principals, teachers, classified staff, parents, and community members participated and provided valuable input to the actions and services within the plan. Data analysis and stakeholder input were used to assess the overall effectiveness of the actions and services within the 2018-19 plan and identify the needs of students and schools for the 2019-20 year. Below are the key features that are highlighted in the annual update of our plan:

## **Goal 1 - Highlighted actions and services within this goal include:**

- Increased system of support by providing dedicated time for district level and school site grade level teams to meet
- An increase of district-wide collaboration and coordination of services
- An increase of opportunities for collaboration at the school site level for grade level and specific content teams to meet site specific professional learning targets through the support of Guest Teacher teams leading to increased levels of instructional efficacy and student achievement
- An increase of collaboration within and across feeder cluster administrative teams which facilitated continuous improvement processes across specific school site needs and built professional capacity in school site leaders to design systems of student support
- Increased site-specific expanded learning, including extended learning, summer school, and enrichment activities in order to more effectively meet student needs and leading to an increase of progress made for all students who attended expanded learning programs
- Continued efforts to support technology integration to include updated equipment in all classrooms, an increase of technology access for students at home and school, Santa Maria Connected pilot program, home health program and Newcomers extended learning home access program
- Increased small-group instruction and intervention time through additional certificated staff in order to provide academic, behavioral and social emotional support according to student needs

## **Goal 2 - Highlighted actions within this goal include:**

- Increased support services for English Learners (EL) including new assessment tools used to measure progress throughout the year and provide appropriate interventions and supports
- Increased extended day and enrichment opportunities for English Learners
- Additional Teachers on Special Assignment to support English Learners, an increase of EL Intervention Teacher/Coaches at the junior high school level, and professional learning provided for our Bilingual Instructional Assistants leading to more effective support services in our primary grade classrooms
- Dual Language Immersion expansion: DLI grade-level expansion continued at Jimenez elementary school. School site accomplishments included: completion of a student Support and Intervention Matrix, adoption of History/Social Science curriculum materials (in Spanish), and development of fourth grade instructional day hours for the 2019-20 school year.

## **Goal 3 - Highlighted actions within this goal include:**

- Increased school resource officers and supervision to increase school safety and a provide positive learning environment
- Increased safe and healthy environment due to additional classified and certificated support staff

- Increased collaboration and coordination with outside agencies to provide social emotional and behavioral supports to High Needs student groups
- Increased Positive Behavioral Interventions and Supports implementation through ongoing training and support
- Increased college and career ready and enrichment opportunities for students

**Goal 4 - Highlighted actions within this goal include:**

- District Parent Leadership Team was developed in order to increase parent engagement and promote the expansion of parent education and family engagement district-wide
- District-wide literacy, art and creativity, and college and career focused events for families to expand the connection between family engagement and student outcomes
- Increased communication between home and school through a new district website in English and Spanish, expanded outreach services via our district and site community liaisons and family advocates, an increase in translation and interpretation services (to include videos in English, Spanish and Mixtec), and professional learning for certificated staff members via language learning software

**Below are the key features aligned with our district goals and reflected in the planned actions and services for the 2019-20 school year:**

- Professional learning focused on Tier 1 instructional elements with a focus on good first instruction and essential standards that are taught at every grade level in a consistent manner in every classroom across the district
- A continuous and ongoing effort to close the achievement gap through a Multi-Tiered System of Support
- A coherent and ongoing restructuring that is consistent at every school site including an alignment of academic, social emotional and behavioral learning within every classroom
- An emphasis on data systems and gathering needed data in a more organized and timely manner
- Continue to increase supports in order to provide necessary collaboration time and coordination of services
- A continued effort to create coherence within our organization by clarifying expectations and providing processes and protocols for use throughout our instructional program
- An effort to identify root causes and corresponding actions in order to differentiate assistance and support specific student groups. This will include building capacity and providing opportunities for co-teaching, academic interventions, and support services for English Learners and High Needs students
- Increased resources and support in order to continue to build parent leadership teams district-wide, increase family engagement, and provide appropriate parent education
- A plan put into place to monitor the academic progress of our reclassified students
- Increased technology access at home and school for all students
- Increased expanded learning opportunities at the site level according to student needs
- Increased enrichment and college and career ready programs and services

Other planned actions to maintain progress include:

- Additional professional learning, coaching, and support from outside agencies including the Santa Barbara County Office of Education
- Site-specific allocation to support and increase student achievement
- Increased social and emotional support services through outside agencies and partnerships



# Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

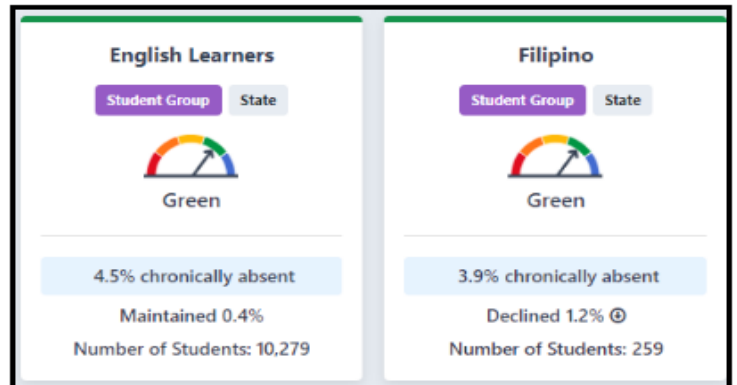
## Greatest Progress

SMBSB has continued to be committed to working collaboratively toward preparing our students to be successful. We are proud of our progress and strive for continuous improvement. The analysis of district performance in the development process of the 2019-20 LCAP was utilized to inform and guide all elements of the SMBSB LCAP as we seek to maximize measurable outcomes for our students. Data from the California School Dashboard has been a critical tool in communication with stakeholders and in the gathering of their input. This data, including the state indicators and the local indicators and the associated methodology, continues to be used to build capacity within the district and among site leadership around understanding and utilization of the accountability design.

As seen on the first table below, our greatest progresses include an increase on the State Dashboard for both English Language Arts (ELA) and Math. Other accomplishments that were made include an increase in student access to technology both at school and home, and an increase of stakeholder input and feedback. The second and third tables show our English Learners student group and Filipino student group are both **Green** on the state dashboard for the Chronic Absenteeism Indicator.



SMBSB Chronic Absenteeism Indicator - Student Groups



There were several student groups on the State Dashboard that exceeded the performance of "all students" in the corresponding areas:

- ELA – Asian, Filipino, and Two or More Races were all **Green**, performing at or above standard
- Mathematics – Asian student group was **Green**, performing at or above standard
- Chronic Absenteeism – English Learners and Filipino were both **Green** and Asian was **Blue**
- Suspension – English Learners and Two or More Races were both **Green**

It should be noted that the Foster Youth student group made growth on the English Language Arts indicator. They were **Orange 94.7 points below standard and Increased 27.4 points**.

Other greatest progress includes:

- English Learner's Reclassification rate goal was met with 25.95% of English Learners reclassified
- Increased school site professional learning that created and enhanced collaborative teams and data-driven inquiries among grade level and vertical teams
- An increase of small group instruction, intervention and co-teaching for High Needs students
- SMBSB summer school program was a success including 3,148 students in grades preschool through eighth
- SMBSB early childhood program, preschool expanded and continues to prepare our students for Kindergarten
- SMBSB Parent Leadership Team was formed and continued to expand down to the site level. There were more offerings for parent education and family engagement events
- SMBSB continued to collaborate with outside agencies in order to provide further safety, social and emotional support, and behavioral support for students

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

The identification of the LCFF Evaluation Rubrics has been critical to the LCAP process in identifying and analyzing actions and services by quantifying effects through the Statewide Indicators. The California School Dashboard reports for SMBSD the **All Student Performance level for English Language Arts (ELA) is Yellow 47.4 points below standard and Increased 6.5 points.** The SMBSD All Student Performance level for **Math is Yellow 67.7 points below standard and Increased 3.2 points.** Although there was growth, the district has determined that the ELA and Mathematics outcomes overall need significant improvement, and academic support for our English Learners, Socioeconomically Disadvantaged, Foster Youth, and Students with Disabilities need to be strengthened. The SMBSD Student Performance level for **All Students Suspension rate is Orange with 3.4% suspended at least once and Maintained -0.2%.**

Furthermore, the table below identifies that there are **student groups** at either the **Orange** or **Red** category within each of the four indicators including Language Arts, Mathematics, Suspension, and Chronic Absenteeism. Based on these measures, the District has determined the need to increase staff knowledge of strategies to support targeted groups such as more effective first instruction in all classrooms and strategies to remove barriers and maximize learning for all student groups. We have identified the need to provide for systems of support for targeted groups, monitor progress more frequently of student groups, and provide consistent intervention district-wide. We also identified the need to provide systematic support to sites identified for Additional Targeted Support and Improvement which will leverage and align existing systems to develop site capacity for continuous improvement and root-cause identification.

### Santa Maria-Bonita School District 2018 State Dashboard – Student Group Report

SMBSD	Performance	Status	Change
Foster Youth English Language Arts	Orange	94.7 points below standard	Increased 27.4 points
Students with Disabilities English Language Arts	Orange	135.8 points below standard	Increased 8.6 points
African-American English Language Arts	Orange	59.9 points below standard	Declined 18.6 points
English Learners Math	Orange	74 points below standard	Maintained 2.9 points
Foster Youth Math	Orange	118.7 points below standard	Increased 14.2 points
Homeless Math	Orange	71 points below standard	Maintained -0.3 points
Students with Disabilities Math	Red	161.2 points below standard	Maintained 2.7 points
Foster Youth Suspension Rate	Red	12.9% suspended at least once	Maintained 0.1%
Asian Suspension Rate	Orange	4.9% suspended at least once	Increased 3.8%
African-American Suspension Rate	Red	8.3% suspended at least once	Increased 3.8%
Filipino Suspension Rate	Orange	2.7% suspended at least once	Increased 0.4%
White Suspension Rate	Red	6.6% suspended at least once	Increased 3.1%
Socioeconomically Disadvantaged Chronically Absent	Orange	6% chronically absent	Increased 0.5%
Homeless Chronically Absent	Orange	5.3% chronically absent	Increased 0.7%
Students with Disabilities Chronically Absent	Orange	11.6% chronically absent	Maintained -0.1%
Two or More Races Chronically Absent	Orange	12.7% chronically absent	Increased 1.8%
White Chronically Absent	Orange	11.8% chronically absent	Maintained -0.4%

Although we saw growth for our English Learners for the reclassification rate, the English Learners student group was far below standard on the State Dashboard for both of the ELA and Math indicators.

Based on these measures, the District has determined that the ELA and Math outcomes overall needed significant improvement, and academic support for our Socioeconomically Disadvantaged, English Learners, Foster Youth, and Students with Disabilities needed to be strengthened. In order to effectively monitor performance within each of the indicator areas, the district has integrated a progress monitoring mechanism for the two “lagging” indicators so as to inform current progress relative to those two indicators.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

In reviewing the LCFF Evaluation Rubrics, the SMBSD **All Student** group academic **Mathematics** indicator is **Yellow 67.7 points below standard and Increased 63.2 Points** whereas the performance level of **Students with Disabilities** on the Mathematics indicator is **Red 161.2 points below standard and Maintained 2.7 points**. The **Students with Disabilities** student group is the only group that is two levels below the performance level of All Student groups on the dashboard.

The SMBSD **All Student** group academic **English Language Arts** indicator is **Yellow 47.4 points below standard and Increased 6.5 Points**. Although the performance level of the following student groups are not two levels below the All Student group for English Language Arts and Mathematics academic indicators on the dashboard, the level of points below standard is a significant difference.

**English Language Arts:** African American (59.9 points below standard), Foster Youth (94.7 points below standard), Students with Disabilities (135.8 points below standard) and English Learners that are Current English Learners (118.5 points below standard)

**Mathematics:** English Learners (74 points below standard), Foster Youth (118.7 points below standard), Homeless (71 points below standard) and English Learners that are Current English Learners (121.2 points below standard)

The SMBSD All Student Suspension indicator is **Orange** with **3.4% suspended at least once and Maintained -0.2%**. Although we do not have any student groups two or more performance levels below the All Student group performance level, we have three student groups in **Red** (Foster Youth, African American, and White).

Addressing the social emotional and behavioral needs of the student population, including Foster Youth, African-American, and White groups will remain a high priority. The Santa Maria-Bonita School District seeks to provide students and their families with a supportive, inclusive, and welcoming school environment. The district continues its efforts to implement appropriate and responsive solutions to increase student connectedness, school safety, and student achievement. These efforts include the expansion of counseling services to support the social emotional well-being of our students and their families, additional School Resource officers serviced through law enforcement agencies, an increase in student supervision, an increase in health assistant coverage, and the coordination and collaboration among school district and community resources to meet the needs of the whole child.

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

- Increase of professional learning and services focused on Tier 1 instructional elements with a focus on first instruction and essential standards that are taught at every grade level in a consistent manner in every classroom across the district
- Increase professional learning and services in areas related to mathematics
- An effort to close the achievement gap through a Multi-Tiered System of Support
- A coherent and ongoing restructuring that is consistent at every school site including an alignment of academic, social emotional and behavioral learning within every classroom

- Collaborative teams at the site level including additional intervention teachers and administrator teams, along with teachers who will monitor progress, provide intervention services and provide expanded learning services that target a student's individual needs
- Provide a system of support for targeted groups such as co-teaching for High Needs students
- Increase staff knowledge of strategies to support targeted groups such as ELD strategies, strategies to remove barriers and strategies to maximize learning for all student groups

SMBSD has one school site in Comprehensive Support Improvement (CSI) status (Isaac Fesler Junior High School) and two school sites in Additional Targeted Support and Improvement (ATSI) status (Robert Bruce Elementary and El Camino Junior High).



# Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

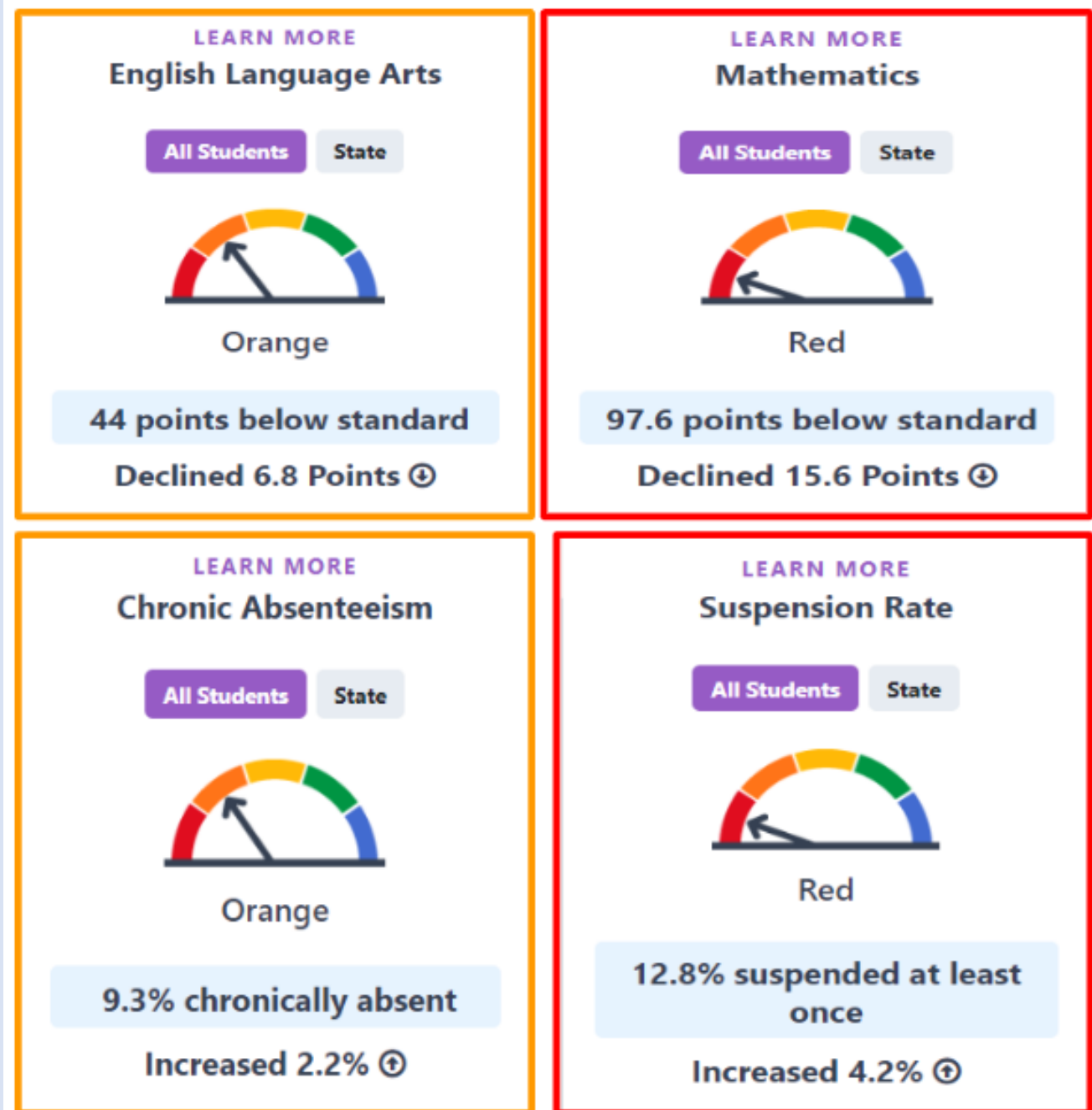
## Schools Identified

Identify the schools within the LEA that have been identified for CSI.

In reviewing the ESSA school eligibility record Fesler (Isaac) Junior High School was identified for CSI.

The images below show 2018 California State Dashboard performance for all students in the English Language Arts, Mathematics, Suspension Rate, and Chronic Absenteeism Indicators at Fesler (Isaac) Junior High School.

### 2018 California State Dashboard Fesler (Isaac) Junior High School



# Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.


The LEA supported Fesler Junior High School in the development of a CSI plan that aligns with the district LCAP by involving all school site stakeholders in the planning process. Specifically, the following stakeholder groups were engaged in the plan's development: All Certificated Staff, site-level Leadership Team, Department Chairs, School Site Council, Parent Teacher Club (PTC), site Administration Team, District Staff, and County Office of Education Staff. Emanating from the stakeholder engagement process and utilization of school-level performance data, the following plan goals were identified:

- Goal 1:** English Language Arts performance levels will increase.
- Goal 2:** English Language Learners will become proficient in all academic areas.
- Goal 3:** Mathematics performance levels will increase.
- Goal 4:** Students will acquire academic literacy in all subject areas.
- Goal 5:** Chronic Absenteeism rate will decline. Suspension rates will decline.
- Goal 6:** Parent involvement and engagement will increase.

Through the evaluation of state-level data dashboard metrics and local indicators as the basis of stakeholder feedback processes, four distinct needs emerged that are the core elements of the CSI plan:

- Continued implementation and evaluation of standards-aligned direct instruction of English Language Arts and mathematics
- Systematic evaluation of school-level needs assessments, progress monitoring school-level assessments, and gauging impact of evidence-based intervention on student performance
- Ongoing implementation of Positive Behavior Interventions and Supports (PBIS)
- The identification of resource inequities among and across identified subgroups through the evaluation of disaggregated student performance indicators.

## COMPREHENSIVE SUPPORT & IMPROVEMENT

IDENTIFIED SCHOOL	PROVIDE SUPPORT FOR SCHOOLS	MONITOR & EVALUATE EFFECTIVENESS
 Fesler Junior High School	<p>Santa Maria-Bonita SD supported these schools in developing CSI plans through:</p> <ul style="list-style-type: none"><li>• School-level needs assessments, progress monitor, &amp; evidence based interventions</li><li>• Continued implementation &amp; evaluation of standard aligned direct instruction of ELD &amp; Math</li><li>• An increase of Positive Behavior Interventions &amp; Supports (PBIS)</li><li>• Identifying resource inequities to address</li></ul>	<p>Implementation &amp; effectiveness of the CSI plan will be monitored by:</p> <ul style="list-style-type: none"><li>• Site-based meetings</li><li>• Hire 2 CSI plan coordinators</li><li>• Identify key CSI stakeholders at each site</li><li>• Review plan quarterly</li></ul>

# Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The LEA will monitor and evaluate the implementation and effectiveness of the CSI plan through ongoing support of the identified elements at Fesler Junior High School. Through a collaborative effort including the school site leadership team, school site department leaders, School Site Council members, district staff, Santa Barbara County Education Office (SBCEO) and Advanced Collaborative Solutions, progress monitoring will occur throughout the year. Specific metrics identified within the CSI plan that will be utilized to monitor progress include student performance on common formative assessments, CAASPP, stakeholder engagement, attendance, suspension, student feedback, ELPAC and reclassification rates. Performance metrics will be incorporated into the required CSI quarterly reporting cycle.

Specific, ongoing data analysis in the academic areas of English Language Arts, mathematics, and English Language Development, along with school climate metrics relative to absenteeism and suspension/expulsion will be incorporated into the progress monitoring cycle. The CSI plan will center on four distinct elements to ensure that the needs of students are being addressed effectively: overall emphasis on the implementation of effective Tier 1 instruction with a specific focus on explicit learning intentions, feedback provided to teachers

in English Language Arts and mathematics in response to instructional delivery, building capacity of instructional team in utilizing student performance data to inform teaching design, and enhancement of positive school culture in support of student learning.

In order to ensure efficacy of the four core elements, specific plan actions include:

- The district staff and site administration team will meet at the start of 2019-2020 year to review preliminary student performance data from the Smarter Balanced Assessment Consortium (SBAC) in the areas of English Language Arts and mathematics in order to review overall performance and identify achievement gaps among identified subgroups.
- The Director for School Support will work with the principal and leadership team on implementation of data systems to support the evaluation of disaggregated student performance data.
- The Director for School Support will work with the principal and leadership team to analyze and discuss performance to determine in what areas adjustments should be addressed.
- The LCAP Coordinator will meet with the principal quarterly in order to review and progress monitor actions and services in the CSI plan and to address any resource inequities in the school site CSI plan.
- The school site principal will oversee site-based monitoring systems and adjustments that will need to be made in response to progress reports and school site data.
- The district staff and site administration team will review the impact of interventions, strategies and activities that have been put into place to close the achievement gap.
- The school site principal will meet with district leaders and outside consultants in order to collaborate around professional learning, coaching, and supports that are put into place.
- SBCEO will conduct ELA/ELD and mathematics teacher interviews and classroom visits to determine degree of alignment between standards, formative assessments, and evidence-based instruction. As well as provide whole group professional development, coaching, modeling, and facilitation of content-specific work groups.
- Ongoing support will continue in the implementation of Positive Behavior Interventions and Supports (PBIS).
- Advanced Collaborative Solutions will provide professional learning in the areas of standards, assessment, and accountability. The primary goal of the work will be to improve teaching, learning, and leadership that results in deeper learning that leads to higher levels of student success and school wide progress. A few of the primary elements include; creating feedback for students and teachers, creating learning intentions, success criteria, learning progressions, and to use data to evaluate teacher and leadership impact
- The district staff and administration site team will review submitted quarterly progress reports and adjust plan strategies accordingly.

Fesler's CSI plan will be reviewed quarterly and monitored through School Site Council and Leadership Team meetings. The detailed elements of the plan will be documented in the School Plan for Student Achievement and closely aligned with the LCAP.

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Basics (Teachers, Instructional Materials, Facilities) and Implementation of Academic Standards

### Annual Measurable Outcomes

Expected

#### Metric/Indicator

English Language Arts (3-8) California School Dashboard

#### 2018-19

In 2017-2018 changes were made to the cut scores on the State accountability five by five grid. Changes to the metric are reflected in an increase of points for 2018-2019 metric.

SMBSD students will improve in English Language Arts, as demonstrated by an increase of 27 points per year on the ELA CAASPP district-wide, so that the district average is in the "Standards Met" or level 3 and "Medium" category by the end of 2020.

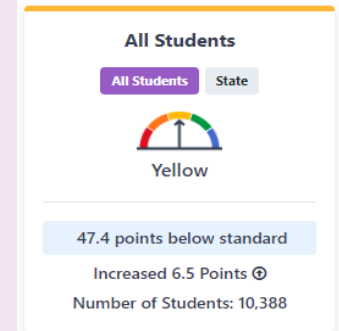
Performance on the Dashboard English Language Arts Indicator (grades 3-8) will improve to **Green** for all student groups.

Actual

**Metric/Indicator** - Performance as reported on the California State Dashboard **English Language Arts Indicator** (grades 3-8) **All Students** group was **Yellow** 47.4 points below standard and **Increased 6.5 Points. We did not meet our goal.**

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

**All Students – Yellow**  
 47.4 points below standard  
 Increased 6.5 Points  
**English Learners - Yellow**  
 57.1 points below standard  
 Increased 5.7 Points



## Expected

### Baseline

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

#### All students - **Yellow**

**Status:** Low (51.7 points below level 3)

Change: Increases + 9.8 points

#### English Learners - **Yellow**

**Status:** Low (61.2 points below level 3)

Change: Maintained + 6.8

Foster Youth - n/a

Homeless - n/a

#### Socioeconomically Disadvantaged - **Yellow**

**Status:** Low (55.7 points below level 3)

Change: Increased + 9.5 points

#### Students with Disabilities - **Red**

**Status:** Very Low (139 points below level 3)

Change: Maintained + 6.7 points

#### African American - **Orange**

**Status:** Low (47.7 points below level 3)

Change: Declined - 1.7 points

#### American Indian -

**Status:** Low (26.9 points below level 3)

Change: Increased + 15 points

#### Asian - **Green**

**Status:** Medium (4.1 points below level 3)

Change: Increased Significantly + 28.7 points

#### Filipino - **Green**

**Status:** Medium (9.7 points above level 3)

Change: Increased + 17.6 points

#### Hispanic - **Orange**

**Status:** Low (54.3 points below level 3)

Change: Increased +9.6 points

#### Pacific Islander - n/a

#### Two or More Races: **Green**

**Status:** Medium (4.6 points below level 3)

Change: Increased Significantly + 25.4 points

#### White - **Orange**

**Status:** Low (17.6 points below level 3)

Change: Increase + 9.8 points

## Actual

#### Foster Youth - **Orange**

94.7 points below standard

Increased 27.4 Points

#### Homeless - **Yellow**

56.9 points below standard

Increased 5.8 Points

#### Socioeconomically Disadvantaged - **Yellow**

50.8 points below standard

Increased 7.1 Points

#### Students with Disabilities - **Orange**

135.8 points below standard

Increased 8.6 Points

#### African American - **Orange**

59.9 points below standard

Declined 18.6 Points

#### American Indian - **No Performance Color**

37.1 points below standard

Increased 23.6 Points

#### Asian - **Green**

9.2 points above standard

Increased 8 Points

#### Filipino - **Green**

17 points above standard

Maintained -1.1 Points

#### Hispanic - **Yellow**

49.9 points below standard

Increased 6.7 Points

#### Pacific Islander - **No Performance Color**

#### Two or More Races - **Green**

1.3 points below standard

Increased 11 Points

#### White - **Yellow**

14.7 points below standard

Increased 4.6 Points

Expected

**Metric/Indicator**

Smarter Balanced English Language Arts State Assessment (3-8)

**2018-19**

By 2019, Grades 3-8 students will **decrease the percentage of all students in the "does not meet" by 5% and increase the percentage of all student in the "nearly met" and "met" areas by 5%** on the Smarter Balanced ELA state assessments.

**Baseline**

SBAC Summary (Aggregate percentage for grades 3-8) 2016-2017  
**ELA Percentages:** Standard Not Met: 44% Standard Nearly Met/Met/Exceeds: 56%

Actual

**Metric/Indicator- Smarter Balanced English Language Arts State Assessment (3-8)**

Although the SBAC measurable outcomes below indicate that **we did not meet our goal** of decreasing the percentage of all students in the "Standard Not Meet" by 5% and increasing the percentage of all students in the "Standard Nearly Met" and "Met", and "Exceeded" areas by 5% on the Smarter Balanced Language Arts State Assessment, we did see positive growth. We anticipate that we will make our goal for our 3rd through 8th grade students as we review the Spring 2019 assessment data in the fall of 2019.

- The number of students not meeting the ELA standards decreased by 4.2% and the number of students who Nearly Met/Met/Exceeded the ELA standards increased by 4.2%
- SBAC Summary (Aggregate percentage for grades 3-8)  
**2018 ELA Percentages:**  
**Standard Not Met: 41.51% (-4.2%)**  
**Standard Nearly Met/Met/Exceeded: 58.49% (+4.2%)**

It is important to note that students in 3rd and 4th grade exceeded the district goal. (see table below)

SBAC						
2017-2018						
Percentage of Standard Not Met and Standard Nearly Met/Met/Exceeded						
English Language Arts						
All Students						
Grade	2018 Standard Not Met	2017 Standard Not Met	Change	2018 Standard Nearly Met/Met/Exceeded	2017 Standard Nearly Met/Met/Exceeded	Change
3	47.05%	53.26%	-6.21%	52.95%	46.74%	6.21%
4	46.84%	54.54%	-7.70%	53.16%	45.46%	7.70%
5	48.60%	52.03%	-3.43%	51.40%	47.97%	3.43%
6	35.13%	38.32%	-3.19%	64.87%	61.68%	3.19%
7	38.97%	40.59%	-1.62%	61.03%	59.41%	1.62%
8	32.11%	32.73%	-0.62%	67.89%	67.27%	0.62%
<b>Total</b>	<b>41.51%</b>	<b>45.71%</b>	<b>-4.20%</b>	<b>58.49%</b>	<b>54.29%</b>	<b>4.20%</b>

## Metric/Indicator

Mathematics (3-8) California School Dashboard

### 2018-19

In 2017-2018 changes were made to the cut scores on the State accountability five by five grid. Changes to the metric are reflected in an increase of points for 2018-2019 metric.

SMBSD students will improve in Math, as demonstrated by an increase of **35 points per year on the ELA CAASPP** district-wide, so that the district average is in the "Standards Met" or level 3 and "Medium" category by the end of 2020. Performance on the Dashboard English Language Arts Indicator (grades 3-8) will improve to **Green** for all student groups.

### Baseline

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

#### All students - **Yellow**

**Status:** Low (70.4 points below level 3)

Change: Increases + 5.2 points

#### English Learners - **Yellow**

**Status:** Low (76.1 points below level 3)

Change: Maintained + 2.6

Foster Youth - n/a Homeless - n/a

#### Socioeconomically Disadvantaged - **Yellow**

**Status:** Low (73.2 points below level 3)

Change: Increased + 5.3 points

#### Students with Disabilities - **Red**

**Status:** Very Low (165.6 points below level 3)

Change: Maintained - 0.6 points

#### African American - **Orange**

**Status:** Low (78.2 points below level 3)

Change: Declined -2.6 points

#### American Indian -

**Status:** Low (67.4 points below level 3)

Change: Increased + 1.5 points

#### Asian - **Green**

**Status:** Medium (19.8 points below level 3)

Change: Increased Significantly + 16.6 points

#### Filipino - **Green**

**Status:** Medium (13.5 points above level 3)

Change: Increased + 12.8 points

#### Hispanic - **Yellow**

**Metric/Indicator** - Performance as reported on the California State Dashboard **Math Indicator** (grades 3-8) the **All Students** group was **Yellow** 67.7 points below standard and Increased 3.2 Points. **We did not meet our goal.**

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

#### All students - **Yellow**

67.7 points below level standard

Increased 3.2 points

#### English Learners - **Orange**

74 points below standard

Maintained 2.9 Points

#### Foster Youth - **Orange**

118.7 points below standard

Increased 14.2 Points

#### Homeless - **Orange**

71 points below standard

Maintained -0.3 Points

#### Socioeconomically Disadvantaged - **Yellow**

70 points below standard

Increased 3.9 Points

#### Students with Disabilities - **Red**

161.2 points below standard

Maintained 2.7 Points

#### African American - **Yellow**

65.4 points below standard

Increased 3.5 Points

#### American Indian - **No Performance Color**

62.9 points below standard

Maintained 2 Points

#### Asian - **Green**

18.1 points below standard

Increased 4 Points

#### Filipino - **Yellow**

15.8 points below standard

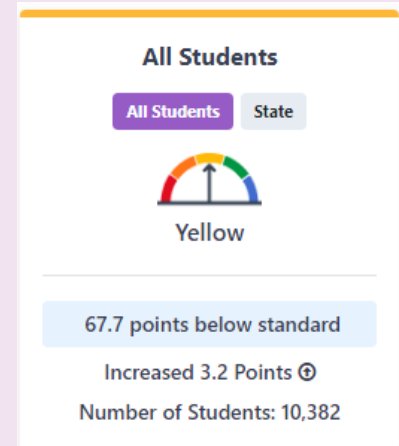
Declined 8.4 Points

#### Hispanic - **Yellow**

69.8 points below standard

Increased 3.4 Points

#### Pacific Islander - **No Performance Color**



## Expected

**Status:** Low (72.5 points below level 3)  
Change: Increased +5 points  
Pacific Islander - n/a  
**Two or More Races:** **Green**  
**Status:** Medium (23.9 points below level 3)  
Change: Increased Significantly + 32.6 points  
**White - Yellow**  
**Status:** Low (46.4 points below level 3)  
Change: Increased + 4.1 points

### Metric/Indicator

Smarter Balanced State Mathematics Assessment (3-8)

#### 2018-19

By 2019, Grades 3-8 students will decrease the percentage of all students in the "does not meet" by 5% and increase the percentage of all student in the "nearly met" and "met" areas by 5% on the Smarter Balanced mathematics state assessments.

#### Baseline

SBAC Summary (Aggregate percentage for grades 3-8)

#### 2016 Math Percentages:

Standard Not Met: 48% Standard Nearly/Met/Exceeds: 51%

## Actual

### Two or More Races - **Yellow**

23.1 points below standard  
Maintained -2.1 Points

### White - **Yellow**

41.5 points below standard  
**Increased 3.2 Points**

### Metric/Indicator- Smarter Balanced Mathematics State Assessment (3-8)

Although the SBAC measurable outcomes below indicate that **we did not meet our goal** of decreasing the percentage of all students in the "Standard Not Met" by 5% and increasing the percentage of all students in the "Standard Nearly Met" and "Met", and "Exceeded" areas by 5% on the Smarter Balanced Mathematics State Assessments, we made some growth but did not reach our goal. We anticipate that we will continue to see positive growth for our 3rd through 8th grade students as we review the Spring 2019 assessment data in the fall of 2019.

- The number of students not meeting the Mathematics standards decreased by 1.91% and the number of students who Nearly Met/Met/Exceeded the Mathematics standards increased by 1.91%
- **SBAC Summary (Aggregate percentage for grades 3-8) 2018 Mathematics Percentages:**  
**Standard Not Met: 46.85% (-1.91%)**  
**Standard Nearly Met/Met/Exceeded: 53.18% (+1.91%)**

It should be noted that students in 6th grade were the only students that met the district goal. Students in 4th grade came very close to meeting the goal. (see table below)



## Expected

Grade	2018 Standard Not Met	2017 Standard Not Met	Change	2018 Standard Nearly Met/Met/Exceeded	2017 Standard Nearly Met/Met/Exceeded	Change
3	41.07%	42.24%	-1.17%	58.93%	57.76%	1.17%
4	36.54%	41.51%	-4.97%	63.46%	58.49%	4.97%
5	58.01%	58.06%	-0.05%	41.99%	41.94%	0.05%
6	43.82%	49.83%	-6.01%	56.18%	50.17%	6.01%
7	53.07%	50.80%	2.27%	46.93%	49.20%	-2.27%
8	48.53%	50.60%	-2.07%	51.47%	49.40%	2.07%
<b>Total</b>	<b>46.85%</b>	<b>48.76%</b>	<b>-1.91%</b>	<b>53.15%</b>	<b>51.24%</b>	<b>1.91%</b>

### Metric/Indicator

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

### 2018-19

The grading rubric was changed for the 2017-2018 school year for Grades TK-1 from a 1-5 scale to a developmental scale (Beginning, Developing, Secure, and Exceeding).

By 2020, Grades TK-1 students will decrease the percentage of all students in the "Beginning" and "Developing" areas by 5% and increase the percentage of all students in the "Secure" and "Exceeding" areas by 5% on the District Assessments for ELA and mathematics

### Baseline

The average growth of students in basic and proficient for TK, K, and 1st grade students on the ELA Trimester 2 Benchmark Assessment was 2.51%.

The average growth of student in basic and proficient for TK, K, and 1st grade students on the Math Trimester 2 Benchmark Assessment was 2.41%.

## Actual

SBAC 2017-2018 Percentage of Standard Not Met and Standard Nearly Met/Met/Exceeded

Mathematics All Students						
Grade	2018 Standard Not Met	2017 Standard Not Met	Change	2018 Standard Nearly Met/Met/Exceeded	2017 Standard Nearly Met/Met/Exceeded	Change
3	41.07%	42.24%	-1.17%	58.93%	57.76%	1.17%
4	36.54%	41.51%	-4.97%	63.46%	58.49%	4.97%
5	58.01%	58.06%	-0.05%	41.99%	41.94%	0.05%
6	43.82%	49.83%	-6.01%	56.18%	50.17%	6.01%
7	53.07%	50.80%	2.27%	46.93%	49.20%	-2.27%
8	48.53%	50.60%	-2.07%	51.47%	49.40%	2.07%
<b>Total</b>	<b>46.85%</b>	<b>48.76%</b>	<b>-1.91%</b>	<b>53.15%</b>	<b>51.24%</b>	<b>1.91%</b>

### 1) Transitional Kindergarten (TK) - ENGLISH LANGUAGE ARTS

**(ELA)** Our TK program utilizes a modified kindergarten curriculum that is age and developmentally appropriate. Trimester 1 is focused on developmentally appropriate practice and social skills. Utilization of the KSEP (Kindergarten Student Entrance Profile) occurs at the beginning of **Transitional Kindergarten (TK)** and again at the beginning of Kindergarten. Positive growth from TK in Fall 2017-18 to Kindergarten entrance in Fall of 2018-19 is evident on the table below.

	Kindergarten Readiness			
	Immediate Follow-up	Month Monitor	Quarterly Monitor	Ready to Go
	% Not Ready	% Emerging	% Almost Ready	% Ready
TK Fall 17-18	19%	43%	29%	9%
K's with TK Fall 18-19	1%	7%	34%	57%
<b>Growth</b>	<b>-18%</b>	<b>-35%</b>	<b>+5%</b>	<b>+48%</b>

## Expected

The growth data from the beginning of the year pretest assessments will also be used as a baseline.

## Actual

**Transitional Kindergarten (TK):** Academic progress is not reported out until Trimester 2 and 3. A comparison between 2017-18 and 2018-19 was made on the grading rubrics utilized by TK.

The rubric is a developmental scale (Beginning, Developing, Secure, and Exceeding).

**2018-19 trimester 2 ELA student mastery were at the following levels and compared to 2017-18** (see table below for 2018-19 data and prior year LCAP for 2017-18 data):

- **Concepts About Print** at 48.1% a decrease from the 2017-18 data of 9.7%
- **Lower Case Letter Recognition and Upper Case Letter Recognition** averages to 68% compared to **Letter Recognition** 69.9% from 2017-2018 there is a decrease of 1.9%
- **Listening & Speaking** at 59.6% an increase from the 2017-18 data of 9.3%
- **Shared Writing** at 62.1% an increase from the 2017-18 data of 6.8%
- **Writes Name** at 80.6% an increase from the 2017-18 data of 0.9%.

### 2018-19 TK 2<sup>nd</sup> Trimester Benchmark Data

2 <sup>nd</sup> Trimester	Beginning	Developing	Secure	Exceeding	Secure & Exceeding
Concepts About Print	13.4%	38.9%	25.5%	22.6%	48.1%
Listening & Speaking	11.2%	29.2%	40.4%	19.2%	59.6%
Lower case Letter Recognition	16.5%	23.3%	60.2%	0%	60.2%
Shared Writing	10.1%	27.8%	48.8%	13.3%	62.1%
Writes Name	0.9%	18.6%	54.9%	25.7%	80.6%
Upper case Letter Recognition	9.1%	15%	1.5%	74.3%	75.8%

Expected

Actual

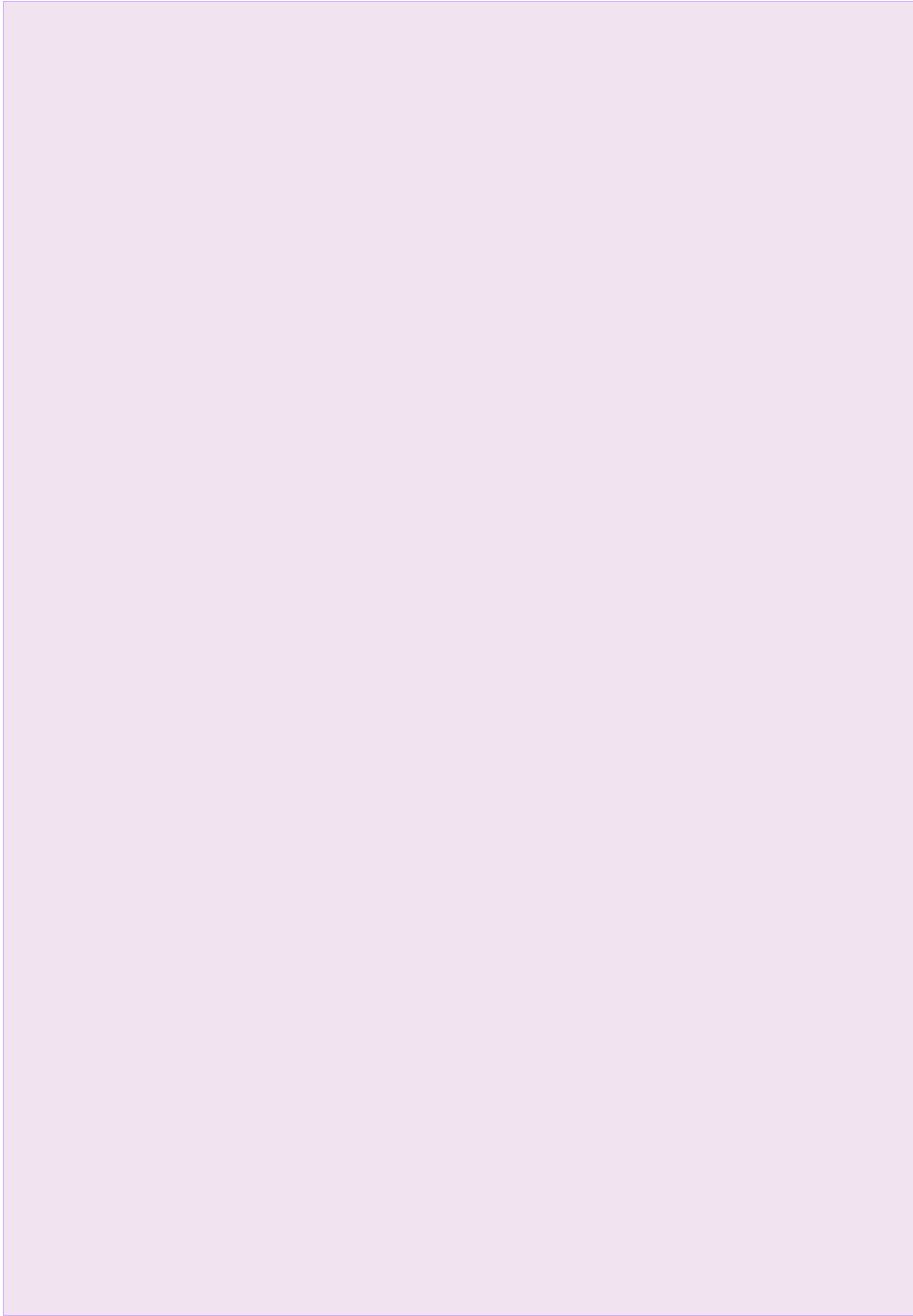
**2) Kindergarten - ENGLISH LANGUAGE ARTS (ELA)** The district compiled aggregated results comparing the 2018-19 first trimester ELA Benchmark Assessment scale scores to the second trimester ELA Benchmark Assessment scale scores for **Kindergarten** students. A comparison was also made between 2017-18 and 2018-19 school year second trimester data. The tests measure Letter Names, Letter Sounds, Speaking and Listening, and Writing Applications & Strategies. The assessments were given to students each trimester.

The 2018-19 table below shows that our **Kindergarten** students not only met but exceeded the goal of decreasing students in the Beginning and Developing categories and increasing the numbers of students in the Secure and Exceeding categories between the first and second trimesters of the 2018-19 school year. Kindergarten students met the goal.

Further data comparing the 2018-19 school year to the 2017-18 school years indicates that there was an increase in the Letter Names and Writing Applications and Strategies between the school years and a decrease in Letter Sounds and Writing Applications and Strategies (see table below for 2018-19 data and prior year LCAP for 2017-18 data):

- **Letter Names** – by the end of the second trimester **40.3%** of the students were secure or exceeding, this represents a **2.8% increase** from the previous year's second trimester results.
- **Letter Sounds** - by the end of the second trimester **28.5%** of the students were secure or exceeding, this represents a **4.3% drop** from the previous year's second trimester results.
- **Speaking and Listening** by the end of the second trimester **18.4%** of the students were secure or exceeding, this represents a **6.2% drop** from the previous year's second trimester results.
- **Writing Applications and Strategies** – by the end of the second trimester **24.9%** of the students were secure or exceeding, this represents a **4.4% increase** from the previous year's second trimester results.

Expected



Actual

**2018-19  
Kindergarten 1<sup>st</sup> & 2<sup>nd</sup> Trimester Benchmark Data**

1st & 2nd Trimester	Beginning	Developing	Secure	Exceeding	Secure & Exceeding
Letter Names	41% 7.4%	33.7% 26.9%	5.5% 5.6%	19.8% 60%	25.3% 65.6% 40.3
Letter Sounds	42.9% 8.5%	38.7% 44.6%	3.3% 2.6%	15.1% 44.3%	18.4% 46.9% 28.5
Speaking & Listening	22.2% 8.9%	42.2% 36.7%	28.2% 40.1%	7.4% 14.3%	35.6% 54% 18.4
Writing Applications & Strategies	39.9% 18.1%	47.1% 43.9%	12.2% 28.9%	0.9% 9.1%	13.1% 38% 24.9

**3) First Grade - ENGLISH LANGUAGE ARTS (ELA)** - The district compiled aggregated results comparing the 2018-19 first trimester ELA Benchmark Assessment scale scores to the second trimester ELA Benchmark Assessment scale scores for our **first grade** students. A comparison between 2017-18 and 2018-19 was also made. This year the areas assessed included **Decoding, High Frequency Words, and Phoneme Awareness**. The assessments were given to students each trimester. The 2018-19 table below shows that our **first grade** students not only met but exceeded the goal of decreasing students in the Beginning and Developing categories and increasing the numbers of student in the Secure and Exceeding categories between the first and second trimesters of the 2018-19 school year. First grade students met the goal.

- For **Decoding**, there was an **increase of 18.4%** of students that were secure or exceeding by the end of the second trimester in 2018-19. This is an **increase from last year of 17.3%**

Expected

Actual

- For **High Frequency Words**, there was an **increase of 27.3%** of students that were secure or exceeding by the end of the second trimester in 2018-19. This is an **increase from last year of 6.1%**
- For **Phoneme Awareness**, there was an **increase of 23.1%** of students that were secure or exceeding by the end of the second trimester in 2018-19. This is a **decrease from last year of -2.1%**.

(see table below for 2018-19 data and prior year LCAP for 2017-18 data)

**2018-19 First Grade Benchmark Assessment Data**  
**1<sup>st</sup> (shown in black) and 2<sup>nd</sup> (shown in blue) Trimesters**

	1st Tri. Beg.	2nd Tri. Beg.	1st Tri. Dev.	2nd Tri. Dev.	1st Tri. Secure	2nd Tri. Secure	1st Tri. Exceed	2nd Tri. Exceed	1st Tri. Secure & Exceeding	2nd Tri. Secure & Exceeding
Decoding	64.7	30.5 -34.2	26.9	42.8 +15.9	6.3	20.1 +13.8	2	6.6 +4.6	8.3	26.7 +18.4
High Frequency Words	73.3	27.7 -45.6	14.8	33.1 +18.3	5.5	19.7 +14.2	6.3	19.4 +13.1	11.8	39.1 +27.3
Phoneme Awareness	22.8	8.3 -14.5	52.5	43.7 -8.8	20.1	33.1 +13.0	4.7	14.8 +10.1	24.8	47.9 +23.1

Due to changes that the district continues to be in the process of making to slowly move towards a common formative district assessment for first grade, a comparison between the two years 2018-19 and 2017-18 could only be made on the three common assessed areas including Decoding, High Frequency Words and Phoneme Awareness. Baseline data was not collected due to the changes that continue to be made. For the 2019-20 year, baseline reading data will be collected and essential standards will be used to measure progress.

**4) Transitional Kindergarten (TK) - MATHEMATICS** Academic progress is not reported out until Trimester 2 and 3. A comparison between 2017-18 and 2018-19 was made (see table below for 2018-19 data and prior year LCAP for 2017-18 data).

Trimester 2 Math academic data from 2018-2019 shows student mastery at the following levels:

- **1:1 Correspondence to 10** at 88.7%, an **increase of 5.1%** from the 2017-18 year

Expected

Actual

- **Compare Quantities to 10** at 61.9%, an **increase of 6.9%** from the 2017-18 year
- **Counts to 20** at 58.5%, an **increase of 1.8%** from the 2017-28 year
- **Recognizes Numbers 0-10** at 71.5% an **increase of 5%** from the 2017-18 year

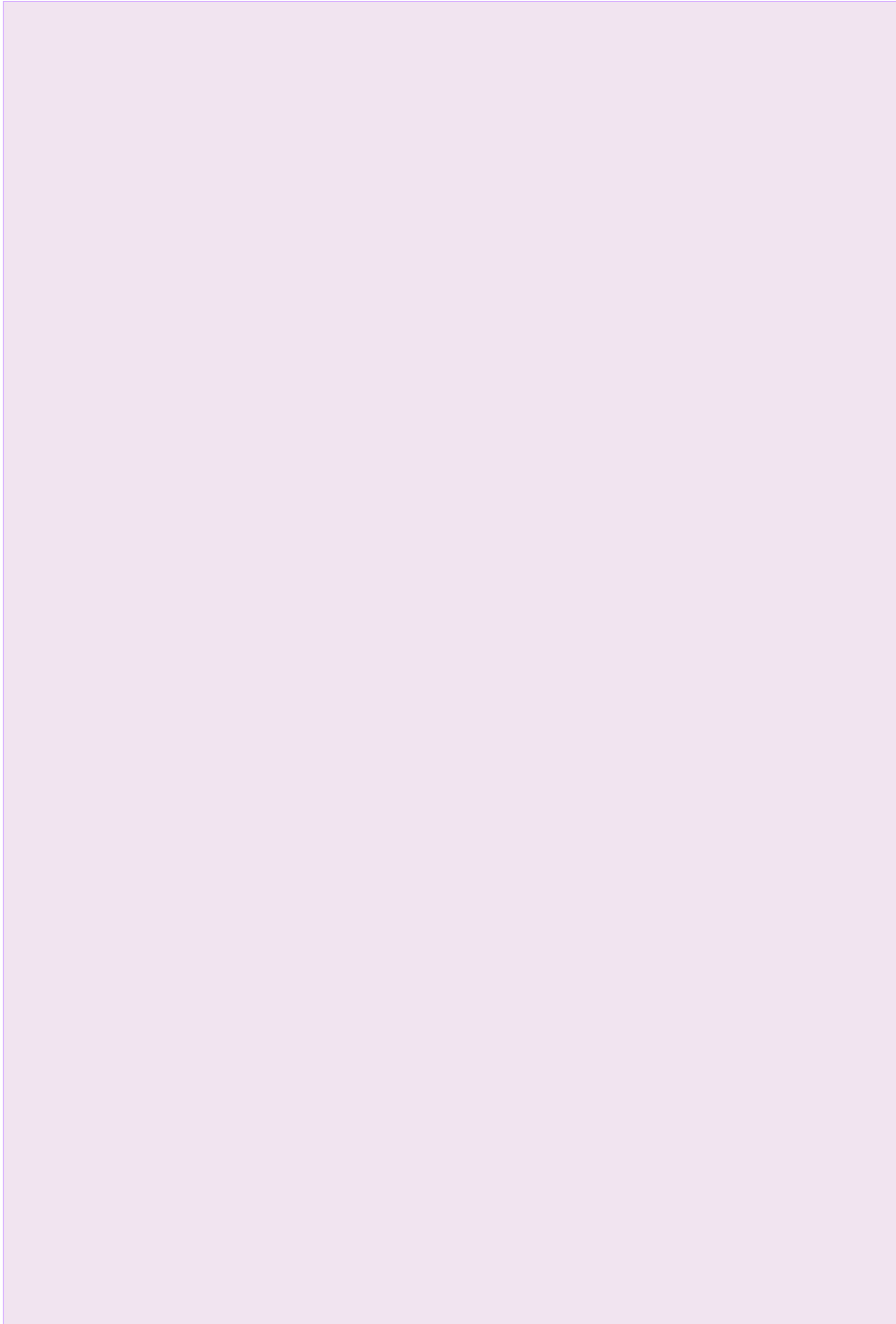
There was an increase in all categories at or above 5% in all areas except in **Counts to 20**. The goal was met in 3 out of 4 areas assessed.

**2018-19  
Transitional Kindergarten 2<sup>nd</sup> Trimester Benchmark Data**

2nd Trimester	Beginning	Developing	Secure	Exceeding	Secure & Exceeding
1:1 Correspondence to 10	3.8%	7.4%	4.1%	84.6%	88.7%
Compare Quantities to 10	13.9%	19.2%	23.7%	38.2%	61.9%
Counts to 20	4.1%	36.7%	10.4%	48.4%	58.5%
Recognizes numbers 0-10	7.4%	21.1%	33.8%	37.7%	71.5%

**5) Kindergarten - MATHEMATICS** - The district compiled aggregated results comparing the 2018-2019 first trimester Mathematics Benchmark Assessment scale scores to the second trimester Mathematics Benchmark Assessment scale scores for our **Kindergarten** students. The test measures **Counts to 100 by 1s and 10s, Identify Shapes & Space, Represents & Compares Whole Numbers, Count Forward, and Writes, Counts, Compares Numbers**. The test is given to students each trimester. The table below shows that our Kindergarten students not only met but exceeded our goal of moving students into secure and exceeding the standards between the first and second trimester. Due to changes that the district continues to be in the process of making to slowly moving towards a common formative district assessment for all primary grades, a comparison between the two years 2018-19 and 2017-18 could only be made for Kindergarten on the two of the five areas assessed including **Counts to 100 by 1s and**

Expected



Actual

**10s and Identify Shapes and Space** (see table below for 2018-19 data and prior year LCAP for 2017-18 data).

- For **Counts to 100 by 1s and 10s**, there was an **increase of 30.1%** of students that were secure or exceeding by the end of the second trimester. In comparison to the 2017-18 year this is a decrease of 2.9%.
- For **Identify Shapes and Space**, there was an increase of 23.0% of students that were secure or exceeding by the end of the second trimester. In comparison to the 2017-18 year this is a decrease of 13.1%.
- **Represents & Compares Whole Numbers** is only assessed the first trimester.
- **Count Forward** is only assessed the second trimester.
- **Writes, Counts, Compares Numbers** is only assessed the second trimester.

**2018-19 Kindergarten Mathematics Trimester Benchmark Data**

Kindergarten Math 1st & 2nd Trimester	Beginning		Developing		Secure		Exceeding		Secure & Exceeding		
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2018-19
Counts to 100 by 1s & 10s	54.8%	24.4%	33.3%	33.5%	4.7%	8.4%	7.2%	33.6%	11.9%	42.0%	30.1%
Identify Shapes and Space	25.5%	10.7%	66.4%	58.1%	4.9%	12.2%	3.3%	19.0%	8.2%	31.2%	23.0%
Represents & Compares Whole Numbers (1st only)	31.6%		55.3%		8.2%		4.8%		13.0%		13.0%
Count Forward (2nd only)		15.1%		16.5%		24.8%		43.6%		68.4%	
Writes, Counts, Compares Numbers (2nd only)		10.9%		43.2%		21.9%		24.0%		45.9%	

**6) First Grade - MATHEMATICS** - The district compiled aggregated results comparing the 2018-19 first trimester Mathematics Benchmark Assessment scale scores to the second trimester Mathematics Benchmark Assessment scale scores for our **first grade** students. A comparison between 2017-18 and 2018-19 was also made. The test measures **Fact Knowledge, Number Recognition, Word Problems, Write Missing Numbers, Geometry, and Place Value**. The test is given to students each trimester. The table below shows that our first grade students not only met but exceeded our goal between the trimesters for all of the areas except for **Word Problems** which

Expected

Actual

showed a **decrease of 5.7%**. There was an increase in all areas between the years except in the area of **Writing Missing Numbers** which showed a **decrease of -19.9%** (see table below for 2018-19 data and prior year LCAP for 2017-18 data).

- For **Fact Knowledge**, there was an **increase of 30.1%** of students that were secure or exceeding by the end of the second trimester. This is an **increase from last year of 3.6%**.
- For **Number Recognition**, there was an **increase of 19.5%** of students that were secure or exceeding by the end of the second trimester. This is an **increase from last year of 0.4%**.
- For **Word Problems**, there was a **decrease of 5.7%** of students that were secure or exceeding by the end of the second trimester. This is an **increase from last year of 9%**
- **Place Value** is only assessed the second trimester.
- For **Write Missing Numbers**, there was an **increase of 7.1%** of students that were secure or exceeding by the end of the second trimester. This is a **decrease from last year of -19.9%**.
- **Geometry** is only assessed the second trimester.

**2018-19 First Grade Benchmark Assessment Data  
1st and 2nd Trimesters**

	1st Tri. Beg.	2nd Tri. Beg.	1st Tri. Dev.	2nd Tri. Dev.	1st Tri. Secure	2nd Tri. Secure	1st Exceed	2nd Tri. Exceed	1st Tri. Secure & Exceeding	2nd Tri. Secure & Exceeding
Fact Knowledge	23.7%	8.7%	43.8%	28.8%	30.2%	50.8%	2.2%	11.7%	32.4%	62.5%
Number Recognition	16.6%	6.2%	15.5%	6.4%	36%	26%	31.9%	61.4%	67.9%	87.4%
Word Problems	16.4%	26.4%	23.7%	21.3%	29.6%	23.3%	30.3%	29%	59.9%	54.2%
Place Value	n/a	19.8%	n/a	24%	n/a	27.7%	n/a	28.4%	n/a	56.1%
Write Missing Numbers	26.4%	26.4%	28.3%	21.3%	29.3%	23.3%	15.9%	29%	45.2%	52.3%
Geometry	n/a	9.3%	n/a	18.4%	na	31.1%	n/a	41.3%	n/a	72.4%

**1) Second Grade - ENGLISH LANGUAGE ARTS (ELA)** The district compiled aggregated results comparing the 2018-19 first trimester

Metric/Indicator



## Expected

By 2020, Grades of 2<sup>nd</sup> grade students will decrease the percentage of all students in the "Standard Not Met" and "Standard Nearly Met" by 15% and increase the percentage of all students in the "Met" and "Exceeds" areas by 15% on the District Assessments for ELA and mathematics.

### 2018-19

The grading rubric was changed for the 2017-2018 school year for Second grade from a 1-5 scale to a 1-4 scale. By 2019, Second grade students will decrease the percentage of all students in the "Not Met" and "Nearly Met" areas by 5% and increase the percentage of all students in the "Met" and "Exceeding" areas by 5% on the District Assessments for ELA and mathematics.

### Baseline

Growth data from the new 2nd grade beginning of the year assessment (pretest) will be used as a baseline.

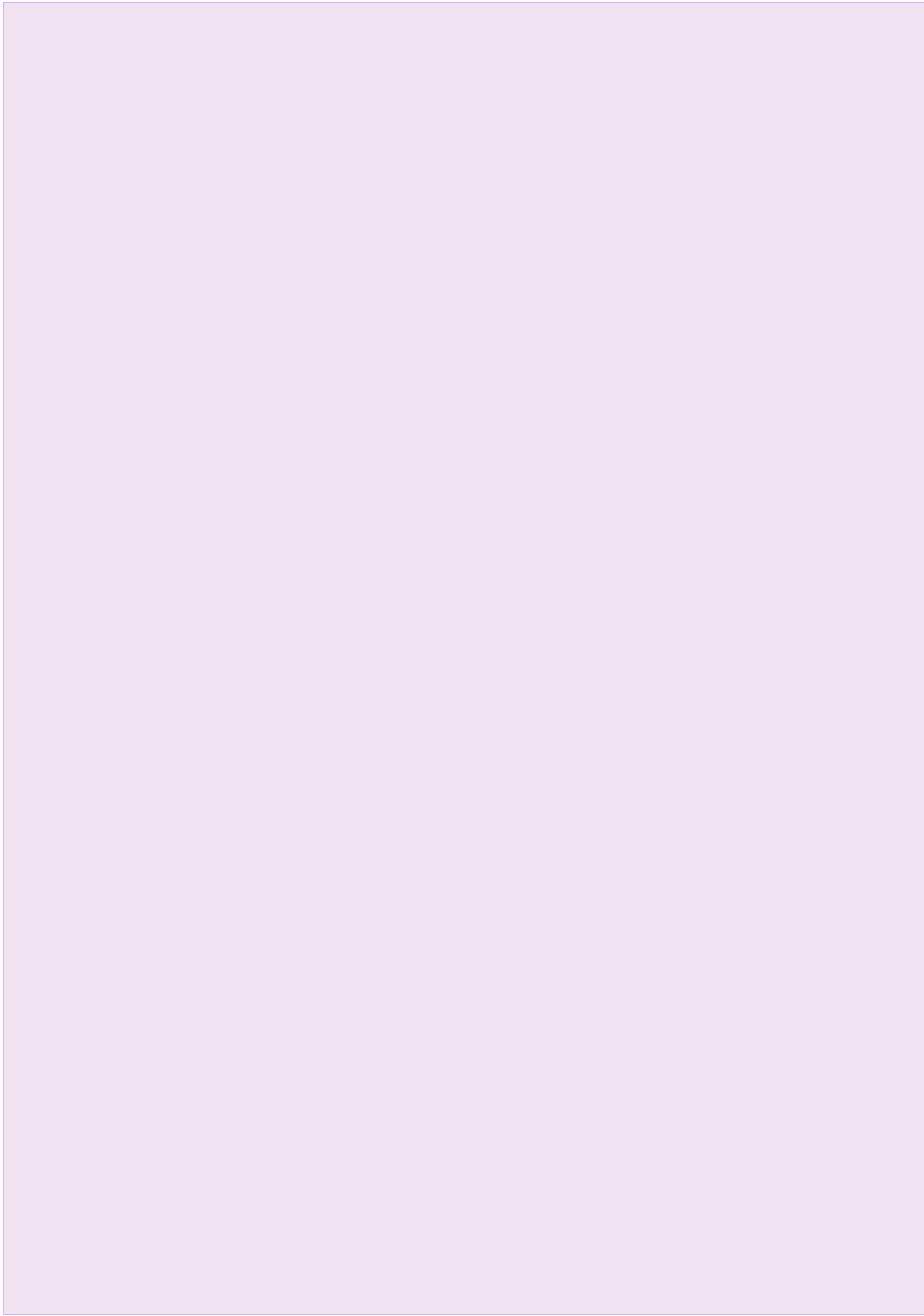
## Actual

ELA Benchmark Assessment scale scores to the second trimester  
ELA Benchmark Assessment scale scores for our **second grade** students.

A comparison between 2017-18 and 2018-19 was also made. The test measures **Comprehension, Intonation, Phrasing/Fluency and Words per Minute**. The test is given to students each trimester. The table below shows that our second grade students not only met but exceeded the goal between trimesters in all areas except **Words per Minute** which showed a **decrease of 10.1%**. There was an increase in all areas between the years except in the area of Words per Minute which showed a **decrease of 30.9%**. (see table below for 2018-19 data and prior year LCAP for 2017-18 data).

- For **Comprehension**, there was an **increase of 26.7%** of students that were standard met or standard exceeded by the end of the second trimester. This is an **increase from last year of 15.9%**.
- For **Intonation**, there was an **increase of 16.3%** of students that were standard met or standard exceeded by the end of the second trimester. This is an **increase from last year of 12.3%**.
- For **Phrasing/Fluency**, there was an **increase of 14.9%** of students that were standard met or standard exceeded by the end of the second trimester. This is an **increase from last year of 7.9%**.
- For **Words per Minute**, there was a **decrease of 10.1%** of students that were standard met or standard exceeded by the end of the second trimester. This is a **decrease from last year of 30.9%**.

Expected



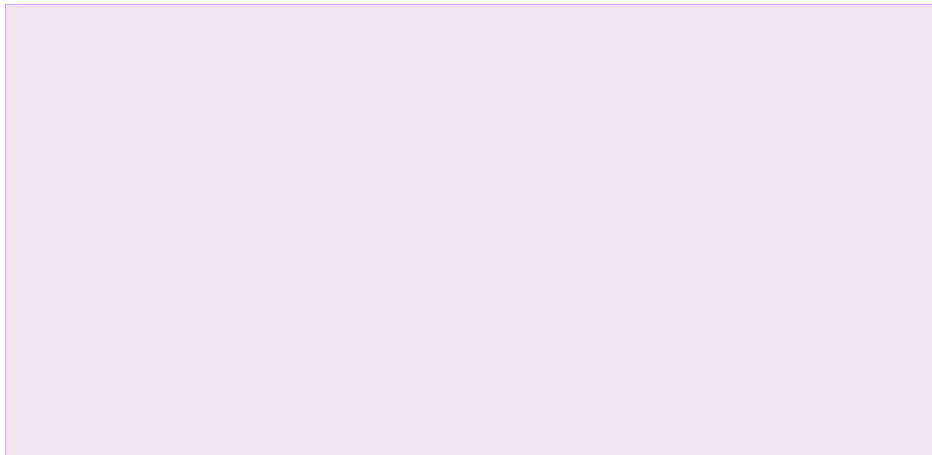
Actual

**2018-19 2<sup>nd</sup> Grade Benchmark Assessment Data 1st & 2nd Trimester**

<u>Second Grade Language Arts 1st &amp; 2nd Trimester Benchmark</u>	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard met and Standard Exceeded
<b>Comprehension</b>	42.5% 15% -27.5	22.5% 23% 0.5	18.8% 31.4% 12.6	16.3% 30.6% 14.3	35.1% 62% 26.7
<b>Intonation</b>	33.6% 21.3% -12.3	36.4% 32.4% -2	22.8% 31.5% 8.7	7.1% 14.7% 7.6	29.9% 46.2% 16.3
<b>Phrasing/Fluency</b>	28.9% 18.1% -10.8	30.7% 26.5% -4.2	30.6% 36.1% 5.5	9.8% 19.2% 9.4	40.4% 55.3% 14.9
<b>Words per Minute</b>	52.9% 37.1% -15.8	10% 35.9% 25.9	17.7% 6.5% -11.2	19.4% 20.5% 1.1	37.1% 27% -10.1

**2) Second Grade - MATHEMATICS** -The district compiled aggregated results comparing the 2018-19 first trimester Math Benchmark Assessment scale scores to the second trimester Math Benchmark Assessment scale scores for our **second grade** students. A comparison between 2017-18 and 2018-19 was also made. The table below shows that our second grade students did not meet the goal. Students in **the Standard Not Met and Standard Nearly Met categories increased by 6.5%** and students in the **Standard Met and Standard Exceeded decreased by -6.7**. We will analyze the third trimester data in order to measure the growth between trimester 2 and 3 as well as trimester 1 and 3. The comparison between years shows that we did not meet our goal. There was an **increase in students in the Standard Not Met and Nearly Met categories of 5.8%** and a **decrease in students in Standard Met and Exceeded of -5.8%**. (see table below for 2018-19 data and prior year LCAP for 2017-18 data)

Expected



**Metric/Indicator**

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

**2018-19**

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

**Baseline**

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

Actual

**2018-19 Second Grade Benchmark Assessment Data 1st and 2nd Trimester**

<u>Second Grade Math</u>	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
1st Trimester	33.5%	27.9%	36.2%	2.5%
2nd Trimester	50.6%	17.3%	28.3%	3.7%
Difference	+17.1	-10.6	-7.9	+1.2

**Metric/Indicator**

1) State Physical Fitness Healthy Fitness Test 2018 results for fifth grade (percent of students within the HFZ): Aerobic Capacity 51.5 (+2.1%), Body Composition 50.8 (+4.8%), Abdominal Strength 33.4 (+0.3%), Trunk Extension 63.2 (-0.7%), Upper Body Strength 51.5 - 2.9%), and Flexibility 55.2 (+9%). The results show a positive increase in four out of six areas of the Healthy Fitness Zone from 2017 to 2018. (see table below)

**State Physical Fitness Test (PFT) Comparison for 5<sup>th</sup> Grade students 2016-17 and 2018-19**

	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extension Strength	Upper Body Strength	Flexibility
5th Grade 2016-2017	49.4	46.0	33.1	63.9	54.4	46.2
5th Grade 2017-2018	51.5	50.8	33.4	63.2	51.5	55.2
Growth	2.1%	4.8%	0.3%	-0.7%	-2.9%	9%

2) PE taught by credentialed PE Teachers began with fifth grade students in 2015. When following a cohort of students using fifth grade data as a baseline in 2016 and tracking the cohort to their seventh grade year in 2018, **we see growth** in student fitness in all six areas of the Physical Fitness Test. (see table below)

Expected

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Actual

State Physical Fitness Test (PFT) Comparison for 7 <sup>th</sup> Grade students 2016-17 and 2018-19						
	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extension Strength	Upper Body Strength	Flexibility
5th Grade 2015-2016	45.1	45.1	30.5	68.5	52.4	59.4
7th Grade 2017-2018	49.8	51.6	72.0	84.2	63.1	72.8
Growth	4.7%	6.5%	41.5%	15.7%	10.7%	13.4%

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.1 CCSS Aligned Supplemental Instructional Materials</b>  <b>Explanation</b> - All students will have access to state aligned instructional materials, as measured by the Resolution of Sufficiency, which indicates 100% of students have access to standards-aligned materials. In order to provide staff with additional support about how to better meet the needs of students, the district and school sites will continue to provide Common Core State aligned supplemental instructional materials, including English language arts, mathematics, social studies and science. Supplemental support</p>	<p><b>1.1 Common Core State Standards and Aligned Instructional and Supplemental Materials</b> - Based on Williams Report Findings in September, 100% of students have access to the CORE instructional materials in English Language Arts (ELA), Mathematics, Science, and Social Studies (SS). Every school site had extra books and materials so that all students, including English Learners, have current textbooks compliant with state standards to use in the classroom and to take home to complete assignments. Supplemental materials were purchased throughout the year in order to support core curriculum.</p>	<p>4000-4999 Books And Supplies (unit 1806 and partial 1701) &amp; Resource 0977, Unit 0000 Supplemental and Concentration \$1,191,478</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$0</p>	<p>4000-4999: Books And Supplies (unit 1806 and partial 1701) &amp; Resource 0977, Unit 0000 Supplemental and Concentration \$1,027,541</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$159,061</p> <p>3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$3,610</p>

materials will be used to support teachers in providing direct instruction, intervention, and extended day classes.

These materials are closely aligned with the state adopted materials. Notable additional materials included: math consumables and manipulatives, Math IXL program, STEAM materials, Science and Social Studies leveled readers, Guided Reading book libraries, Accelerated Reading program (close reading practice software), and Scholastic Reading program.

**EFFECTIVENESS:**  
 The SMBSD LCAP Staff Survey showed an increase of 15% (from 75% to 90%) in the number of affected staff members reporting they were satisfied or completely satisfied with access to Common Core aligned supplemental and support materials. LCAP Parent and Community Member Survey results indicated an increase of 16% (from 76% to 92%) of parents and community members that agreed or strongly agreed that children have the materials needed to learn at school.

There is further qualitative data from staff members that showed a need for more Spanish supplemental materials for our Dual Language School.

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>1.2 Professional Learning Explanation</b> - The district will continue to provide ongoing Teacher, Paraeducator, and	<b>1.2 Professional Learning (PL)</b> - The ongoing process of building capacity across the curriculum continued to be the focus of the PL	1000-1999: Certificated Personnel Salaries (partial unit 1621)	1000-1999: Certificated Personnel Salaries (unit 1621 & partial 1701)

Administrator professional development (workshops, coaching, conferences, and collaborative time) to support the implementation of Professional Learning Communities (PLC) and to build capacity regarding personnel practices, site management, instructional leadership, and utilization of technology to enhance student achievement. PLC is an ongoing process in which educators meet regularly, share expertise, and work in collaboration in order to improve teaching skills and academic performance of students. The district will provide professional learning time for teachers and administrators to collaborate on developing and reviewing assessments, lesson planning, content development and improved teaching strategies. The district will provide ongoing professional development to ensure staff members are prepared to implement effective Response to Intervention programs at each site. The district will provide additional professional development to build the capacity of our teachers and administrators in Guided Reading. Teachers on Special Assignment along with outside consultants will provide professional learning to support and provide job embedded coaching that is on-going and sustainable. The district will provide materials, mileage,

efforts across the district. The district continued to support the implementation of Professional Learning Communities (PLC) and a variety of PL for teachers, para-educators and administrators. There was a shift towards meeting the PL needs as identified by school sites in order to offer appropriate PL throughout the school year.

- Eighteen Solution Tree K-12 PL opportunities occurred in order to build capacity and provide collaboration time. Significant workshop topics that were covered included: Understanding and Building Essential Standards, Designing Engaging Assessment Around the Essential Standards, and How to Use Data to Support Learning.

The escalation of site specific professional learning provided an increase of collaboration at the school site level for grade level and specific content teams to meet site specific professional learning targets leading to increased levels of instructional efficacy and student achievement. It also provided essential time needed for grade level teams to slowly move towards focusing on common essential standards taught consistently across the grade levels. We contribute the slight increases made on the California Dashboard in the areas of ELA

Supplemental and Concentration  
\$159,275

2000-2999: Classified Personnel Salaries  
Supplemental and Concentration  
\$27,000

3000-3999: Employee Benefits  
Supplemental and Concentration  
\$36,903

4000-4999: Books And Supplies  
Supplemental and Concentration  
\$12,322

5000-5999: Services And Other Operating Expenditures (partial unit 1621 & partial 1701)  
Supplemental and Concentration  
\$875,262

Supplemental and Concentration  
\$192,917

2000-2999: Classified Personnel Salaries  
Supplemental and Concentration  
\$4,591

3000-3999: Employee Benefits  
Supplemental and Concentration  
\$36,321

4000-4999: Books And Supplies  
Supplemental and Concentration  
\$66,737

5000-5999: Services And Other Operating Expenditures (partial unit 1621 & partial 1701)  
Supplemental and Concentration  
\$637,269

lodging, registration, and meals to attend conferences/training for Santa Maria-Bonita School District Staff. The allocation will be increased in order to cover an increase in cost of professional development services.

and Math to site specific professional learning and collaboration.

- Content areas that saw an increase of professional learning hours compared to the 2017-18 year included: Positive Behavioral Interventions and Supports, Multiple-Tiered System of Support (MTSS), Guided Reading, Mathematics, English Language Arts, NGSS CA Framework, STEAM, Physical Education and English Language Development.

Data shows a positive increase of 11% of PL offered in the content areas of Positive Behavioral Interventions and Supports (PBIS) and Multiple Tier Support Services (MTSS).

We attribute an increase in our continuous effort to close the achievement gap in academic, behavioral, and social-emotional learning due to the PBIS and MTSS professional learning provided.

- Significant PL conferences that were attended and district staff workshop content areas that were provided specifically to support High Needs students included: Co-Teaching and Creating Classroom Partnerships, Contemporary Co-Teaching: It's All About Specially Designed Instruction,

Universal Design: For Learning Tier 1 Supports For All Students, and Best Practices to Increase Inclusion and Reduce Student Time Outside of the General Education Environment.

- County level (SBCEO) workshops and conferences that were attended by administrators, teachers and parents included (but were not limited to): Support for Immigrant and Refugee Students, English Learners Network, ELPAC training, and CISC Symposium.
- Other notable professional learning conferences included: CABE, Simon Silva: Cultivating a Creative Mind, and Parent Literacy Conference.
- Guided Reading PL was provided for teachers and administrators. Over 200 sessions of coaching in Guided Reading by Teachers on Special Assignment (TOSAs) and Scholastic Representatives were provided. Over 150 teachers voluntarily attended Guided Reading PL sessions. In a survey of almost 300 teachers, 86% indicated that they were utilizing Guided Reading in their classroom, and 53% requested further training on Putting All the Pieces Together in Guided



Reading and support in Writing followed by an increase of professional learning on Daily 5/CAFE.

- Over 45 After School Institutes (ASIs) were provided in various content areas.

**EFFECTIVENESS:** There were over 200 offerings of professional learning in the 2018-19 school year. In addition, there were over 40 conferences attended throughout the school year, followed by the participation of webinars and blended learning. Further there was an increase in English Language Arts and English Language Development of 2.5% and in Mathematics of 8.6%. There was a significant increase in Physical Education professional learning of 28.4%.

The LCAP Staff Survey data indicated that 68% of teachers and classified staff reported being satisfied or very satisfied with the district-wide facilitated PL offerings, an increase of 7% in comparison to last year. In addition, 30% of staff members attended four or more PL opportunities, a 7% increase from the 2017-18 year. Further data shows that of those surveyed, 96% of people attending ASI were satisfied and 87% attending Solution Tree PL Workshops were also satisfied.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.3 Physical Education Specialists for 4th, 5th, and 6th grade students</b>  <b>Explanation</b> - The district will continue to provide 4th, 5th, and 6th graders physical education instruction by providing a certificated physical education specialist at each elementary school site. Sixteen total. Grade level teams, administrators, and PE specialist will collaborate in order to ensure that teachers are providing direct instruction, intervention, and/or small group instruction during PE time. The district will track interventions provided by classroom teachers during PE instruction.</p>	<p><b>1.3 Sixteen Physical Education (PE) Specialists continued this year.</b> PE Specialist provided 200 minutes of PE every two weeks (ten school days) to fourth, fifth and sixth-grade students. PE Specialists met monthly to collaborate around formative assessment data in order to ensure increased physical fitness outcomes for students across the district. They also worked on essential standards across the grade levels.  <b>EFFECTIVENESS:</b> Qualitative data indicates that classroom teachers were able to provide small group instruction in fourth, fifth, and sixth grades during PE time. Half of the students in each class attended PE while the other half remained in the classroom. During the PE block, when half of the class was at PE the other half of students were grouped according to learning needs. Students received either Tier I or Tier II intervention in literacy or math. Student needs were determined using grade level appropriate assessment data. The results of individual school assessments continued to be reviewed by grade level teams throughout the year. Some assessments being used included essential standard teacher created assessments, district writing</p>	<p>3000-3999 – 1000-1999:            Certificated Salaries            (unit 1517 &amp; partial 1701)            Supplemental and Concentration            \$1,587,999</p> <p>4000-4999: Books And Supplies            Supplemental and Concentration            \$65,000</p> <p>5000-5999: Services And Other            Operating Expenditures            Supplemental and Concentration            \$0</p>	<p>3000-3999 – 1000-1999:            Certificated Salaries            (unit 1517 &amp; partial 1701)            Supplemental and Concentration            \$1,570,407</p> <p>4000-4999: Books And Supplies            Supplemental and Concentration            \$57,426</p> <p>5000-5999: Services And Other            Operating Expenditures            Supplemental and Concentration            \$0</p>

samples, and Guided Reading assessments. Some of the models that were used included Guided Reading Groups, Writer's Workshops, and Achieve3000. Students not needing intervention were offered enrichment activities, or an extended literacy block. The LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the expansion of physical education and the ability to lower class size during PE at a rate of 86%, an increase of 6% over the previous year. A majority of parents and community members surveyed (92%) reported being satisfied or very satisfied with the expansion of PE and the ability to lower class size during PE, an increase of 16%.

Quantitative data for fifth grade students includes the State Physical Fitness Healthy Fitness Test 2018. Results for fifth grade PE are as follows (percent of students within the Healthy Fitness Zone): Aerobic Capacity 51.5 (+2.1%), Body Composition 50.8 (+4.8%), Abdominal Strength 33.4 (+0.3%), Trunk Extension 63.2 (-0.7%), Upper Body Strength 51.5 (-2.9%), and Flexibility 55.2 (+9%). The results show a positive increase in four out of six areas of the Healthy Fitness Zone from 2017 to 2018.

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.4 Response to Intervention and Instruction - One Intervention Teacher per elementary site</b>  <b>Explanation</b> - In order to support the needs of students who are at risk or below grade level and to reduce the learning gaps, the district will continue to provide one Intervention Teacher (full-time certificated teacher) at each elementary site to assist teachers and administrators with the appropriate placement of students, professional development, data analysis, school site intervention plans, whole group instruction, and small group instruction with students in English Language Arts/English Language Development and Math.</p>	<p><b>1.4 Sixteen Intervention Teachers (full-time certificated teachers) continued in their positions.</b> These Intervention Teachers continued to:</p> <ul style="list-style-type: none"> <li>• assist the effort to reduce class size</li> <li>• provide specific and focused support for striving students</li> <li>• provide support by assisting classroom teachers and administrators with the appropriate placement of students</li> <li>• provide professional development at school sites</li> <li>• deliver one-on-one or small group instruction in English Language Arts, English Language Development and mathematics</li> <li>• identify students who are at-risk and participate in Student Study Team (SST) meetings</li> </ul> <p><b>EFFECTIVENESS:</b> We believe that this support provided attributed to the positive growth seen in our Kindergarten and First grades in the area of English Language Arts (ELA), as demonstrated by the tables listed above. We also believe that this additional support contributed to our slight increase on the dashboard for our upper grade students in ELA and mathematics. The LCAP Staff Survey indicated that staff members were satisfied</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (unit 1703)            Supplemental and Concentration            \$1,806,494</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (unit 1703)            Supplemental and Concentration            \$1,908,963</p>

or very satisfied with the additional increase of instructional support for students at a rate of 79%, an increase of 7% over the previous year. A majority of parents and community members surveyed (85%) reported being satisfied or very satisfied with students receiving extra support in the classroom when needed, an increase of 15%.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.5 Technology</b>  <b>Explanation</b> - The district will continue to expand the ways in which technology is used to support student engagement and learning. The district will continue to provide opportunities for students to become technology literate and to assist students in being college and career ready by continuing to provide a full time Computer Site Technicians at each school site. The district will fully fund these technicians from LCAP. The district will continue to increase and implement district-wide instructional programs to help all students in technology as it relates to the CCSS by providing access to technology for every student and staff member to support, enhance, and increase knowledge of content standards and to improve motivation in learning. Software programs and curricular licenses purchased will</p>	<p><b>1.5 Technology –</b>  <b>1) Twenty full-time (6.5 hours per day) Computer Lab Technicians</b> (Techs), one at each school site, continued to support an increase in student learning for students in grades TK through eighth grade. Technicians continued to support core curriculum programs and software-based supplemental programs in computer labs and classrooms. Professional learning was offered in order to ensure that each site technician had adequate knowledge on how to navigate the various online platforms used by students, which has increased their ability to provide teachers and student support. Computer Lab Technicians were provided extra time to support beginning of the year classroom set up and prepare for student arrival.  <b>2) Software programs –</b> The district continued to purchase software licensing for a variety of</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1514, 1607, partial 1621) Supplemental and Concentration \$29,430</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$601,003</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$406,227</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$46,137</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$112,174</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1514, 1607, partial 1621) Supplemental and Concentration \$2,010</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$580,610</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$422,993</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$87,283</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$37,411</p>

align with the Common Core State Standards and district programs including materials to support Special Education Adaptive Technology. A fund for maintenance and operations will be increased in order to ensure appropriate upgrades and repairs are made. Professional learning for certificated and classified staff including conferences and training experiences will also be allocated through site and district funds. The district will increase professional learning opportunities which will include online self-paced, individualized training programs.

cloud-based tools to manage student devices as well as software to support classroom instruction.

### **3) Maintenance and Operations for upgrades and repairs -**

Technology upgrades and repairs were made throughout the year at sites and the district office. The technology repair fund continued to be an effective way to ensure student technology equipment was serviced and repaired quickly to ensure all students have access to technology. Technicians replaced 250 Chromebook screens.

### **4) Professional Learning -**

SMBSD embedded technology integration throughout Professional Learning grounded in pedagogical practices to assist students in being college and career ready and to provide quality education to students in the classroom on a daily basis. Curriculum Teachers on Special Assignment attended professional learning including: STEAM workshops, Blended Learning and Design Thinking. Certificated and/or classified staff received training on interactive whiteboards, ParentSquare and School Loop communication platforms, and SchoolCity.

**EFFECTIVENESS:** The LCAP Staff Survey reported that staff members were satisfied or very satisfied with the expansion of technology, technical support, and professional learning at a rate of 87%, an increase of 4% over the previous year. A majority of

parents and community members surveyed (92%) reported being satisfied or very satisfied with children having increased access to technology to support learning, an increase of 18%.

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.6 Response to Intervention and Instruction - Teacher Tutor Support</b>  <b>Explanation</b> - All schools, site administrators, and district staff will continue to provide support in the development and implementation of quality Response to Intervention Programs and Instruction. The district will provide each elementary school site <b>two Certificated Teacher Tutors (hourly paid certificated teacher)</b> to support intervention and small group instruction in the area of English Language Development, English Language Arts, and Mathematics. These additional teacher tutors will support smaller class sizes and provide direct services that will help all students, but especially students who are English Learners, Foster Youth or Low-Income.</p>	<p><b>1.6 Response to Intervention and Instruction Teacher Tutor (TT) Support</b> –Thirty-four fully credentialed TTs (hourly paid certificated teachers) were hired by the district, two for each elementary school site. TTs assisted classroom teachers by:</p> <ul style="list-style-type: none"> <li>• providing additional academic supports to struggling students in English Language Arts, English Language Development, and mathematics based on student's individual needs</li> <li>• providing support in evidenced-based practices that increased opportunities for students to access and participate in the classroom</li> <li>• providing students with an opportunity to receive additional instruction and support</li> <li>• leading small group instruction designed by the teacher</li> <li>• providing students assistance during whole group instruction</li> <li>• providing one-on-one tutoring</li> </ul> <p>In addition to the districts efforts, the school sites hired 10 additional</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            Duplicate Expense            (unit 1701)            Supplemental and Concentration            \$897,050</p>	<p>3000-3999 - 1000-1999:            Certificated Personnel Salaries            Duplicate Expense            (unit 1701)            Supplemental and Concentration            \$896,698</p>

TTs to provide small group intervention and instruction to High Needs students during the school day.

**EFFECTIVENESS:** The LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the additional certificated instructional support for each elementary school site provided by Teacher Tutors at a rate of 79%, an increase of 46% over the previous year. A majority of parents and community members surveyed (85%) reported being satisfied or very satisfied with children having extra help in the classroom if needed, an increase of 15%.

We believe that this support provided has attributed to the positive growth seen across our primary grades in the area of English Language Arts, as demonstrated by the tables listed above. We also contribute our high reclassification rate due to the support provided to our English Learners through additional certificated staff.

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.7 Increase Library Media Clerk Positions</b>  <b>Explanation</b> - Library Media Clerk positions will continue to be full-time. The district will fully fund these positions out of LCAP. The Library Media Clerks will assist</p>	<p><b>1.7 Library Media Clerks (LMCs) Positions</b> - The district continued to have twenty full-time (6.5 hours per day) LMCs, one for each school site. LMCs continued to assist students in learning basic information skills and locating and</p>	<p>3000-3999 - 2000-2999:            Classified Salaries            (unit 1615)            Supplemental and Concentration            \$1,037,781</p>	<p>3000-3999 - 2000-2999:            Classified Salaries            (unit 1615)            Supplemental and Concentration            \$1,049,110</p>



students in learning basic information skills and locating and selecting appropriate materials to enhance their learning. This support will help increase reading scores and provide Low-Income students and English Learners access to high-interest books that are aligned across the curriculum. The district will continue to review schools' library collection, increase software support services within each library, and provide students and their families' access to each school library.

selecting appropriate materials to enhance their learning. LMCs were provided extra time to allow for library media planning and preparation at the beginning of the school year. LMCs collaborated in the 2018-19 school year to discuss and share best practices related to helping students navigate the library and promote student engagement while visiting the library. The LMCs completed training with Santa Barbara County Office of Education regarding building capacity and curriculum support in International Society for Technology and Education standards and English Language Development needs. Library clerks were included in the creation of and presentation on Guiding Documents districtwide policy including a District Library Mission Statement and Collection Development Policy; these were directly tied into LCAP goals, defined the libraries role in achieving these goals, and provided a way to ensure equitable access to library resources to students throughout the District. **EFFECTIVENESS:** The LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with children having access to library materials at a rate of 70%, an increase of 21% over the previous year. A majority of parents and community members surveyed (81%) reported being satisfied or very satisfied with children having access to library

materials. This is an increase of 21%.

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.8 Preschool Program Support Explanation</b> - In order to better prepare children for Transitional Kindergarten and Kindergarten and to reduce learning gaps, the district will continue to increase access to preschool programs for Low-Income, English Learner, and Foster Youth students. This includes increasing support by increasing the Twilight Preschool Programs, providing a Child Development Specialist Teacher on Special Assignment to support all preschool programs, hiring one certificated teacher, and one roving substitute teacher to support our preschool classes district-wide. Preschool support will also continue to include the funding of Bilingual Instructional Assistants for Twilight Preschool Programs, Midday Assistants, training, field trips, extended learning, and other needed support to maximize the learning potential of all students in the preschool program.</p>	<p><b>1.8 Preschool Program Support</b> -The district continued to increase access to preschool programs for Low-Income, English Learner and Foster Youth students by maximizing our enrollment numbers at all current preschool sites and opening two new Twilight preschool classes this year. The district currently has 24 preschool classes total, including 18 State Preschool classes and six Twilight Preschool classes (with a total capacity of up to 576 students). The Twilight classes are at Alvin Elementary, Bruce Elementary, Fairlawn Elementary, Miller Elementary, Rice Elementary, and Sanchez Elementary schools. The district continued to provide further support by:</p> <ul style="list-style-type: none"> <li>• hiring 13 additional Bilingual Instructional Assistants/Midday Assistants to help meet the 1:8 adult to child ratio</li> <li>• hiring one itinerant preschool teacher to provide substitute coverage for absences and professional learning needs</li> <li>• one Director to support all preschools</li> <li>• supplemental materials for Twilight classrooms to support core programs</li> </ul>	<p>7000-7439: Other Outgo (unit 1502 &amp; 1719) Supplemental and Concentration \$370,283</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,751</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,042</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$3,463</p>	<p>7000-7439: Other Outgo (unit 1502 &amp; 1719) Supplemental and Concentration \$391,657</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$579</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$187</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$116</p>

- educational field trips for all classes

**EFFECTIVENESS:** KSEP 2018-19

data indicates that students who have attended SMBSD preschools have a higher average of readiness when entering Kindergarten in comparison to students who have not attended a preschool in our district.

Furthermore, students who have attended Preschool and Transitional Kindergarten (TK) have an even higher average score of readiness when they enter Kindergarten. The results show significant gains in readiness. In SMBSD, students with Preschool, and/or TK had an average score of 44.13 as compared to students with no preschool scored an average of 33.95.

The LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the expansion of the preschool program and additional support at a rate of 89%, an increase of 30% over the previous year. A majority of parents and community members surveyed (83%) reported being satisfied or very satisfied the district providing enough opportunities for children to attend preschool. This is an increase of 22%.

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.9 Curriculum Substitute Teachers &amp; Site Guest Teachers</b>  <b>Explanation</b> - The district will provide <b>twelve Curriculum Substitutes</b>. The Curriculum Substitutes will provide coverage for professional learning opportunities and release time for observing, learning, planning, site leadership teams, collaboration teams, and department chair meetings. The district will continue to provide a Guest Teacher at each site. Guest Teachers will provide release time/coverage for collaboration with other teachers and site administrative staff. Guest Teachers will provide collaboration time at the site level for staff to develop learning support plans, set goals for students, monitor progress, and evaluate the effectiveness site intervention plans.</p>	<p><b>1.9 Curriculum Substitutes</b> – Seven out of twelve Curriculum Substitutes were hired. The SMBSD Human Resources Department continued to recruit throughout the year but was unable to fill five positions. On a consistent basis, curriculum substitutes have been used for professional development and collaboration purposes. Throughout the year, there continued to be a high demand for curriculum substitutes in order to provide release time for teachers to observe colleagues, attend professional learning opportunities, collaborate with site leadership teams, attend department chair meetings, allow for grade level or site planning, and attend districtwide committee meetings. The majority of the Curriculum Substitutes' time was spent at school sites with at least two visits per each school site throughout the year.</p> <p><b>Site Guest Teachers (SGT)</b> - Ten out of twenty SGTs were hired in late August and early September. By the end of December, ten more SGTs were hired. The SMBSD Human Resources Department continued to actively recruit to fill all positions by December. Five SGTs supported each cluster team (four elementary sites and one junior high school) on Tuesdays,</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (unit 1508 &amp; 1905)            Supplemental and Concentration            \$1,330,563</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (unit 1508 &amp; 1905)            Supplemental and Concentration            \$717,360</p>

Wednesdays, and Thursdays. One SGT supported their assigned home school site on Mondays and Fridays. SGT provided release time/coverage for grade level teams, vertical teams, and site leadership teams. Teams were able to meet on a more regular basis in order to develop support plans, set goals for students, monitor progress, and evaluate the effectiveness of site intervention programs.

**EFFECTIVENESS:** The LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the classroom coverage for release time through Curriculum Substitutes and Guest Teachers at a rate of 69%, an increase of 13% over the previous year. Further survey data indicates providing this service has increased teacher's learning as well as provided the necessary collaboration and planning time for grade level teams, vertical teams, leadership teams and departments. We believe that the action and service has not been as effective as possible this year due to the inability to fill all positions at the beginning of the year and to the SGT's and Curriculum Substitutes being pulled at times to cover classes due to the continuous sub shortage district-wide.

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.10 Lead Learners (certificated teacher paid at an hourly rate)</b>  <b>Explanation</b> - The district will restructure the Lead Learner program by decreasing the support of Lead Learners for English language arts, mathematics, science, English Language Development, and social studies. The district will provide two Technology Lead Learners per school site for the beginning half of the school year in order to better assist teachers and administrators in the implementation and integration of the California Computer Science Standards. The district will review the program in December 2018 with stakeholders to determine how the program will proceed for the remainder of the year.</p>	<p><b>1.10 Lead Learners</b> were not hired due to the lack of staff available to facilitate meetings to review, organize, and evaluate the program at the beginning of the year. Site and district administration are currently in the process of determining modifications that need to be made in order to hire technology lead learners for the 2019-20 school year. We were unable to measure effectiveness due to not hiring Lead Learners.</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (unit 1512)            Supplemental and Concentration            \$49,000</p>	<p>3000-3999 - 1000-1999:            Certificated Personnel Salaries            (unit 1512)            Supplemental and Concentration            \$0</p>

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.11 Enrichment &amp; Extended Day Opportunities</b>  <b>Explanation</b> - The district will continue and increase appropriate and effective Enrichment and Extended Day Learning Opportunities. The district will increase learning opportunities according to our students' needs. The district will provide comprehensive Extended Day</p>	<p><b>1.11 Enrichment &amp; Extended Day Opportunities</b> - The following programs were provided by the district in 2018-19 for targeted groups of English Learners, Foster Youth, and Low Income students:            1) <b>STEM College Residential Program - STEM College Residential Program:</b> Thirty junior high students participated in the STEM/Engineering Possibilities in</p>	<p>5000-5999: Services And Other Operating Expenditures            (unit 1629 &amp; partial 1720)            Supplemental and Concentration            \$59,600</p> <p>3000-3999 - 1000-1999:            Certificated Salaries            (unit 1701)            Supplemental and Concentration            \$0</p>	<p>5000-5999: Services And Other Operating Expenditures            (unit 1629 &amp; partial 1720)            Supplemental and Concentration            \$59,600</p> <p>3000-3999 - 1000-1999:            Certificated Salaries            (unit 1701)            Supplemental and Concentration            \$0</p>

Programs with opportunities for remediation, enrichment, the arts, physical education and homework support. These classes/programs will be monitored throughout the year. Opportunities will include the enrichment STEM College Residential Program For Talented Youth and the SMBSD Robotics Program. The STEM College Residential Program will increase junior high students' learning as well as provides a college and career readiness experience. This, in turn, will strengthen the students' critical thinking and decision-making skills as well as assist parents in understanding the university application process, financial aid, and scholarship process.

College (EPIC) Residential Program at California Polytechnic University in San Luis Obispo from July 8-13, 2018. EPIC introduced these students to the varied field of engineering through hands-on labs taught by university professors and industry professionals. Twenty seventh grade and ten eighth grade students participated in the residential program. The student demographics are: 50% female and 50% male; 65% Hispanic, 19% Caucasian, 6% Filipino, 6% African American and 3% Native American; 61% Redesignated, 29% English Only and 10% English Learners.

**EFFECTIVENESS:**

The results of the mid-year math interim assessments from fall 2018 for 20 participants who are currently enrolled in eighth grade showed a positive growth, with 45% of students exceeding the math standards. The pre-post survey data indicated that: 64% of students reported on the post-survey that they like engineering compared to 53% on the pre-survey. 56% reported on the post-survey that they want to pursue an engineering career, compared to 41% on the pre-survey. 46% of students reported programming, coding and software engineering were their favorite subjects in EPIC, and password hacking lab, programming robots, cyber security, and app building were their favorite lab projects.

**2) Robotics Extended Day classes** - Approximately 224 student participants across nine sites attended robotics/STEM classes during 2018-19. These robotic and STEM classes were taught at two junior high schools and seven elementary schools during their extended day programs. Participants met an average of one to two hours a week over a twelve-week period. Additionally, two of the teams participated in two Saturday competitions.

**EFFECTIVENESS:** The Lego Robotics program cultivated and developed student interest in math and sciences through STEM activities using activities that foster students' ability to work as a team towards identified goals. The LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the increase of enrichment and extended day opportunities at a rate of 88%, an increase of 18% over the previous year. A majority of parents and community members surveyed (86%) reported being satisfied or very satisfied with the district providing enough opportunities for children to participate in afterschool programs. This is an increase of 22%.



## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.12 Teacher on Special Assignment (TOSA)</b>  <b>Explanation</b> - The District will continue to provide five Teachers On Special Assignment (certificated full-time teachers) to help support teachers in the teaching of mathematics, English language arts, science and technology methodologies, support professional development, and collaborate with teachers and administrators district-wide. The district will increase TOSA support by hiring two additional teachers in order to integrate and align college and career readiness efforts across all sites and to promote curriculum integration through technology.</p>	<p><b>1.12 Teacher on Special Assignment (TOSA)</b> (full-time certificated teacher) - The district continued to fund five additional TOSAs. In addition, the district hired two more TOSAs. These two additional TOSAs provided support in order to integrate and align college and career readiness efforts across the district and to promote curriculum integration through technology. All seven TOSAs provided professional learning to teachers, administrators, and instructional assistants. The content of the professional learning included English Language Arts, English Language Development, mathematics, science, assessment, integrated and aligned college and career readiness, and technology. TOSAs led the majority of the After School Institutes (ASI) districtwide. Providing ASIs, through a module and/or coaching approach, led to the success in attendance and established a continued relationship between the TOSAs and individuals at school sites. They also provided one-on-one coaching, and supported grade level and vertical collaboration.  <b>EFFECTIVENESS:</b> TOSAs provided over 200 trainings and or coaching sessions either afterschool, at sites, by grade</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (partial unit 1519)            Supplemental and Concentration            \$850,990</p> <p>5000-5999: Services And Other            Operating Expenditures            Supplemental and Concentration            \$0</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (partial unit 1519)            Supplemental and Concentration            \$805,220</p> <p>5000-5999: Services And Other            Operating Expenditures            Supplemental and Concentration            \$200</p>

levels and/or through individualized meetings. These trainings included all content areas, in addition to technology. The LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the TOSA support for collaboration and professional learning at the rate of 83%, an increase of 21% over the previous year. Based on further staff survey data, ASIs were ranked a 94% of satisfied or completely satisfied by staff. This is a 4% increase from last year.

### Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.13 Fine Arts Programs</b>  <b>Explanation</b> -The funding for the district’s Visual and Performing Arts Program will assist with the goal of strengthening 21st -century collaboration, communication, innovation, critical thinking skills and academic skills. The district will continue to fund five band teacher positions that prior to implementation of LCFF were supported by categorical resources. In addition, the district will continue to fund four Band Teachers to support the elementary and junior high band programs. Visual and Performing Arts Personnel will continue to provide students rich instruction in fine arts (including art, dance, music, and theater). Instructional materials and instruments will be</p>	<p><b>1.13 Fine Arts Programs</b> - The district continued to fund five Band Teachers (full-time certificated positions) and four additional Band Teachers (full-time certificated positions) to support the elementary and junior high band programs. In order to support Fine Arts, the district continued to provide:</p> <ul style="list-style-type: none"> <li>beginning and advanced band instruction via a pull-out and after school program for students in fourth through sixth grades who choose to participate (1.5 hours of instruction per week)</li> <li>ten 45 minutes’ music lessons for all third grade students</li> </ul>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1516, 1523, 1716) &amp; Mgt 7410, Unit 0000 Supplemental and Concentration \$1,028,357</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$118,685</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$317,127</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1516, 1523, 1716) &amp; Mgt 7410, Unit 0000 Supplemental and Concentration \$1,068,616</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$114,653</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$295,709</p>

provided to students for instruction. The intent to support school programs is to help students develop social and physical skills, provide students exposure and interest within the Fine Arts program, and increase students involvement in school and community events held throughout the year. The district will continue to develop a district-wide Fine Arts Master Plan that is aligned with CCSS and each school site's SSPA.

- an additional 160 instruments and additional supplemental music supplies
- each elementary site an allocation of \$25 per student to provide services in the area of Fine Arts. All 16 Elementary Schools provided Visual and Performing Arts access through lessons provided by resident artists in dance, theater, music, or visual arts as provided by Children's Creative Project
- additional assemblies, field trips to performing arts centers and extended day programs were provided
- resources to support Fine Arts performances and/or events (20 out of the 20 school sites had students who participate in school site or district level Fine Arts performances and/or events)

In addition, the district continued to develop a districtwide Fine Arts Master Plan and two music meetings were held in order to provide collaboration and planning time amongst the Band Teachers.

**EFFECTIVENESS:** As reported on the state dashboard for Priority 2, Local Indicator #7, all school sites reported that students had access to Visual and Performing Arts. It was also noted that most teachers integrated art throughout all content areas of the curriculum.

Quantitative data for students who participated in fourth through sixth grade band classes indicates a decrease in the average scale growth score in English Language Arts (ELA) on the CAASAP for both fourth and sixth grades and only a slight (2.3 point) growth for fifth grade students. In addition, these same students showed a slight overall increase in Mathematics with the exception of fourth grade that grew 2.8 points fewer than the all students group. The LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the increase of student exposure to Fine Arts through visual and performing arts programs and instruments at the rate of 75%, an increase of 3% over the previous year.

**Action 14**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.14 Extended Day Learning Explanation</b> - In order to ensure English learners, students who are identified as Low-Income, and students who are at-risk are able to have appropriate opportunities for intervention, reteaching and increased learning, the district will provide increased extended day classes and intersession services. The district will provide appropriate and effective Extended Day Learning Opportunities. The district will increase these learning</p>	<p><b>1.14 Extended Day Learning – (duplicated 2.8)</b> - Extended Day Classes (site specific), Saturday School, Summer School, Intersession, and other classes continue to be implemented district-wide to provide additional support to students in ELA/ELD, math, science, social studies, arts, and study skills. <b>EFFECTIVENESS:</b> The following programs were provided in 2018-19:</p>	<p>1000-1999: Certificated Personnel Salaries Duplicate (unit 1627, 1628 &amp; partial 1720 &amp; partial 1701) Supplemental and Concentration \$1,414,954</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$350,337</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1627, 1628, &amp; partial 1720 &amp; partial 1701) Supplemental and Concentration \$1,200,798</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$401,965</p>

opportunities according to our students' needs. These classes will be monitored throughout the year. Opportunities will include extended day individual school site classes, Primary Jumpstart, Winter Intersession, Saturday School, Summer School, and Newcomer classes. The district will expand the current Summer School program by increasing student enrollment at individual school sites throughout the district that participate in the summer school program.

**1) Summer Kinder Bridge:** In June-July 2018, 333 incoming kindergartners participated in the Kinder Bridge program at 13 school sites. A total of 42 teachers and 22 bilingual instructional assistants were hired for the 22 Kinder Bridge classes. The program was provided for 10-15 days and had an average attendance rate of 86.76%. Classes included cognitive, physical, socio-emotional and language developmental activities to prepare the students for kindergarten. The results of the Kindergarten Student Entrance Profile (KSEP) administered in August 2018, indicated that the Kinder Bridge participants had an average of 73.54% mastery on the 12 essential school readiness indicators. The district will continue funding the summer Kinder Bridge next year. The program will be expanded to all 16 elementary schools and will be provided for 15 days in June 2019.

**2) Site Summer School:** In June-July 2018, 1,595 students in grades kindergarten through eighth participated in a 2-week and 3-week summer programs at 13 school sites and Allan Hancock College. The average attendance rate at the site summer programs was 75.28%. A total of 108 teachers and 66 bilingual instructional assistants were hired for the site summer programs. Classes included ELA, ELD, math, STEM, PE and Arts lessons. The

3000-3999: Employee Benefits Supplemental and Concentration \$374,552

4000-4999: Books And Supplies Supplemental and Concentration \$307,432

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$365,126

3000-3999: Employee Benefits Supplemental and Concentration \$300,254

4000-4999: Books And Supplies Supplemental and Concentration \$250,007

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$400,046

results of the pre-post tests indicated average score gains of 12.37% in ELA and 20.11% in math. Stakeholders, including all board members, decided to allocate additional funds towards site specific programs for 2018-2019. The allocation per school has been increased from \$50,000 to \$75,000 for Summer School. Two elementary schools received additional funding to expand their summer programs school-wide. The site summer programs will be provided for 15 days at 13 elementary schools and for 10 days at the 4 junior high schools in June 2019. In order to better service our students, the district will continue to expand the site summer programs to all schools next year.

**3) District Summer School:** 1,220 students from preschool-eighth grade participated in the 4-week district summer program held at Battles and Bruce schools from June-July 2018. English Learners, Newcomers, Homeless, Foster, and Migrant students from 16 elementary schools and 4 junior high schools who were farthest from meeting the state standards attended the district summer programs. The average attendance rate was 73.25%. Classes included ELA, ELD and math interventions. 46 teachers, 50 bilingual instructional assistants and 14 Cal-SOAP Tutors were hired for the district summer programs. The results of the pre-

post tests showed average score gains of 8.55% in ELA and 13.42% in math. Additional LCAP funding will be allocated for migrant and special education summer programs in June-July 2019.

**4) District Saturday School:** In 2018-19, the District Saturday School was provided at Adam school for 22 Saturdays (11 Saturdays in fall and 11 Saturdays in winter/spring). English Learners, Foster, Homeless and Migrant students that were farthest from meeting the ELA and math standards and identified as most in need of academic support were invited to participate in Saturday School. A total of 715 students from preschool-eighth grade participated in the fall Session. Student attendance was low in the fall session, having an average attendance rate of 58.80%. Classes included ELA, ELD and math interventions, DLI, preschool, and speech and debate. 27 teachers, 28 bilingual instructional assistants, seven bus monitors, seven student supervisors, one computer tech, one nurse, 2 custodians, one administrator, one community liaison and one office clerk were hired for the program. The results of the pre-post tests for the fall session (11 weeks) showed average score gains of 11.97% in ELA and 19.25% in math.

**5) Site Extended day:** Extended day classes were offered at the site level. Schools offered extended day classes according to

Low Income, Foster Youth, and English Learner needs. Specifically, extended day intervention classes at all 20 sites included reading, math, homework club and ELD. All classes included a pre-test and post-test. Site extended learning classes run until the last week of school. At stakeholder meetings and two board study sessions, the data was reviewed for all summer school programs. Stakeholders, including all board members decided to allocate funds towards site specific programs for 2018-19. Each elementary school received \$6,875 and each junior high received \$30,000 for their site extended day programs. Seven schools received additional funding to expand their programs. In order to better service our students, the district will continue to expand the site extended day programs next year.

**Action 15**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.15 Provide student access to GATE</b>  <b>Explanation</b> - The district will continue to provide increased support to the GATE program. The support will include professional development, on-line assessments, parent education, and further enrichment opportunities for our students.</p>	<p><b>1.15 Provide student access to GATE</b> – There are currently 166 GATE Certificated teachers. 12 teachers received certification this year. In addition, over 75 teachers attended one or more types of GATE training. 395 students were referred for GATE testing this year with a slight increase from last year. 164 students were identified for GATE, which is a slight decrease from 2017-18. Overall,</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1724)            Supplemental and Concentration \$0</p> <p>2000-2999: Classified Personnel Salaries            Supplemental and Concentration \$100</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1724)            Supplemental and Concentration \$875</p> <p>2000-2999: Classified Personnel Salaries            Supplemental and Concentration \$0</p>



1,247 students are GATE in SMBSD (7.62% which closely matches the state average). Of those, 73.94% are English Language Learners.

Due to additional resources:

- all second grade students were assessed through the Cognitive Abilities Test (CogAT)
- students in third through eighth grade that were recommended for testing used the CogAT assessment tool
- families were invited to a Literacy conference, a presentation on Bullying Prevention and a Hands on Approach Enrichment Night for parents and students together
- numerous learning opportunities including book studies, webinars, conferences, and district-provided professional learning were provided to GATE teachers/administrators in the district
- a Teacher on Special Assignment (TOSA) provided over 60 hours of GATE training for district personnel

**EFFECTIVENESS:** The LCAP Staff Survey data indicated that staff members were satisfied or very satisfied or with providing student access to GATE at a rate of 84%, an increase of 17% over the previous year. Quantitative data for students who participated in GATE for grades fourth through seventh showed an overall

3000-3999: Employee Benefits Supplemental and Concentration \$26

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,387

4000-4999: Books And Supplies Supplemental and Concentration \$18,487

3000-3999: Employee Benefits Supplemental and Concentration \$49

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,995

4000-4999: Books And Supplies Supplemental and Concentration \$15,793

decrease in the average scale growth score for English Language Arts (ELA) on the CAASAP with the exception of fourth grade students who showed growth of 7.7 points. The students in fourth, sixth and seventh grades showed growth in Mathematics, while students in fifth grade showed a decrease in the average scale growth score in Mathematics.

## Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.16 Strengthen districtwide support systems, processes and practices that support student learning</b>  <b>Explanation</b> -The district will expand and strengthen functions that support systems, processes and practices that support student learning. This includes the LCAP office (LCAP Coordinator, Curriculum Secretary, and LCAP Secretary II positions), data management, business management, and other centralized district operations. It further includes an expansion of the support provided to school sites which will enhance collaboration that will increase student academic achievement. Additionally, the district will continue to support services under the project office. This includes increasing support at the site level by fully funding the Project Clerk position and partially funding</p>	<p><b>1.16 Strengthen districtwide support systems, processes, and practices that support student learning</b> – The district continued to maintain and enhance school support through systems, process and practices that bolster student learning. The following positions including LCAP Coordinator, Curriculum Secretary, and LCAP Secretary II continued to support district-wide and school site implementation of our plan and other support services. Twenty full time projects clerks continued in their positions at each school site. Two Budget Technicians were hired in July, the Director of School Support was hired in early September, the Supervisor of Instructional Materials Center was hired in October, and the Program Specialist of Health Services was hired in October. One of the</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1636,1704,1705, 1901, 1902, 1903, 1907,1908,1909) Supplemental and Concentration \$927,092</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,439,252</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$1,275,669</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$46,770</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,045</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1636, 1704, 1705, 1901, 1902, 1903, 1907, 1908, 1909) Supplemental and Concentration \$818,263</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,460,146</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$1,102,768</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$28,908</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$21,971</p>

**several** positions in the office that support the implementation of LCFF.

The Project Clerks assist with categorical programs, data entry and parent communication. To more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level, five specific roles will be established: Director, School Support; Supervisor, Instructional Materials Center; Program Specialist, Health Services; and two Secretary II positions. In addition, two Accounting Technicians Budget Control Positions will be hired to assist with the increased fiscal activity related to the LCAP. **The District anticipates a settlement with all bargaining units. The settlement will affect all certificated and classified salaries that are in the LCAP.**

Secretary II positions was not filled.

The LCAP office continued to provide support to all schools to manage the use of Supplemental and Concentration funds that were allocated to sites. Specific site needs continued to be identified through individual school sites' needs assessment.

**EFFECTIVENESS:** This year, we have greatly increased the alignment of services and support of schools in the areas of data analysis and information management to enhance academic outcomes, fiscal services management to maximize impact facilitated functions, including procurement, distribution, and evaluation of instructional materials and programs to support the district's schools. We continued to provide the necessary services and supports, a continuation of the reorganization of support services within the central office will further generate the functions, roles, and positions needed to provide the identified levels of service.

## Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.17 Advanced Via Individual Determination - AVID</b> <b>Explanation</b> - Fifteen school sites will provide AVID professional development for teachers including attendance to the summer institute</p>	<p><b>1.17 AVID</b> - Eleven elementary schools and all four junior high school sites participated in the AVID program. There were 157 teachers and 18 administrators who attended the AVID Summer</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) Supplemental and Concentration \$137,994</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) Supplemental and Concentration \$134,650</p>

and other professional development opportunities. The school sites will provide release time to further teacher professional development as it relates to AVID. School sites will purchase supplemental and ancillary materials to support AVID strategies.

Institute in 2018 and 36 teachers and six administrators who attended the AVID Path Training in March 2019, totaling 322 teachers and administrators who have now received training in AVID strategies.

**EFFECTIVENESS:** A survey was sent out to elementary AVID school site teachers and to AVID trained teachers at the junior high school sites regarding the impact AVID has had on their students. Over 100 surveys were returned and the results reflected that because of the AVID training, teachers have noticed an increase in their students':

- College Awareness
- Ability to work collaboratively
- Confidence with writing tasks
- Note-taking ability
- Ability to critically read and cite evidence from text

The LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the increase of AVID professional development and the materials to support AVID strategies at a rate of 86%, an increase of 22% over the previous year.

3000-3999 - 1000-1999:  
Certificated Salaries  
Supplemental and Concentration  
\$0

3000-3999 - 1000-1999:  
Certificated Salaries  
Supplemental and Concentration  
\$5,033

4000-4999: Books And Supplies  
Supplemental and Concentration  
\$0

4000-4999: Books And Supplies  
Supplemental and Concentration  
\$28,946

## Action 18

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

**1.18 Technology Explanation** - The district will continue to expand the ways in

**1.18 Technology** - Significant steps continued to be made to expand the way technology is used

4000-4999: Books And Supplies  
(unit 1807 & 1906)

4000-4999: Books And Supplies  
(unit 1807 & 1906)

which technology is used to support student engagement and learning by promoting the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards. This will include digital tools and digital curriculum as well as additional content-filtering and device-management hardware/software. The district will continue to develop and implement a district-wide plan to provide a free or low-cost Internet option to Santa Maria-Bonita School District students and parents in the home, including content-filtering and device-management hardware/software. Professional Learning for certificated and classified staff including conferences and training experiences will also be allocated through site and district funds. Professional learning opportunities will include online self-paced, individualized training programs. Additional classified staff will be hired in order to support after hours technology access for students and their families.

to support student engagement and student's academic success. Most notable is the expansion of devices and internet access for students at home. Targeted groups include the original pilot group of 19 classrooms, students receiving home hospital care and Newcomer students which received access to additional English Language Development support via Rosetta Stone. Increased technical support for all sites was provided with a focus on evening support for SMBSD Connected, after-school programs, and evening events by hiring one additional full time Information Technology support staff who was came on in April. The SMBSD Connected program continued to expand and provide students access to reliable technology and internet at home for approximately 19 classes across the grade levels and an additional 200 newcomer students supported by ELD Intervention Teachers for a total of approximately 700 participating students.

**EFFECTIVENESS:** Qualitative data for the SMBSD Connected program reported by both teachers and parents indicated that the SMBSD Connected program has significantly impacted both parents and students. The at-home internet and devices provided opportunities for parents to support their children, as well as being a way for them to access the internet for

Supplemental and Concentration  
\$562,818

5000-5999: Services And Other Operating Expenditures  
Supplemental and Concentration  
\$94,716

6000-6999: Capital Outlay  
Supplemental and Concentration  
\$591,349

1000-1999: Certificated Personnel Salaries  
Supplemental and Concentration  
\$2,100

2000-2999: Classified Personnel Salaries  
Supplemental and Concentration  
\$60,014

3000-3999: Employee Benefits  
Supplemental and Concentration  
\$29,435

Supplemental and Concentration  
\$895,186

5000-5999: Services And Other Operating Expenditures  
Supplemental and Concentration  
\$364,676

6000-6999: Capital Outlay  
Supplemental and Concentration  
\$0

1000-1999: Certificated Personnel Salaries  
Supplemental and Concentration  
\$0

2000-2999: Classified Personnel Salaries  
Supplemental and Concentration  
\$20,581

3000-3999: Employee Benefits  
Supplemental and Concentration  
\$8,179

their own adult learning. In addition to students' increased technical and keyboarding skills, heightened their confidence on work within the classroom. Skills such as typing essays and practicing academic skills on a device became easier, in turn, students had time in the classroom for more differentiated instruction by the teacher, and more opportunity for collaborative learning and critical thinking.

Other expansions include:

- 1) completed preparation work for proof of concept wireless antenna as initial step to provide free wireless to all SMBSD students
- 2) purchased 1,440 Chromebook for use at school sites
- 3) co-hosted eight parent technology nights for SMBSD Connected families
- 4) continued to updated audio/video equipment placed in common meeting areas to better support parent, staff, student meetings, trainings and assemblies
- 5) further professional learning for classified and certificated support (to support enhancements that were made)

**EFFECTIVENESS:** The LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the expansion of technical support, instructional programs, and professional learning at the rate of 87%, an increase of 4% over the previous year. The LCAP Parent and

Community Member survey showed an increase of 18% of parents and community members that were satisfied or very satisfied with the continuous expansion of technology noting that students had adequate access to technology.

## Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.19 Technology</b>  <b>Explanation</b> - School sites will continue to increase access to technology in order to support student engagement and learning. This includes professional development to support technology, communication, and supplemental programs. Sites will purchase appropriate technology devices for instructional purposes and student use. Sites will continue to purchase student devices for students and staff members to support based instruction. This may include purchase of computers, replacement parts, iPads, Chromebooks, Red Cat Amplifiers, RAZ-Kids, hardware, infrastructure, equipment, and software (including StarFall, Accelerated Reader, BrainPop, Successmaker, Achieve3000, SmartyAnts, and others when determined to be beneficial) and other technology replacement parts as needed.</p>	<p><b>1.19 Technology</b> - School sites continued to purchase and upgrade classroom technology devices. School sites used allocated funds to continue to increase student access, thus work continuously toward our goal of 1.1. The information technology department continued to support sites as they purchased new equipment and updated older devices. Chrome Notebooks as well as iPads were purchased (Chromebooks - 3,782 and iPads - 560). Computer labs were maintained and updated according to school site needs.  <b>EFFECTIVENESS:</b> SMBSD continues to believe that technology plays a vitally important role in an excellent 21st century education of its students, and the development of lifelong learners. The LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with the expansion of technical support, instructional programs,</p>	<p>4000-4999: Books And Supplies (partial unit 1701) &amp; Resource 0977, Unit 0000 Supplemental and Concentration \$1,186,390</p> <p>5000-5999: Services And Other Operating Expenditures Resource 0977, Unit 0000 Supplemental and Concentration \$500,000</p> <p>6000-6999: Capital Outlay Supplemental and Concentration \$0</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$0</p>	<p>4000-4999: Books And Supplies (partial unit 1701) &amp; Resource 0977 Supplemental and Concentration \$709,847</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$755,947</p> <p>6000-6999: Capital Outlay Supplemental and Concentration \$84,885</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$42,785</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$66,321</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$25,598</p>

and professional learning at the rate of 87%, an increase of 4% over the previous year. The LCAP Parent and Community Member survey showed an increase of 18% of parents and community members that were satisfied or very satisfied with the continuous expansion of technology noting that students had adequate access to technology.

## Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>1.20 Response to Intervention and Instruction</b> - Increased Certificated Teacher Tutor (hourly paid certificated teacher), Limited Assignment Teacher (part-time certificated teacher on contract that work 3 hours per day) and Intervention Teacher (full-time certificated teacher) Support</p> <p><b>Explanation</b> - Eight school sites will provide increased support in the development and implementation of quality Response to Intervention Programs and instruction. The increased support includes seven Certificated Teacher Tutors, two additional Intervention Teachers, and five Limited Assignment Teachers to support intervention and small group instruction in the area of English Language Development, English language arts, and mathematics. These additional Teacher Tutors, Intervention Teachers, and Limited</p>	<p><b>1.20 Response to Intervention and Instruction</b> - The district hired four Limited Assignment Teachers (part-time certificated teachers on contract that work three hours per day), six additional Teacher Tutors (hourly paid certificated teachers), and three Intervention Teachers for eight elementary school sites to assist classroom teachers and provide small group and one-on-one instruction to students in ELA/ELD, and math. All Teacher Tutors, Limited Assignment Teachers and Intervention Teachers are fully-credentialed.</p> <p><b>EFFECTIVENESS:</b> The LCAP Staff Survey indicated that staff members were satisfied or very satisfied with the additional increase of instructional support for students at a rate of 79%, an increase of 7% over the previous year. A majority of parents and community members surveyed (85%) reported being satisfied or</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (partial unit 1701) Supplemental and Concentration \$483,543</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (partial unit 1701) Supplemental and Concentration \$600,965</p>



Assignment Teachers will support smaller class sizes and provide direct services that will support English Learners, Foster Youth, and Low-Income students.

very satisfied with students receiving extra support in the classroom when needed, an increase of 15%.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 1 of the SMBSD 2018-2019 LCAP reads: Provide effective district and school-wide support systems, procedures, processes, materials and practices that support student learning. The actions and services within the annual update of the plan all have a focus on improving student outcomes in alignment with the goal. As written in the LCAP Highlight section and noted below, there were many actions and services within the goal that increased students' progress and overall school site performance. Some examples of notable actions and services within Goal 1 that equated to district-wide success include the following: increased school site specific professional learning that created or enhanced collaborative teams and data driven inquiries among teams, an increase of small group instruction, intervention and support for High Needs students due to additional certificated teacher support staff, the increase of school site specific expanded learning (summer school and extended learning) that lead to an increase our ability to meet students' individual needs and to provide expanded learning to include academic and enrichment opportunities, the increase of technology district-wide to include take home devices, student and family wireless home access and evening support services, an increase of opportunities for collaboration due to the Guest Teacher teams, and an expansion of our preschool program, GATE program and AVID program.

Although the actions and services that have been implemented have been successful overall, there are still areas of growth that need to be made. Positive outcomes and coordination of services across a school district that encompasses 20 schools with various challenges and needs continues to demand transitions that are consistent and overarching for all school sites and the district support service center. In the 2018-19 year, due to the collaboration within our four feeder teams of five schools (each team being comprised of one of the district's four junior high schools and the four elementary schools whose attendance boundaries are subsumed within each junior high school's attendance boundary) a movement occurred that started the process of ensuring that student learning occurs at high levels in an aligned, coherent, and sustainable manner in every classroom. Our objective is to continue to strengthen the systems, procedures, and processes in positive ways in order to continue to increase student learning. There is still a need for a more systematic plan including aligned metrics across all actions and services, Tier 1 elements with a focus on good first instructional design in every classroom and an integrated comprehensive framework that aligns academic, social emotional and behavioral learning put into place across the district. Once in place, the implementation of all actions and services within Goal 1 will increase at all school sites improving school performances and reducing the gap between actual practice and most effective practices.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district saw some growth in English Language Arts and Mathematics performance as reported on the California State Dashboard. Our primary grades, including Kindergarten, first, and second grades saw growth in almost all measures on English Language Arts benchmark assessments. We contribute performance in these areas due to the successful implementation of most of the actions and services within Goal 1.

Although not reflected in all academic areas across the district, overall the planned actions and services continued to result in greater achievement for students across the grade levels. Many of the actions and services in Goal 1 are integrated throughout our plan, which has provided necessary and aligned resources to support improvement efforts with a focus on effective practices and responsive student supports. The actions and services continue to increase our ability to provide a solid foundation for students. The greatest impact continues to be with our High Needs students who may not previously have had the opportunities or resources available to them. Actions and services using qualitative and quantitative data as most effective include the increase of integrated services including intervention services for academic, social emotional, and behavioral needs, expanded learning opportunities, and enrichment activities that we were able to offer at both the site and district level. There continues to be an enormous impact due to our ability to increase technology. We have seen profound growth in the ability for students to access technology and to use technology as a learning tool. We have also seen a profound growth in our ability to use technology as a teaching tool both at home and in the classroom. These tools continue to allow our students to engage in 21st-century skills (critical thinking, communication, collaboration, and creativity).

Other actions and services to be mentioned due to the effectiveness shown in qualitative and/or quantitative data include:

- students access to increased learning time due to increased site –specific expanded learning, including extended learning, summer school, and enrichment activities in order to better meet student needs
- an increase of opportunities for collaboration at the school site level for grade level and specific content teams to meet site specific professional learning targets through the support of Guest Teacher teams leading to increased levels of instructional efficacy and student achievement
- increased classroom support due to additional Teacher Tutors and Intervention Teachers
- increase of schools participating in the AVID program
- continued purchases of supplemental support materials
- increased library supports allowing students more access leveled reading materials

Although we continue to see an impact in regard to Professional Learning provided, several changes will continue to be made in order to narrow the focus and provide more professional learning centered on Tier 1 instructional elements with a focus on good first instructional and on essential standards that are taught at every grade level in a consistent manner in every classroom across the district. This will align academic, social emotional, and behavioral learning put within every classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material Differences - For **Goal 1** –

**1.2 Professional Learning** - The district spent \$172,927 less due to teachers being signed up for workshops and/or conferences that they could not attend due to the substitute shortage district-wide. We also had several outside contracts come in at lower cost.

**1.3 Physical Education Specialist** - The district spent \$25,166 less due to teachers hired coming in at a lower on the salary schedule than anticipated. We also had two specialist hired after the start of the school year (in Sept).

**1.4 Intervention Teachers** - The district spent \$102,469 more on Intervention Teachers due to two teachers hired coming in at a higher rate on the salary schedule.

**1.5 Technology** - The district spent \$64,664 less on Computer Lab Technicians due to a position being vacant for several months of the school year. There was also less funds used for due to school sites using Title 1 funds for site specific software.

**1.7 Library Media Clerks** - The district spent \$11,329 more on Library Media Clerks due to an increase of classified benefits that came in at a higher rate than anticipated.

**1.9 Curriculum Substitutes** - The district spent \$613,203 less on Curriculum Substitutes due to the inability to hire all 12 substitutes. Only seven were hired. Out of the seven hired, two came on after the school year started and one left in March 2019.

**1.10 Lead Learners** - The district spent \$49,000 less on Lead Learners due to the inability to plan for and fill the positions.

**1.12 Teachers On Special Assignment** - The district spent \$45,570 less on TOSAs due to one position not being filled until February 2019.

**1.13 Visual and Performing Arts** – The district spent \$14,809 more than budgeted due to an increase of cost for instruments and music purchased.

**1.14** The district spent \$259,332 less on **Extended Day Learning** due to several sites not having summer school and due to the inability to hire certificated teachers for extended day classes.

**1.16** The district spent \$281,772 less on **District-wide Support Systems that Support Student Learning** due to the Director Position not being filled until Sept. 2018, the Program Specialist of Health Services not being filled until Oct. 2018, and due to not filling one of the Secretary II positions.

**1.17** The district spent \$30,635 more on **AVID professional development** due to a higher cost for certificated teachers to attend conferences.

**1.18** The district spent \$51,810 less on **Technology** due to one IT position not being filled until April 2019 and several teachers that were signed up to go to conferences were unable to attend due to the substitute shortage district-wide.

**1.20 Response to Intervention and Instruction** – Increased Certificated Teacher Tutor and Limited Assignment Teacher Support - The district spent \$117,422 more on response to intervention and instruction support due to certificated teachers coming in at a higher rate on the pay scale than anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Goal 1** will remain as previously written. After reviewing and analyzing both qualitative and quantitative data, the actions and services will continue in 2018-19 plan unless mentioned below. We will continue to exam both qualitative and quantitative data to ensure maximum impact of each action and service. Progress monitoring for all students will continue to be done more frequently in order to ensure continuous improvement.

**The following metrics have been modified in the plan:** Metrics will remain the same except for the following metrics in primary grades.

We were able to compare between the trimesters for all primary grade levels. For kindergarten, we only had consistent data for 2017-18 and 2018-19 for some of the essential standards measured for both English Language Arts and mathematics. We are slowly working towards common formative assessment district-wide. First grade had consistent data for 2017-18 and 2018-19 for most of the essential standards measured but will be changing in the fall of 2019 to align with Common Core Standards. Baseline reading data will be collected in 2019 and essential standards will be used to measure progress. The grading metric will remain the same in 2019-20 to include Beginning, Developing, Secure, and Exceeding. For English Language Arts our first grade assessment team is working toward measuring progress in the following areas including Reading Foundations, Reading Literature and Informational Text, Writing, and Speaking and Listening. Running records will be used as an assessment tool throughout the year (2019-20).

In second grade, we were able to compare data for 2017-18 and the 2018-19 for English Language Arts and mathematics for many of the essential standards but we were unable to measure some progress in all areas due to different assessments being used. Our second grade teams are moving towards creating and using common formative assessments for English Language Arts and mathematics to be included in the next year's plan. Our second grade team is still at the early stage of working a baseline for common formative assessments that will be used both English Language Arts and Math.

**The following actions and services will be modified as reported in the Actual Actions/Services part the Annual Update for Goal 1:**

**1.2 Professional Learning** – This action and service will be modified. The district will continue to narrow our focus around professional learning that is centered on Tier 1 instructional elements with a focus on good first instruction and essential standards that are taught at every grade level in a consistent manner in every classroom across the district. There will be a focus on the new Social Studies and Science adoptions, with an emphasis of building capacity of staff in both areas throughout the school year. Outside consultants along with TOSA's will provide professional learning to support and provide job embedded coaching that is on-going and sustainable.

**1.3 Physical Education Specialists** – This action and service will be modified. Physical Education Specialist will be called Physical Education (PE) Teachers. One certificated PE Teacher will continue to be provided at each elementary school site for fourth through sixth grade classes. In

addition, PE Teachers will be hired for first, second and third grades under the same action and service. There will be 32 PE Teachers total, two per elementary school site. This effort will provide the required PE minutes by a certificated PE teachers and lower class size while providing the opportunity for small group instruction and/or intervention in ELA, ELD, and math. We will continue to strengthen our plan to track interventions provided by classroom teachers during PE instruction.

**1.6 Teacher Tutors** – This action and service will be modified. The district will continue to hire two teacher tutors per elementary school site. In addition, the district will hire two teacher tutors for each junior high school. There will be eight additional teacher tutors hired. Forty-eight total.

**1.7 Increase Library Media Clerk Positions** - Library Media Clerk positions will continue to be fully funded under the district LCAP plan. The modification is that the supervisor for our instructional materials center who supports all sites will be moved into this action and service from action and service 1.16. This in turn aligns all services within this action and service.

**1.8 Preschool Program Support** – The modification that will be made is that the Child Development Specialist Teacher on Special Assignment (full-time certificated teacher) to support all preschool programs position was changed from a Specialist position to a Director of Preschool Position.

**1.9 Curriculum Substitute Teachers & Site Guest Teachers** – The district will continue to review the Curriculum Substitute Teacher program service and its effect on professional development and the regular education substitute teacher pool to determine how the program will proceed this coming year. There will only be seven Curriculum Substitutes hired. The Guest Teachers that were included in this action and service have been moved to a new action and service in goal 1 – number 2.21.

**1.10 Lead Learners** – The district and stakeholders will continue to reevaluate the Lead Learner program for the 2019-20 school year. If the decision is made to move forward, the district will only hire two Technology Lead Learners per school site in order to better assist teachers and administrators in the implementation and integration of the California Computer Science Standards. These Lead Learners will be compensated through EWAs (Extended Work Agreements), paid at an hourly rate.

**1.11 Extended Learning Opportunities** – The name was changed from extended learning to expanded learning. The action and service description was modified to include grade-level aligned CCSS field trips, fine arts activities, assemblies, and guest speakers to support student learning in history/social studies, science, physical education, arts and technology. These will also include enrichment and comprehensive Expanded Learning Programs to include opportunities for remediation, enrichment, the arts, physical education and homework support.

**1.12 Teacher on Special Assignment (TOSA)** – The action and service will remain the same. There was a modification in the description of the action and service to include integrated and aligned college and career readiness efforts across all sites, promote curriculum integration through technology and collaborate with teachers and administrators district-wide.

**1.14 Extended Day Learning Opportunities (duplicated)** – The name of the action and service was changed to expanded learning. To better serve our students, the district will continue to expand the current expanded learning programs by increasing student enrollment for all extended day classes and continuing to have summer school classes at individual school sites throughout the district in order to best meet student needs. This will include an increase of \$25,000 per school site and an increase of the current allotted amount provided to each school site for extended day classes. These programs include our expanded learning classes at each school site, our Kindergarten Bridge classes, Winter Intersession, Saturday School, Newcomer School and our school site summer school and Migrant Summer School program.

**1.16 Strengthen districtwide support systems, processes and practices that support student learning** – As the scope of actions and services identified within the LCAP continue to expand across all 20 school sites, the impact on school site staff has been considerable. In order to continue to effectively support and facilitate actions and services and to maximize impact at school sites down to the student level, the district will continue to expand and strengthen functions that support systems, processes and practices that support student learning. This includes the LCAP office, data management, business management, and other centralized district operations. It further includes an expansion of the support provided to school sites which will enhance collaboration that will increase student academic achievement. Additionally, the district will continue to increase support at the site level by **fully funding** the project clerk position. The project clerks assist with categorical programs, data entry and parent communication. In addition, the restructuring of support services within the central office will continue to generate the functions, roles, and positions needed to provide the identified levels of service. The ongoing actions and services that will be maintained under the Office of the

Superintendent which include the LCAP Coordinator position, Director, School Support, position, the Curriculum Secretary position, the LCAP Secretary II position, the Program Specialist for Pupil Support Services and Family Engagement position (written under goal 4), the District Community Liaisons position (written under goal 4), Program Specialist, Health Services position, and two Accounting Technicians Budget Control positions for fiscal activity directly related to the LCAP. The Instructional Materials Center Supervisor position will be moved under the Curriculum and Instruction Department in order to better align services and support school sites. For the 2019-20 there will continue to be further restructuring of the LCAP office and Consolidated Projects Department (CPO). Several positions including the Clerk Typist III position, the Program Specialist under CPO position, and the Coordinator of State and Federal Programs positions will be partially funded out of LCFF supplemental concentration funds. There will be on going coordination of services between the LCAP and CPO department in order to better align the LCAP and school site plans.

The continued implication of financial processes-purchasing, requisitions, facilitation of actions and budget development, generated by the additional augmentation of services will continue to be offset by the addition of two Accounting Technicians Budget Control positions for fiscal activity directly related to the LCAP and will be reviewed in order to further support school sites and transitions between the LCAP and CPO department that will need to be made. This will include the review of the second Secretary II position that was not filled this past year within the action and service and the expansion of learning program that is being restructured and put into place in the 2019-20 school year.

**1.17 Advanced Via Individual Determination** – AVID - Although additional services were added to continue the coordination of AVID services and the efficient use of AVID strategies to further student growth, next year we will only have 13 AVID sites. Coaching support will continue in order to ensure effective to sustain growth. All four junior high schools will continue the AVID program, and will either continue or begin using the AVID Excel program as a supplemental program to help support our Long Term English Learners. Recruitment process will be equitable across the district from 6th grade to junior high schools.

**1.18 Technology** – The description of the action and service was changed due to an increase of students that will participate in the SMBSD Connected Expanded Learning program next year. The evening technology technician was not hired until the end of this year. He will continue in his position next year in order to support after hours' technology access for students and their families.

**1.20 Response to Intervention and Instruction** – the number of certificated staff will increase next year. The action and service was only modified to reflect the number of certificated staff being hired through school allocated funds.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:      Basic and Implementation of Academic Standards

## Annual Measurable Outcomes

Expected

**Metric/Indicator**  
**English Learner Progress Indicator -**  
**California School Dashboard**

**2018-19**

SMBSD students will improve in English Language Development by increasing performance measures on both AMAO 1 and AMAO 2 district-wide. Performance on the Dashboard English Learner Progress Indicator (grades 3-8) will improve to **GREEN** for all student groups.

Actual

No Performance Color was issued for English Learner Progress on the 2018 California Dashboard.  
The California Dashboard provides baseline data for English Learner Progress for 9,180 English Learners who completed the Summative ELPAC test in 2018. 56.7% of English Learners had Performance Levels 3-4 (Moderately Developed and Well Developed) (see top left hand table below). Student growth will be analyzed after the results for 2019 are released.  
An analysis of the Academic Performance in English Language Arts (ELA) and Mathematics for the **English Learners Subgroup** on the 2018 California Dashboard for **ELA** was **Yellow 57.1 points below standard and Increased 5.7 Points** and for **Mathematics Orange 74 points below standard and Maintained 2.9 Points**. It is important to

## Expected

### Baseline

The **State English Learner Progress Indicator** results show the district level at red (very low less 60.0%) and the district change has declined (by 1.5% to 10.0%).

## Actual

note that the English Learner Subgroup included all English Learners and Reclassified students in grades 3-8 (see top right hand tables below).

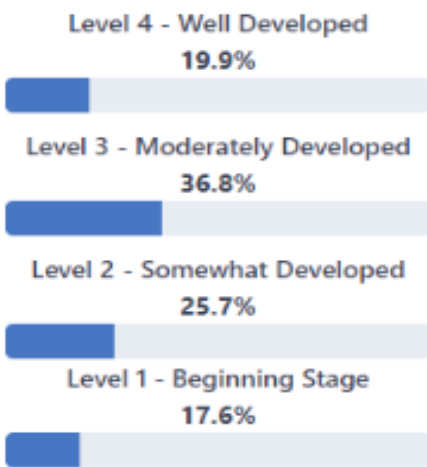
The 2018 California Dashboard also provides a comparison of the Academic Performance for **Current English Learners, Reclassified English Learners** and **English Only** student groups. The data shows that **Current English Learners were 118.5 points below standard in ELA and 121.2 points below standard in Mathematics**. The achievement gap between **Current English Learners** and **Reclassified English Learners** and their **English Only** peers increased in 2018. While Reclassified English Learners and English Only Students Maintained or Increased their scores, Current English Learners are still far below standard and Declined 3.6 points in ELA and 7.1 points in Mathematics (see tables below).

LEARN MORE  
**English Learner Progress**

All Students State

English Language Proficiency Assessments for California Results

Number of Students: 9,180



**English Language Arts**

**English Learners**

Student Group State



57.1 points below standard

Increased 5.7 Points Ⓞ

Number of Students: 7,939

**Mathematics**

**English Learners**

Student Group State



74 points below standard

Maintained 2.9 Points

Number of Students: 7,933

**English Language Arts Data Comparison: English Learners**

Current English Learners	Reclassified English Learners	English Only
118.5 points below standard Declined 3.6 Points Ⓞ Number of Students: 3,404	11.1 points below standard Maintained -2.1 Points Number of Students: 4,535	28.4 points below standard Increased 6.3 Points Ⓞ Number of Students: 2,058

**Mathematics Arts Data Comparison: English Learners**

Current English Learners	Reclassified English Learners	English Only
121.2 points below standard Declined 7.1 Points Ⓞ Number of Students: 3,403	38.5 points below standard Maintained -0.1 Points Number of Students: 4,530	58.9 points below standard Maintained 1.9 Points Number of Students: 2,059



Expected

**Metric/Indicator**

English Learner Redesignation Rate

**18-19**

English Learner Redesignation Rate:  
25% of English Learners will demonstrate achievement in acquiring English Language Proficiency as evidenced by qualifying for Re-Designation as Fluent English Proficient.

**Baseline**

The district's overall English learner Redesignation rate stood at 10.0%.

**Metric/Indicator**

AMAO 1 - Making annual progress in learning English  
AMAO 2 - Attaining English proficient level on the California English Language Development Test (CELDT):

**18-19**

All English Learners will increase by at least one proficiency level as demonstrated on the ELPAC.

Annual Measurable Achievement Objective

AMAO 1 - Making annual progress in learning English:

The percentage of ELs making annual progress in learning English for the school year

2017 -2018 is the States targeted at 63.5%.

AMAO 2 - The District's percentage of ELs with less than five years in US Schools attaining English proficient is the States targeted at 26.7%

The District's percentage of ELs with five years or more in US Schools attaining English proficient is the States targeted at 54.7%.

**Baseline**

Actual

Santa Maria-Bonita School District met the goal for the annual reclassification rate: 25.9% of English Learners were Redesignated district-wide, compared to 21.7% countywide and 13.8% statewide. The District Redesignation rate for 2018-19 showed an increase of 11% from the 2017-18 rate of 14.9%.

	Enrollment	English Learners	Fluent-English Proficient Students Rate	2018-2019 Redesignated FEP Rate	2017-2018 Redesignated FEP Rate
District Total	16,940	8,309 ( 49.0 %)	5,166 ( 30.5 %)	2,596 ( 25.9 %) +11	1,549 (14.9%)
County Total	69,379	17,815 ( 25.7 %)	17,545 ( 25.3 %)	4,517 ( 21.7 %) +5.5	3,621 (16.2%)
State Total	6,186,278	1,195,988 (19.3%)	1,391,621 (22.5%)	175,746 (13.8%) -0.8	193,899 (14.6%)

The first year of administration of the ELPAC Summative Assessment was in 2017-18. The ELPAC results show that about 19.9% of English Learners performed at Level 4 (Well Developed) and may be ready for Redesignation. This will be the baseline data that the district will use to establish the annual progress of English Learners in learning English. The annual growth will be analyzed as soon as the ELPAC results for the 2018-19 year are released. Currently, the ELPAC data is not disaggregated by number of years in US schools. Future goals many need to be modified to include: (a) Annual Progress in learning English (% of English Learners increasing one performance level per year), and (b) Annual Progress in English Proficiency (% of English Learners performing at Level 4-Well Developed).

**2017-18 ELPAC Summative Assessment**

Santa Maria-Bonita School District	
English Language Proficiency Assessment for California (ELPAC)	9,180 Students  19.9% Level 4 36.8% Level 3 25.7% Level 2 17.6% Level 1

## Expected

AMAO 1 (Percentage of ELs attaining English Language Proficiency):  
2016-17 = (4497/8535) 52.7%

AMAO 2  
(Percentage of ELs making annual progress in Learning English):

2016-17 (< 5 years in US) = (1880/10410) 11.7%%

2016-17 (5 + years in US) = (805/1764) 37.2% as of Feb. 2017

### Metric/Indicator

California Assessment of Student Performance and Progress  
(CAASPP) - ELA and Math

### 18-19

By 2019, Grades 3-8 students will decrease the percentage of all students in the "Does not Meet" by 5% and increase the percentage of all student in the "Nearly Met", "Met", and Exceeds areas by 5% on the Smarter Balanced ELA state assessments.

Data was included in the 2017-2018 annual update to track progress of the English Language Learner growth on the SBAC ELA and Math results.

By 2018 - 2019, English Language Learners Grades 3-8 students will decrease the percentage of all students in the "Does not Meet" by 10% and increase the percentage of all student in the "Nearly Met", "Met", and Exceeds areas by 10% on the Smarter Balanced ELA and Mathematics state assessments.

### Baseline

SBAC Summary

(Aggregate percentage for grades 3-8)

2016 ELA Percentages:

Standard Not Met: 44% Standard Nearly Met/Met/Exceeds: 56%

And SBAC Summary (Aggregate percentage for grades 3-8)

2016 Math Percentages:

Standard Not Met: 48% Standard Nearly/Met/Exceeds: 51%

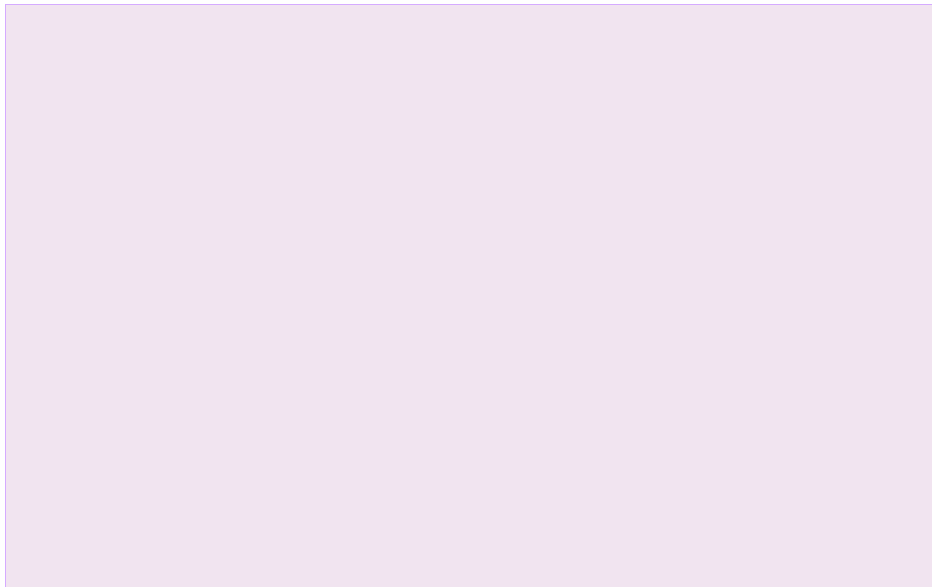
## Actual

The goals for English Learners were not met. The number of students Not Meeting Standards in English Language Arts increased by 7.26%, while the number of students who Nearly Met/Met/or Exceeded Standards decreased by 7.26%. Both numbers show a decrease in academic achievement (see table below).

SBAC 2017-18 Percent of Standard Not Met and Standard Nearly Met/Met/Exceeded English Language Arts English Learners						
Grade	2018 Standard Not Met	2017 Standard Not Met	Change	2018 Standard Nearly Met/Met/Exceeded	2017 Standard Nearly Met/Met/Exceeded	Change
3	71.62%	64.19%	7.43%	28.38%	35.81%	-7.43%
4	79.31%	75.72%	3.59%	20.69%	24.28%	-3.59%
5	87.99%	82.19%	5.80%	12.01%	17.81%	-5.80%
6	78.46%	71.09%	7.37%	21.54%	28.91%	-7.37%
7	83.52%	72.16%	11.36%	16.48%	27.84%	-11.36%
8	87.21%	74.51%	12.70%	12.79%	25.49%	-12.70%
<b>Total</b>	<b>79.96%</b>	<b>72.70%</b>	<b>7.26%</b>	<b>20.04%</b>	<b>27.30%</b>	<b>-7.26%</b>

The goals for English Learners in Mathematics were not met. The percentage of students Not Meeting Standards increased by 8.12% while the percentage of students who Nearly Met, Met, or Exceeded Standards decreased by 8.12%. Once again, these two numbers show a decrease in academic achievement for the English Learners (see table below).

Expected



Actual

SBAC 2017-2018 Percent of Standard Not Met and Standard Nearly Met/Met/Exceeded Mathematics English Learners						
Grade	2018 Standard Not Met	2017 Standard Not Met	Change	2018 Standard Nearly Met/Met/Exceeded	2017 Standard Nearly Met/Met/Exceeded	Change
3	60.77%	49.36%	11.41%	39.23%	50.64%	-11.41%
4	62.37%	54.54%	7.83%	37.63%	45.46%	-7.83%
5	87.62%	81.00%	6.62%	12.38%	19.00%	-6.62%
6	82.44%	77.75%	4.69%	17.56%	22.25%	-4.69%
7	89.54%	80.80%	8.74%	10.46%	19.20%	-8.74%
8	87.70%	83.57%	4.13%	12.30%	16.43%	-4.13%
<b>Total</b>	<b>75.17%</b>	<b>67.05%</b>	<b>8.12%</b>	<b>24.83%</b>	<b>32.95%</b>	<b>-8.12%</b>

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>2.1 English Language Development Instructional Materials - Imagine Learning Licenses</b>  <b>Explanation</b> - The district will continue to purchase Imagine Learning Licenses for our English Learners. The Imagine Learning program aligns with the current California English Language Development Standards, by grade level, English Learner proficiency level, as well as the English Language Arts (ELA) Standards.</p>	<p><b>2.1 English Language Development Instructional Materials</b> - The district purchased supplemental materials to provide additional support to English Learners (EL) as they move toward proficiency in English and literacy. Materials purchased align with the current California English Language Development Standards, grade levels, EL proficiency levels, and ELA standards. Notable supplemental academic materials purchased at the site level</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1606)                      Supplemental and Concentration \$320,000</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1606)                      Supplemental and Concentration \$320,000</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p>

Supplemental support materials will be used to support teachers in providing English Language Development during both Integrated and Designated instruction. Supplemental materials will provide English Learners the support they need in developing proficiency in English language and literacy.

included: Steps to Advance, student workbook consumables used in conjunction with curriculum from Academic Vocabulary Toolkit and English 3D, and AVID Excel. Although the use of these materials has been limited due to the comprehensive nature of newly adopted materials, qualitative data suggest that teachers still find value in including these materials in their daily lesson. To further support the English Language Development (ELD) process for all EL, supplemental materials were used in the extended day programs that include intersession, summer school, and Saturday school. The district purchased Imagine Learning (IL) licenses district-wide to improve the EL's reading and academic language skills. Imagine Learning Spanish language and literacy program was provided for the Dual Language Immersion (DLI) students at Jiménez school. Although all students in the district have access to the IL program, during the 2018-19 year EL used IL more consistently: 9,583 students used IL in 2017-18, and 7,968 students are using IL in the 2018-19 school year. Students using the IL program took program level, language, literacy and reading level assessments three times per year (pre-test, mid-year test, and post-test).

**EFFECTIVENESS:** The IL data shows significant progress in three areas:

**a) Grade Level Performance**

**Gains:** The majority of students (89%) participating in IL were not performing at grade level in the beginning of 2018-19. One of the goals of IL is to move students to grade-level activities. The program level data showed that students made progress moving to grade-level activities: The number of students working on grade-level and above-level activities increased from 11% to 17%, and the number of students working on activities two or more years below grade level decreased from 47% to 40% from August 2018 to March 2019.

**b) Language and Literacy Gains:**

The Literacy Benchmark is an adaptive test that measures the students' mastery of letters, phonics, word recognition, spelling and reading comprehension, and the Language Benchmark test is an adaptive test that measures the students' mastery of basic (Tier 1) and academic (Tier 2) vocabulary. Students demonstrated growth in language and literacy from August 2018 to May 2019, as indicated by the following pre-test and mid-year test results:

- Average growth for Transitional kindergarten - second grade (2,796 students) was  $167(665/4=166.25)$  with average of 90% ( $3.59/4=.8975$ ) of them scoring at or above target at the middle of the year

(following the second trimester).

- Average growth for third through sixth grade (1,250 students) was 52 points ( $205/4=51.25$ ) with average of 28% ( $1.12/4=.28$ ) of them scoring at or above target at the middle of the year.
- Average growth for seventh and eighth grade (39 students) was 125 points ( $250/2=125$ ) with average of 3% ( $.06/2=.03$ ) of them scoring at or above target at the middle of the year.

**c) Reading Level Gains:** Students in second through eighth also had significant growth in their reading levels, having an increase of 85L-170L in their Reading Lexile Levels from August 2018 to March 2019.

**Qualitative Data:** The assessment data indicates that students using IL have significantly improved in the program level (grade-level activities), language, literacy and reading. The district continued supporting the implementation of this supplemental program during the school day and, particularly, in extended day programs. The LCAP survey reported that 74% of affected staff being satisfied or completely satisfied with the IL and supplemental ELD materials being used. This was an increase of 5% over the previous year. In addition, 68% of affected staff report being satisfied or completely satisfied with site supplemental materials for ELs in the classroom (for

intervention classes and RTI programs). This was an increase of 25% over the previous year.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>2.2 English Language Development Professional Development</b>  <b>Explanation</b> - The district will continue to provide on-going Teacher, Classified, and Administrator Professional Development (workshops, coaching, and collaborative planning time) to support the implementation of the English Language Development Standards. The district will continue to provide professional learning time for teachers and administrators to collaborate on creating and reviewing assessments, lesson planning, content development and improved teaching strategies. The district will continue to provide ongoing Professional Development for paraeducators to include a better understanding of how to support English Language Learners and improved translating and interpreting skills. The district will continue to provide ongoing Professional Development to ensure staffs are prepared to implement effective Response to Intervention programs for our</p>	<p><b>2.2 English Language Development (ELD) Professional Development (PD)</b> – Fifty-nine hours of PD on ELD and English Learner (EL) instruction were provided to teachers this school year. A total of 122 classroom teachers participated in EL PD activities. Significant topics included: Essential Classroom Routines and Standards, Instructional Strategies for Newcomers and Long Term English Learners, and Rosetta Stone. The EL TOSAs attended 39 hours of PD at local and state conferences, including: CABC, Essential Standards, ELPAC Academy, EL Network at SBCEO, ISI Certification in Orcutt, PLC by Solution Tree, EL Roadmap by SBCEO, Immigrant Refugee and BELIEF Modules by SBCEO. All 16 ELD Intervention teachers and 17 TELL Test Coordinators met regularly to collaborate on the implementation of TELL testing to monitor ELD progress. The ELD Intervention teachers collaborated on various academic tasks such as the analysis of progress in the state language assessment and its impact on reclassification rates. This group had a calendar with</p>	<p>1000-1999: Certificated Personnel Salaries (partial unit 1606 &amp; 1701) Supplemental and Concentration \$15,000</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$12,845</p> <p>5000-5999: Services And Other Operating Expenditures Resource 0977, Unit 0000 Supplemental and Concentration \$410,461</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$5,462</p>	<p>1000-1999: Certificated Personnel Salaries (partial unit 1606 &amp; 1701) and Resource 0977 Supplemental and Concentration \$58,086</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$7,636</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$271,003</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$35,120</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$20,093</p>

English Language Learners at each site.

multiple topics related to the academic achievement of ELs and their specific needs.

**EFFECTIVENESS:** Forty-nine teacher leaders completed a survey on the implementation of the Essential Classroom Routines in 2018-19. The majority of teachers reported that many strategies learned were implemented in their classrooms. SMBSD has experienced positive results from PD and all training sessions have been well received. The qualitative data indicates a need to continue training throughout the district and for the ELD Intervention teachers and EL TOSAs to continue working in this area. Based on the notes from classroom observations and survey data, it is clear that SMBSD teachers are embracing the practices learned in the PD activities and they are improving their strategies. The LCAP Staff Survey reported that 64% of affected staff being satisfied or completely satisfied with professional development focused on ELD. This was an increase of 18% over the previous year. In addition, the LCAP Parent and Community Member Survey reported that 95% of those surveyed were satisfied or completely satisfied feeling that teachers were well trained in ELD. The district's quantitative data for our ELs shows our Redesignation rate at 25.9% an average above the county 21.7% and State 13.8%



level and an increase of 11% from the 2017-18 school year. We attribute the growth made to the professional learning and collaboration that has taken place.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>2.3 Bilingual Instructional Assistants for Primary Grades</b>  <b>Explanation</b> - The district will continue to provide Bilingual Instructional Assistants time for all Transitional Kindergarten, Kindergarten, and first grade classes. The assistants work 3.5 hours per day. The district will expand efforts to provide additional Bilingual Instructional Assistants for second and third grade classes. In a modification to this service, the number of Bilingual Instructional Assistants will increase to provide one Bilingual Instructional Assistant per second and third grade class. Bilingual Instructional Assistants will work 3.5 hours per day and provide instructional support for our English Language Learners, students who are at-risk, and Newcomers. The Bilingual Instructional Assistants assist certificated teachers in providing instruction, reteaching, and intervention. In addition, they assist in providing guidance in the student's primary language. The Bilingual Instructional Assistants support the certificated teacher by monitoring</p>	<p><b>2.3 Bilingual Instructional Assistants (BIAs)</b> continued to provide support in all Transitional Kindergarten (TK), Kindergarten (K), first grade, second grade and some third grade classrooms. For the TK and K classes, 82 out of 87 positions were filled. For first grade classes, 71 out of 76 positions were filled. For second grade classes 60 out of 75 positions were filled. For third grade classes 1 out of 59 positions were filled. SMBSD human resource department continued to recruit for open positions throughout the year. The majority of school sites used the second grade aides in both second and third grade classes in order to provide a majority of our third grade students with classroom support. The BIAs hired provided direct services to students and families at each site. Training was provided each trimester. The training provided coaching and instructional strategies to be used during small group instruction. <b>EFFECTIVENESS:</b> The number of qualified applicants limited the district's ability to hire BIAs and therefore prevented the district</p>	<p>3000-3999 - 2000-2999:            Classified Salaries            (unit 1616,1707,1801, 1911,            partial 1701)            Supplemental and Concentration            \$4,364,739</p>	<p>3000-3999 - 2000-2999:            Classified Salaries            (unit 1616, 1707, 1801, 1911,            partial 1701)            Supplemental and Concentration            \$3,050,279</p>

and reporting student progress regarding performance; translating and interpreting for students, parents, counselors, teachers, and others as assigned.

from providing all the necessary support to the classroom teachers who are working with EL who are Newcomers or Long-Term EL. The number of positions that the district was unable to fill in a timely matter also prevented the district from providing the additional support. This reduced the overall effectiveness of the service. We attribute our primary grade students' positive academic growth in ELA and mathematics on the majority of areas measured to the additional support students were provided on a daily basis by our BIAs (see data shown in goal 1). We also attribute our English Learner Redesignation positive growth of 25.9% to the support services that our BIAs provided. The LCAP Staff Survey indicated that staff members were satisfied or very satisfied with additional in-classroom support for ELs through classified bilingual instructional assistants support at a rate of 69%, an increase of 7% over the previous year. Furthermore, primary grade teachers that reported being unsatisfied were those that did not have an assistants or those that had an assistant that was not sufficiently trained. In addition, teachers that had BIAs and BIAs continued this year to note that students were provided immediate reteaching, small group instruction, and one-on-one intervention when assistants were in the classrooms. Teachers believed that providing

guidance in our students' primary language increased understanding for students. Teachers also appreciated the positive support provided by BIAs during parent-teacher conferences as well as daily parent communications. The LCAP Parent and Community Member Survey showed that 79% of those surveyed were satisfied or completely satisfied with additional classroom support, an increase of 16%.

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>2.4 One Intervention Teacher/English Learner Coach (full-time certificated teacher) per Elementary Site</b>  <b>Explanation</b> - The district will provide each elementary school site and two junior high school sites one Intervention Teacher/English Learner Coach of English Language Development. The district will increase support at the junior high level according to our English Learner needs. The Intervention Teacher/English Learner Coaches support each school site's Response to Intervention Model and provide direct instruction to our English Learner students. They will assist in the accurate placement of students in the various proficiency levels, collaborate with grade level and administrator teams, and be members of our Student Study</p>	<p><b>2.4 One Intervention Teacher/English Learner Coach (full-time certificated teacher) per Elementary Site</b> – The district provided one Intervention Teacher/English Learner Coach (EL Teacher) to every elementary school site. In addition, the district increased this support by hiring two EL Teachers in late August for two of the junior high school sites. The two junior high sites were chosen due to having the highest number of English Learners amongst the four junior high school sites. The EL Teachers supported each school site's EL student group by providing direct instruction, intervention, and additional support according to students' needs. Teachers meet with groups that varied in numbers. Some meet with as few students as 23 per day while others meet</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (unit 1702)            Supplemental and Concentration            \$2,167,810</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (unit 1702)            Supplemental and Concentration            \$2,153,290</p>

Teams. They will provide the necessary support for our Newcomers and Long Term English Learners.

with over 100 ELs per day. The same diversity was observed in terms of language and grade levels. This approach allowed Tier 1 instruction for English Language Development and additional support for all ELs. EL Teachers were able to use the TELL assessment program this year in order to measure student's needs in a timelier manner.

They worked in collaboration with grade level and administrator teams in order to assist in the accurate placement of students in the various proficiency levels and were members of our Student Study Teams.

**EFFECTIVENESS:**

The LCAP Staff Survey data indicated that staff members were satisfied or very satisfied with additional certificated English Learner Intervention teachers, coaching, and intervention efforts at the rate of 70% an increase of 21% over the previous year. A majority of parents and community members surveyed (85%) reported being satisfied or very satisfied with the additional classroom support provided to English Learners. This is an increase of 15%. In addition, a majority of parents and community members surveyed (93%) reported that teachers were well trained in teaching English Language Development.

We attribute the growth for our primary grades in many academic areas assessed in both English

Language Arts and English Language Development to the support our Intervention Teacher/ English Learner Coaches provided. These teachers reduced class size during English Language Development across the district, thus providing small group instruction and one-on-one intervention to our students who are at-risk and/or below grade level.

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>2.5 Response to Intervention and Instruction - Limited Assignment Teachers (part time certificated teachers on contract that work 3 hours per day)</b>  <b>Explanation</b> - All schools, site administrators, and district staff will provide support in the development and implementation of quality Response to Intervention Programs and Instruction. The district will continue to provide each junior high school site one certificated Limited Assignment Teacher to support intervention and small group instruction in the area of English Language Development and English language arts.</p>	<p><b>2.5 Response to Intervention and Instruction - Limited Assignment Teachers (LAT) (part-time certificated teachers on a contract that work three hours per day)</b> - Four LATs continued in their positions this year, one for each junior high school. These LAT continued to support the ELD and ELA programs at each site. At one site, the LAT taught the Newcomers English and at another site the LAT taught one period of LTEL Math and another period ELD class. The other two LATs provided support to teachers who taught the Newcomers and/or ELD classes.  <b>EFFECTIVENESS:</b> Although these teachers continued to support ELs, more work needs to be done at the four sites next year to ensure that they are able to collaborate with teachers in order to support the</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries (unit 1802)            Supplemental and Concentration            \$130,413</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1802)            Supplemental and Concentration            \$141,699</p>

Tier 1 and intervention programs at each site. These teachers also continued to be pulled to fill substitute teacher positions due to our substitute shortage on a daily basis. This in turn had a negative effect on the service that was provided and the ability to measure the effectiveness of the action and service.

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>2.6 Response to Intervention and Instruction - Teacher Tutor Support</b>  <b>Explanation</b> - All schools, site administrators, and district staff will provide support in the development and implementation of quality Response to Intervention Programs and Instruction. The district will continue to provide each elementary school site two certificated Teacher Tutors (hourly paid certificated teacher 3.15 hours per day) to support intervention and small group instruction in the area of English Language Development and English language arts. These additional Teacher Tutors will support smaller class sizes and provide direct services that will help all students but especially students who are learning English or Low-Income.</p>	<p><b>2.6 Response to Intervention and (Instruction – Teacher Tutor (duplicate 1.6)</b>            Thirty-four fully credentialed TTs (hourly paid certificated teachers) were hired by the district, two for each elementary school site. TTs assisted classroom teachers by:</p> <ul style="list-style-type: none"> <li>• providing additional academic supports to struggling students in ELA, ELD and mathematics based on student's individual needs</li> <li>• providing support in evidenced-based practices that increased opportunities for students to access and participate in the classroom</li> </ul> <p>In addition to the districts efforts, the school sites hired 10 additional TTs to provide small group intervention and instruction to High Needs students during the school day.  <b>EFFECTIVENESS:</b> The LCAP Staff Survey data indicated that staff members were satisfied or</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries duplicate (unit 1710)            Supplemental and Concentration            \$897,050</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries duplicate (unit 1710)            Supplemental and Concentration            \$896,698</p>

very satisfied with the additional certificated instructional support for each elementary school site provided by TT at a rate of 79%, an increase of 46% over the previous year. A majority of parents and community members surveyed (85%) reported being satisfied or very satisfied with children having extra help in the classroom if needed, an increase of 15%.  
 We believe that this support provided has attributed to the positive growth seen across our primary grades, as demonstrated by the data presented in goal 1. We also attribute our high reclassification rate due to the support provided to our ELs through additional certificated staff.

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>2.7 English Learner Coordinator Explanation</b> - The SMBSD will enhance English Learner achievement and language proficiency by continuing to provide an English Learner Coordinator to oversee the implementation and continuous development of the English Learner Master Plan. The Coordinator will continue to provide direction with the implementation of our English Language Development Program at each school site. The EL Coordinator will continue to collaborate with teachers and administrators</p>	<p><b>2.7 The English Learner Coordinator</b> continued in the position. The English Learner Coordinator continued to oversee the implementation of the EL Master Plan through collaboration with ELD Intervention teachers and school administrators. They continued to work with the EL TOSAs facilitating professional development, coordinating the ELPAC, Woodcock Muñoz, and TELL assessments. The EL Coordinator was involved in meetings with the project clerks, interpreters and translators,</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (unit 1602)            Supplemental and Concentration            \$158,921</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (unit 1602)            Supplemental and Concentration            \$166,717</p>

concerning English Language professional development and best strategies for teaching our English Language Learners.

DELAC, and the development and implementation of the Title III Budget. This position was also involved in the implementation of Family Literacy Nights, and the planning and implementation of extended day programs.

**EFFECTIVENESS:**

EL Coordinator met twice a month with the ELD Intervention Teacher/Coaches. Five monthly meetings were held with the interpreter/translators in Spanish and Mixtec. In order to monitor their language acquisition process, 5000 students have been assessed three times with the TELL program.

Qualitative staff survey results continued to indicate that the greatest improvement in satisfaction ratings were found in Goal 2 related to English Learner programs and support services. The collaboration that continued to occur was apparent at the site level as well as in our student's academic growth.

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>2.8 Extended Day Learning Opportunities (duplicated)</b>  <b>Explanation</b> - In order to ensure English Learners, students who are identified as Low- Income, and students who are at-risk are able to have appropriate opportunities for intervention, reteaching and increased learning, the district will</p>	<p><b>2.8 Extended Day Learning – (duplicated 1.14)</b> - Extended Day Classes (site specific), Saturday School, Summer School, Intersession, and other classes continue to be implemented district-wide to provide additional support to students in ELA/ELD,</p>	<p>1000-1999: Certificated Personnel Salaries duplicate (unit 1627,1628, partial 1720)            Supplemental and Concentration \$1,414,954</p>	<p>1000-1999: Certificated Personnel Salaries duplicate (unit 1627, 1628, partial 1720)            Supplemental and Concentration \$1,193,955</p>



provide increased extended day classes and intersession services. The district will provide appropriate and effective Extended Day Learning Opportunities. The district will increase these learning opportunities according to our students' needs. These classes will be monitored throughout the year. Opportunities will include extended day individual school site classes, Primary Jumpstart, Winter Intersession, Saturday School, Summer School, and Newcomer classes. The district will expand the current Summer School program by increasing student enrollment at individual school sites throughout the district that participate in the Summer School program.

math, science, social studies, arts, and study skills.  
**EFFECTIVENESS:** The following programs were provided in 2018-19:  
**1) Summer Kinder Bridge:** In June-July 2018, 333 incoming kindergartners participated in the Kinder Bridge program at 13 school sites. A total of 42 teachers and 22 bilingual instructional assistants were hired for the 22 Kinder Bridge classes. The program was provided for 10-15 days and had an average attendance rate of 86.76%. Classes included cognitive, physical, social emotional and language developmental activities to prepare the students for kindergarten. The results of the Kindergarten Student Entrance Profile (KSEP) administered in August 2018, indicated that the Kinder Bridge participants had an average of 73.54% mastery on the 12 essential school readiness indicators. The district will continue funding the summer Kinder Bridge next year. The program will be expanded to all 16 elementary schools and will be provided for 15 days in June 2019.  
**2) Site Summer School:** In June-July 2018, 1,595 students in grades K-8 participated in a 2-week and 3-week summer programs at 13 school sites and Allan Hancock College. The average attendance rate at the site summer programs was 75.28%. A total of 108 teachers and 66

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$350,337  
 3000-3999: Employee Benefits Supplemental and Concentration \$374,552  
 4000-4999: Books And Supplies Supplemental and Concentration \$307,432  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$303,126

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$401,708  
 3000-3999: Employee Benefits Supplemental and Concentration \$299,051  
 4000-4999: Books And Supplies Supplemental and Concentration \$248,931  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$400,046

bilingual instructional assistants were hired for the site summer programs. Classes included ELA, ELD, math, STEM, PE and Arts lessons. The results of the pre-post tests indicated average score gains of 12.37% in ELA and 20.11% in math. Stakeholders, including all board members, decided to allocate additional funds towards site specific programs for 2018-19. The allocation per school has been increased from \$50,000 to \$75,000 for Summer School. Two elementary schools received additional funding to expand their summer programs school-wide. The site summer programs will be provided for 15 days at 13 elementary schools and for 10 days at the 4 junior high schools in June 2019. In order to better service our students, the district will continue to expand the site summer programs to all schools next year.

**3) District Summer School:** 1,220 students from preschool-eighth grade participated in the 4-week district summer program held at Battles and Bruce schools from June-July 2018. English Learners, Newcomers, Homeless, Foster, and Migrant students from 16 elementary schools and 4 junior high schools who were farthest from meeting the state standards attended the district summer programs. The average attendance rate was 73.25%. Classes included ELA, ELD and

math interventions. 46 teachers, 50 bilingual instructional assistants and 14 Cal-SOAP Tutors were hired for the district summer programs. The results of the pre-post tests showed average score gains of 8.55% in ELA and 13.42% in math. Additional LCAP funding will be allocated for migrant and special education summer programs in June-July 2019.

**4) District Saturday School:** In 2018-19, the District Saturday School was provided at Adam school for 22 Saturdays (11 Saturdays in fall and 11 Saturdays in winter/spring). English Learners, Foster, Homeless and Migrant students that were farthest from meeting the ELA and math standards and identified as most in need of academic support were invited to participate in Saturday School. A total of 715 students from preschool-eighth grade participated in the fall Session. Student attendance was low in the fall session, having an average attendance rate of 58.80%. Classes included ELA, ELD and math interventions, DLI, preschool, and speech and debate. 27 teachers, 28 bilingual instructional assistants, seven bus monitors, seven student supervisors, one computer tech, one nurse, 2 custodians, one administrator, one community liaison and one office clerk were hired for the program. The results of the pre-post tests for the fall session (11 weeks) showed

average score gains of 11.97% in ELA and 19.25% in math.

**5) Site Extended day:** Extended day classes were offered at the site level. Schools offered extended day classes according to Low Income, Foster Youth, and English Learner needs. Specifically, extended day intervention classes at all 20 sites included reading, math, homework club and ELD. All classes included a pre-test and post-test. Site extended learning classes run until the last week of school. At stakeholder meetings and two board study sessions, the data was reviewed for all summer school programs. Stakeholders, including all board members decided to allocate funds towards site specific programs for 2018-2019. Each elementary school received \$6,875 and each junior high received \$30,000 for their site extended day programs. Seven schools received additional funding to expand their programs. In order to better service our students, the district will continue to expand the site extended day programs next year.

**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>2.9 Teachers on Special Assignment (TOSA) for English Learner Support Services</b>  <b>Explanation</b> - The district will continue to provide two district</p>	<p><b>2.9 Teacher on Special Assignment (TOSA) for English Learner (EL) Support Services -</b>            One of two EL TOSAs (certificated full-time teacher) continued in her</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (partial unit 1519)</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (partial unit 1519)</p>

level TOSAs (full-time certificated teacher) to help support teachers in the teaching of Designated English Language Development, coordinate English Learner methodologies, support Professional Development, and collaborate with teachers and administrators districtwide.

position and the second TOSA was hired in April 2019. These TOSAs:

- provided support to all the school sites on the appropriate implementation of Designated and Integrated ELD
- were actively involved in the organization and administration of various assessments for English Learners
- worked directly with all the ELD Intervention Teachers
- supported the implementation of supplemental programs for expanded learning programs
- provided trainings to those teachers working on extended day programs and Saturday School
- provided support to classified personnel such as the project clerks and ELPAC testers
- worked in collaboration with teachers, administrators and district staff on data analysis and research in order to best meet the needs of our English Learners

**EFFECTIVENESS:**

With their support, there have been 69 additional hours of professional learning including meetings and workshops. The LCAP staff survey reflected that

Supplemental and Concentration  
\$243,138

Supplemental and Concentration  
\$230,062

64% of teaches felt that professional development focused on ELD was more effective this year. Further survey results indicated that the greatest improvement in satisfaction ratings were found in Goal 2 related to English Learner programs and support services. The collaboration that continued to occur was apparent at the site level as well as in our student's academic growth. We also attribute the growth that our English Learners made on the ELPAC assessment as well as our high reclassification rate due to the support provided by certificated additional staff including our TOSAs.

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>2.10 Translation/Interpreter Services</b>  <b>Explanation</b> - The district will dedicate resources to improve translation/interpreter services. Translation/interpreter services will be used to provide equitable language access for students and families. The district will continue to provide two Trilingual Translators/Interpreters and three Bilingual Translators/Interpreters. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level. In addition, a stipend will be provided to designated bilingual staff</p>	<p><b>2.10 Translation/Interpretation Services</b> - SMBSB had two Bilingual Translators/ Interpreters and two Trilingual Translators/Interpreters that either started or continued work at the beginning of the school year. One bilingual position was not filled. In March 2019, one of the trilingual positions became vacant. The Human Resources department continued to recruit for this position. The interpreters provided support to our community through the translation of legal documents, as well as providing interpretation for meetings at the district and site levels. Interpreter/Translators</p>	<p>3000-3999 - 2000-2999: Classified Salaries duplicate (unit 1524,1635,1721, 1910) Supplemental and Concentration \$345,062</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>	<p>3000-3999 - 2000-2999: Classified Salaries duplicate (unit 1524,1635, 1721, 1910) Supplemental and Concentration \$276,059</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$240</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$223</p>

member(s) at each school site and department to provide translation and interpretation support for students and families.

worked to maintain closer and more effective communication through collaboration, training, and sharing of resource documents. In addition, interpreter/translators have worked with all Community Liaisons to establish glossaries of common terms and phrases for the purpose of clarity and consistency. All documents and parent information materials have been translated in Spanish. Informational videos were also recorded in Spanish and Mixtec to provide access to parents in a variety of ways. All written and audiovisual materials are available to the public on the district website. Oral interpretation was provided in the parent's primary language, including indigenous languages such as Mixtec, Zapotec and Trique, at parent meetings and events. Messages were sent through ParentSquare in the parents' primary language. Protocol for coordination of services with school sites and district personnel continued to be developed and refined to ensure we are effectively and efficiently providing a linguistically inclusive environment for our families of all cultural and linguistic backgrounds. **EFFECTIVENESS:** According to the LCAP Parent and Community Member Survey, 89% of parent and community members agreed or strongly agreed there were adequate translation/interpretation services at school, an increase of 38% over the prior year's survey

results. In addition, the LCAP Staff Survey also showed a significant increase (19%) in the number of staff reporting they were satisfied or completely satisfied with translation and interpretation services (82%).

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>2.11 Dual Language Immersion Program</b>  <b>Explanation</b> - The SMBSD will continue to implement, increase, strengthen, and monitor our Dual Language Immersion Program. The district will continue to implement and evaluate the Jiménez Elementary School Dual Language Immersion Master Plan. The district will continue to provide and increase supplemental materials and professional development in order to support the Dual Immersion program, research and practices. The district will continue to develop and implement the district wide Dual Language Immersion Master Plan that is aligned with the English Learner Master Plan.</p>	<p><b>2.11 Dual Language Immersion (DLI) Program</b> – The district continued to expand and implement our DLI Program. The DLI Task Force met nine times this year. Agenda items in the fall included reviewing of DLI Master Plan and the section of EL Master Plan addressing dual language immersion programs. The group also discussed how California policy documents address multilingual/global education and provided updates on Proposition 58 and legislation related to dual language immersion education. Discussion items on the agenda for March, April and May included the expansion of opportunities for district students to become bilingual and biliterate. This process will be addressed within the DLI Master Plan through assessment, end-evaluation, recruitment procedures, student enrollment procedures, expansion of existing programs, plans for new programs, outreach, and community involvement.</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1521) Supplemental and Concentration \$3,900</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$728</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$45,372</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1521) Supplemental and Concentration \$2,695</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$416</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$528</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$40,898</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$10,499</p>



The DLI program continued at Jimenez elementary and provided two classes per grade level for students in Kindergarten through third grade. The district continued to evaluate this program.

The DLI teachers met throughout the 2018-19 school year. Beginning in November 2018, seven meetings were held, facilitated by Santa Barbara County Education Office staff.

Major accomplishments included: completion of a student Support and Intervention Matrix, adoption of History/Social Science curriculum materials (in Spanish), and development of a grade-level model for fourth grade instructional hours by content and language percentage. As a result of work completed, comparison of baseline and end-of-the year results indicated a growth of 3.5 points in English and a 2.75 points growth in Spanish as demonstrated in table below:

	Target Language: English	Target Language: Spanish
<b>Baseline (average)</b>	<b>20</b>	<b>18.75</b>
<b>End-of-Year</b>	<b>23.5</b>	<b>21.5</b>
<b>Growth</b>	<b>+3.5</b>	<b>+2.75</b>
Student Oral Language Observation Matrix (SOLOM) Scale: Overall 25 Maximum Points N:60		

District benchmark assessment outcomes (reviewed in Goal 1) are being used to further analyze students' progress in Kindergarten, first, and second grades.

The LCAP Staff survey reported that 87% of affected staff being satisfied or completely satisfied with the dual immersion program at Jiménez elementary school and the district wide program. An increase of 36% over the previous year. The LCAP Parent and Community Member Survey showed that 92% of the parent and community members surveyed felt that the school district should expand its dual language immersion program. This was an increase of 19% from last year's results

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>2.12 Response to Intervention Programs</b>  <b>Explanation</b> - The district will continue to support specific school site's intervention programs including supplemental materials and intervention services, to increase the achievement of all students and identified subgroups. Purchases will be made including assessment programs (eg:Dibels, Go Math supplemental, Benchmark Advanced supplemental materials, Reasoning Minds, Successmaker, SWUN Math Inc.) and supplemental support materials. Training for intervention teachers, teachers, and instructional aides will be provided in order to implement the assessment tool.</p>	<p><b>2.12 Response to Intervention Programs</b> – Four elementary school sites purchased additional supplemental English Language Development (ELD)/English Language Arts (ELA) materials to support the ELD/ELA expanded learning programs and intervention services. These materials included DIBELS and Readwell. DIBELS was used to track students' levels of performance and rate improvement through progress monitoring with easy CBM Reading and the DIBELS Next assessments. Readwell was used to support the development of critical thinking skills needed to be successful readers. Teachers were able to use the program to</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) Supplemental and Concentration \$13,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$0</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) Supplemental and Concentration \$4,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$770</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$973</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$276</p>

differentiate small-group instruction and individual student practice.  
**EFFECTIVENESS:** The LCAP Staff Survey showed an increase of 15% (from 75% to 90%) in the number of affected staff members reporting they were satisfied or completely satisfied with access to Common Core aligned supplemental and support materials. LCAP Parent and Community Member Survey results indicated an increase of 16% (from 76% to 92%) of parents and community members that agreed or strongly agreed that children have the materials needed to learn at school. Further qualitative data indicates that the use of supplemental materials at these schools has been influential in academic growth.

### Action 13

Planned  
Actions/Services

**2.13 Achieve3000**

**Explanation** - Eight out of twenty schools will continue to purchase or update their Achieve3000 for students in 2nd through 6th grades. The goal of the program is to accelerate literacy and language gains for ELLs through targeted instruction in general classrooms or specialized classrooms. The Achieve3000 program will be used to supplement the CCSS in English language arts and English Language Development. Students using the acceleration program will learn grade-level content written

Actual  
Actions/Services

**2.13 Achieve 3000** –Seventeen of twenty schools purchased Achieve 3000. Two of these school sites purchased the program after reviewing positive results from other sites that had been using the program from the beginning of the year. During the 2017-18 school year, 8,646 students in second through eighth grades used the program. The Achieve 3000 supplemented program was aligned with our CCSS English language arts and English Language Development core

Budgeted  
Expenditures

4000-4999: Books And Supplies (partial unit 1701) Supplemental and Concentration \$153,368

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0

Estimated Actual  
Expenditures

4000-4999: Books And Supplies (partial unit 1701) Supplemental and Concentration \$0

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$128,137

with grade appropriate text complexity. The program can be used at home and is in both English and Spanish.

programs. Students using the acceleration program learn grade level content written with grade appropriate text complexity. The program is being used at school and at home. The program is in both English and Spanish at the student's reading level.

**EFFECTIVENESS:** Students using the Achieve 3000 program had an overall average Lexile gain of 81 points. Students in the 3rd grade showed the greatest gains with an average of 112 Lexile points. Students in the 4th, 5th, and 6th grades showed the next largest growth with increases of 98, 95 and 95 Lexile points respectively. The data indicated a positive correlation exists between the number of activities completed and the Lexile points gained by students. In addition, the curriculum provided by Achieve 3000 helped students to become college and career ready. The data indicated students have improved their college and career readiness, with 54.5% of our students meeting, exceeding or approaching the standards in this area.

## Action 14

Planned  
Actions/Services

**2.14 Professional Development Explanation** - Three school sites will continue to provide teachers with English Language Development (ELD) professional

Actual  
Actions/Services

**2.14 Professional Development** was provided at two sites to provide additional English Language Development (ELD) professional learning.

Budgeted  
Expenditures

(partial unit 1701) 5800:  
Professional/Consulting Services  
And Operating Expenditures

Estimated Actual  
Expenditures

(parital unit 1701) 5000-5999:  
Services And Other Operating  
Expenditures Supplemental and  
Concentration

development, including strategies for scaffolding instruction that enables English Learners to access core and ELD standards. Ongoing professional development and coaching will be used to build staff to provide differentiated instruction using data to guide and meet the needs of all students.

**EFFECTIVENESS:** Among other site specific training that included teacher collaboration, the California Association of Bilingual Educators (CABE) conference was attended by teachers from both sites. Qualitative data indicates that the professional learning has increased teacher’s understanding of the EL Framework, the importance of literacy and biliteracy and has provided strategies to integrate ELD across all content academic areas.

Supplemental and Concentration  
\$10,000

\$45,795

## Action 15

Planned  
Actions/Services

**2.15 Literacy-Rich Environments**  
**Explanation** School sites will continue to better meet the needs of students by providing a literacy-rich environment to increase the exposure for Low-Income students, English Learners, and Foster Youth. School sites will purchase additional supplemental instructional resources including text sets, guided reading books, magazine subscriptions, school site and classroom library books, and electronic on-line books.

Actual  
Actions/Services

**2.15 Literacy-Rich Environments**  
Resources were allocated to support literacy-rich environments at school sites and at Family Literacy events to increase the exposure for Low-Income students, English Learners, and Foster Youth. School sites continued to purchase additional books for classroom and school libraries. Additional books purchased included guided reading text book sets, magazines, digital readers, and home/school support library books. These literature resources were available to students in the classroom and to check out for use at home in support of all students being literate and having available books for daily practice. Some of the purchased resources included bilingual and multicultural books.

Budgeted  
Expenditures

4000-4999: Books And Supplies  
(partial unit 1701)  
Supplemental and Concentration  
\$29,000

Estimated Actual  
Expenditures

4000-4999: Books And Supplies  
(partial unit 1701)  
Supplemental and Concentration  
\$37,475

**EFFECTIVENESS:** Through parent/teacher conferences and other communications with teachers, parents believe access to reading materials at home is necessary to support students' reading practice outside the classroom. Parents also shared how much they appreciated the guidance at the literacy nights and conferences concerning how to help their children by reading with them even if they do not read or write either English or Spanish.

## Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>2.16 English Language Development Technology and Assessment Program (Tell - ELD Assessment Tool)</b>  <b>Explanation -</b>            Additional technology and supplemental materials including iPads and Chrome Notebooks will provide support to students struggling academically and linguistically. iPads will be used to provide academic learning through student projects that include research, classroom presentations, access to translators and educational software which enhances academic instruction. iPads will also be used for English Language Development assessments which are crucial in having accurate and timely information about the linguistic levels of each English learner.</p>	<p><b>2.16 English Language Development Technology and Assessment Program (Tell - ELD Assessment Tool)</b>            All twenty school sites used the TELL program this year. The program was used for testing English Learners in fourth through eighth grades. Five schools used the program to test students in grade first through third. One school tested students in Kindergarten. The implementation included 4,034 TELL licenses being used and 600 iPads and headsets with LCAP funds to pilot the TELL assessment. TELL assessment provides data at various levels and points of time to monitor the individual student growth in all four language domains (listening, speaking, reading, and writing), which is</p>	<p>4000-4999: Books And Supplies (unit 1809)            Supplemental and Concentration            \$285,000</p>	<p>4000-4999: Books And Supplies (unit 1809)            Supplemental and Concentration            \$285,000</p>

Knowing the areas and levels of language growth will allow the teachers to modify their instruction to meet the students' needs with a high level of accuracy; increasing the levels of language and academic achievement will lead to a higher number of students being reclassified.

crucial at the classroom level so that teachers can make decisions about instruction.

**EFFECTIVENESS:** The TELL initial exams were taken by 4,034 EIs and 2,972 students participated in the progress monitoring exam. In seventh grade, 122 students were tested with the following results: 30% scored at the limited level, 34% scored at the basic level, 30% scored at the intermediate level, 6% scored at the high level, and 0% scored at the advanced level. These results were used by the Intervention Teachers/English Learner Coaches to provide appropriate ELD instruction and intervention.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services in Goal 2 were fully implemented and found to be effective overall. The implementation of multiple changes in regard to supporting our English Learners (ELs) academic progress including an increase of expanded learning and enrichment opportunities at the site level, an increase of certificated and classified support staff, an escalation of interventions, and progress monitoring in a more consistent and timely manner all increased the effectiveness of the actions and services within the goal.

The implementation of a well-coordinated English Language Development (ELD) plan continued to yield positive results in the instruction of ELs through the Designated and Integrated ELD. The effort made to continue to improve first instruction was led by our English Learner Teachers on Special Assignment (TOSA) and or English Learner Intervention Teacher/Coaches whose main role was to provide professional learning, direct instruction to English Learners, analyze data, coach the rest of the teachers at the site on best teaching practices specifically directed to increase the academic achievement of ELs and to collaborate with the site administration on data analysis and interventions for the students. An emphasis on appropriate classroom routines and ELD strategies throughout the district continued to be another key element to increasing our student's academic success. Providing appropriate interventions and support to Newcomers and Long-Term ELs, was evident by small group

instruction that was provide on a daily basis, bilingual instructional assistant support, and an increase of students that participated in Saturday School, extended learning classes and site specific summer school.

Due to the increase of TOSAs and EL Intervention Teacher/Coaches including one at each elementary school and two to service two of our junior high schools with the highest EL enrollment, the amount of professional learning and its quality increased drastically and the direct results of these actions was a higher level of awareness of academic needs of all ELs. An emphasis was made to provide instruction and support to the various EL subgroups so that more strategic and effective first instruction and interventions were provided. It has become clearer to the SMBSD staff that not all ELs have the same academic needs. For example, special considerations were made in the instruction of the Newcomer students that may or may not have had some formal academic instruction in their countries of origin and the needs of the Long-Term ELs that were different from those who are new arrivals were all taken into consideration. Students' ELD learning needs were met due to the emphasis on each students needs. Working on meeting the unique needs has led to a higher number of reclassified students. Although we are proud of the increase that was made, there is still much work to do in reaching higher levels of academic achievement in some state assessments in the areas of ELA and mathematics compared to the rest of the student population in the district. An increased focus and a consistent plan to support our Current ELs and our Reclassified students in the areas of ELA and mathematics will be put into place to close the achievement gap.

The increased support of services through the hiring additional certificated and classified staff including two teacher tutors per elementary school site, one EL Intervention Teacher/Coach per elementary school site, bilingual instructional assistants for our primary grades, and one Limited Assignment Teacher for each junior high school site continued to be one of the most effective means to closing the achievement gap. These professionals continued to participate in specialized training geared to support each of the school sites on the most effective ways to support the needs of all English Learners. The inability to hire all of the Bilingual Instructional Assistants (BIA) limited the effectiveness of this action and services. Our Transitional Kindergarten and first grade classes had the BIA support throughout the year. Our second and third grade classes split time due to the inability to hire BIAs for third grade. This decreased the effectiveness of the support provided. Many of our teachers in the primary grades that had assistants did not have the same assistant consistently throughout the year which also decreased the effectiveness of the service provided. Hiring qualified applicants to fill all positions continued to be a challenge thus a change in the action and service will be made this next year. Second and third grade teachers will split assistants time from the beginning of the year to ensure that the service is provided in a more equitable manner in every classroom.

Hiring qualified applicants to fill all translator/interpreter positions (Bilingual Translators/Interpreters and Trilingual Translators/Interpreters) continues to be an extreme challenge. Our Human Resource department continues to recruit and hire translators/interpreters on an ongoing basis. The inability to hire translators/interpreters has decreased the effectiveness of this action and service which is duplicated in Goal 4.

Although the actions and services implemented were successful overall, there are still areas of growth that need to be made. Modification were made for several of the actions and services for the 2019-20 year in order to increase positive outcomes and coordination of services across the district for our EL student group and to monitor the academic progress of our Reclassified students. The constant analysis of language assessment will continue in order to increase our ability to meet our students needs in a timelier and consistent matter.

An emphasis will be made on providing professional learning and services focused on Tier 1 instructional elements with a focus on first instruction and essential standards that are taught at every grade classroom in a consistent manner across the district. In turn, we feel that the actions and services in our 2019-20 plan will be more effective and that we will be able in decrease the achievement gap for our student groups that are below standard.



Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services performed under this goal were effective. The greatest impact has been seen in our English Learners (EL) growth in English language proficiency and reclassification rates across the district.

Major accomplishments include:

- Santa Maria-Bonita School District met the goal for the annual redesignation rate: 25.9% of EL were redesignation district-wide, compared to 21.7% countywide and 13.8% statewide. The District redesignation rate for 2018-19 showed an increase of 11% from the 2017-18 rate of 14.9%. We contribute the implementation of the actions and services in goal 2 to this accomplishment.
- Although no performance color was issued for the EL Progress on the 2018 California Dashboard, the Dashboard provided baseline data for EL Progress for 9,180 ELs who completed the Summative ELPAC test in 2018. The results showed 56.7% of ELs had Performance Levels 3-4 (Moderately Developed and Well Developed). We anticipate that we will continue to see positive growth as we review our end of the year TELL data, our preliminary district SBAC data and end of the year third trimester district common formative assessment results.
- Our LCAP staff and parent/community member survey results reported that changes made to increase support staff including Teachers on Special Assignment (TOSA), Bilingual Instructional Assistants, Teacher Tutors, Limited Assignment Teachers and Intervention Teacher/English Learner Coaches provided necessary supports for students' district-wide. In particular, students in need of immediate reteaching, interventions, and small group instruction received immediate support and reteaching on a daily basis. It is important to note that in comparison to last year's survey results, Goal 2 had the greatest increase of staff members, parents, and community members reporting satisfied to completely satisfied with the actions and services listed in goal two. Actions and services with the greatest improvement in satisfaction included: ELD computer programs for students, Dual Language Immersion, translation and interpretation services, and Bilingual Instructional Assistants.
- An increase in the number of individual school site summer school classes in order to better meet the needs of our students resulting in an average score gains made from the pre to post assessments of 8.55% in ELA and 13.42% in mathematics.

In reviewing both qualitative and quantitative data, although all actions and services were effective there is still a need to close the achievement gap between the All student group and the EL student group on the California State Dashboard English Language Arts (ELA) and mathematics academic indicators. As reported in the expected outcomes, the dashboard data shows that Current ELs were 118.5 points below standard in ELA and 121.2 points below standard in Mathematics. The achievement gap between Current ELs and Reclassified ELs and their English Only peers increased in 2018. While Reclassified ELs and English Only Students Maintained or Increased their scores, Current English Learners are still far below standard and Declined 3.6 points in ELA and 7.1 points in Mathematics. The District has determined that the ELA and mathematics outcomes for our Current ELs demands significant improvement. Academic support for our ELs and Reclassified students' needs to be strengthened. We will continue to progress monitor the actions and service that have been put into place, review barriers preventing progress, and create a plan to increase instructional practices and strategies through professional learning and consistent support services to targeted student groups district-wide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and estimated actual expenditures include:

**2.2** The district spent \$49,196 less on ELD Professional Development due to teachers not being able to attend planned conferences and workshops due to the substitute shortage district-wide.

**2.3** The district spent \$1,314,460 less on Bilingual Instructional Assistants for Primary grades due to the delay in the hiring of Bilingual Instructional Assistants and many positions not being filled. For third grade only one position was filled. We also had several openings that became open throughout the year (following the winter break). The Human Resource department continued to recruit throughout the year.

**2.4** The district spent \$14,520 less on ELD Intervention Teacher/Coaches due to the teachers hired coming in at a lower pay rate than anticipated. One teacher was also hired after the beginning of the school year in September 2018.

- 2.5 The district spent \$11,286 more on LAT due to the teachers coming in at a lower rate on the pay scale than anticipated.
- 2.7 The district spent \$7,796 more on EL Coordinator due to the 1.5 percent raise not being calculated in at the beginning of the year.
- 2.8 The district spent \$206,712 less on Extended Day Learning Opportunities due to school sites inability to hire certificated staff to teach the classes.
- 2.9 The district spent \$13,076 less on ELD TOSAs due to not hiring one of the teachers until April 2019.
- 2.10 (duplicate of 4.3) The district spent \$68,540 less on Interpreter/Translator Services due to one position not being filled and one position becoming vacant in March 2019.
- 2.11 The district spent \$5,036 more on Dual Language Immersion program due to allocating additional funds in order to purchase Jimenez school additional bilingual library books for students to use in the classroom and school library.
- 2.12 The district spent \$6,981 less on Response to Intervention programs due to school sites not purchasing supplemental materials that they had anticipated they would need at the beginning of the year.
- 2.13 The district spent \$25,231 less on Achieve3000 due to school site spending Title 1 allocations.
- 2.14 The district spent \$35,795 more on ELD professional development due to more teachers attending the annual CAFE conference and a summer AVID Excel conference.
- 2.15 The district spent \$8,475 more on Literacy-Rich Environment due to library and class set books being more expensive than anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will remain the same. The English Learner (EL) allocations and supports will continue to be embedded throughout all four LCAP goals. The metrics that reflect the California Dashboard and Local indicators will continue to be used. We will also continue to use the Dashboard student group results in order to progress monitor achievement gaps. We will continue to progress monitor our EL student groups including Current ELs and Reclassified students.

The metrics will change to reflect the ELPAC summative assessment results.

The first year of administration of the ELPAC Summative Assessment was in 2017-18. The ELPAC results show that about 19.9% of ELs performed at Level 4 (Well Developed) and may be ready for Redesignation. This will be the baseline data that the district will use to establish the annual progress of English ELs, the ELPAC data is not disaggregated by number of years in US schools. Future goals may need to be modified to include: (a) Annual Progress in learning English (% of ELs increasing one performance level per year), and (b) Annual Progress in English Proficiency (% of ELs performing at Level 4-Well Developed).

A plan is being put to ensure that we are continuing to monitoring the progress of Current ELs and Reclassified students. This will include data from the dashboard in both ELA and mathematics as well as provide insight as to the effectiveness of our efforts to continue to ensure they are making academic progress. This change has been included in our annual update and goal for the 2019-20 year.

Progress monitoring for ELs will continue to be done more frequently in order to ensure continuous improvement for all students.

**The following actions and services will be modified as reported in the Actual Actions/Services part of the Annual Update for Goal 2:**

**2.2 English Language Development Professional Development** - SMBSD has experienced positive results from professional development and all training sessions have been well-received. The focus of professional learning will be to ensure staffs are prepared to implement effective first instruction for our ELs and provide continued support to Reclassified students.

**2.3 Bilingual Instructional Assistants for Primary Grades** - The district will continue to provide Bilingual Instructional Assistant time for all Transitional Kindergarten, Kindergarten, and first grade classes. The district will modify this action and service to provide Bilingual Instructional Assistant time that will be split equally between second and third grade classes. Bilingual Instructional Assistants will continue to support certificated teachers by monitoring and reporting student progress regarding performance, as well as translating and interpreting as assigned.

**2.4 One Intervention Teacher/English Learner Coach per Elementary Site** – The district will continue to provide each elementary school site and two junior high school sites one Intervention Teacher/English Learner Coach of English Language Development (certificated full-time teacher).

The district will increase support at the junior high level and provide two additional Intervention Teacher/English Learner Coaches for the remaining two junior high schools. These teachers will support each school site's Response to Intervention Model and provide direct instruction to our English Learners. They will assist in the accurate placement of students in the various proficiency levels, collaborate with grade level and administrator teams, and be members of our Student Study Teams. They will provide the necessary support for our Newcomers and Long-Term ELs.

**2.6 Response to Intervention and Instruction – Teacher Tutor Support** – The narrative was changed to reflect that we will continue to provide two Teacher Tutors per site for the 2018-19 year.

**2.8 Extended Day Learning Opportunities (duplicated 1.11)** -The name was changed from extended learning to expanded learning. The action and service description was modified to include grade-level aligned CCSS field trips, fine arts activities, assemblies, and guest speakers to support student learning in history/social studies, science, physical education, arts and technology. These will also include enrichment and comprehensive Expanded Learning Programs to include opportunities for remediation, enrichment, the arts, physical education and homework support.

**2.10 Translation/Interpreter Service (duplicated 4.3)** – This service will remain the same. The name of the service will change to Translation/Interpretation Services. The district will continue to recruit for one open position. The stipend program will continue to be closely monitored this next year.

**2.12 Response to Intervention Programs** –Schools will not provide additional supplemental programs using allocations from LCFF.

**2.13 Achieve3000** – The district will support all school sites either purchasing or updating their licenses for students in second through sixth grades. Seven schools will continue to use SmartyAnts for kindergarten through first grade students.

**2.14 Professional Development** – School sites will still provide professional development in the area of ELD, however the funding will not be provided through LCFF.

**2.16 English Language Development Technology and Assessment Program (TELL- ELD Assessment Tool)** – Last year's allocation provided the initial materials for the expansion of this program. The allocation for this year has been reduced because technology and supplemental materials for the TELL program will now only need to be updated according to site needs.

**2.17 English Language Development Assessment Program** – Ellevation software will be purchased and used to process EL data and track the academic growth of our EI students and improve our responsiveness to their needs. In addition, This software will help to ensure the accuracy of reclassification rates

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:      Local Climate Survey

## Annual Measurable Outcomes

Expected

### Metric/Indicator

**California School Dashboard Student Suspension Rates** for all and applicable Student Groups (Priority 6)

**2017-18**

Performance on the Dashboard - Suspension Performance Indicator (grades 3-8) will improve to **GREEN** for all student groups.

Actual

Performance on Dashboard:

California School Dashboard Student Suspension Rates for all and applicable Student Groups (Priority 6)

**All Students - Orange**

High 3.4%

Maintained -0.2%

**English Learners - Green**

Medium 2.2%

Declined -0.4%

**Foster Youth - Red**

Very High 12.9%

Maintained +0.1%

**Homeless - Yellow**

Medium 3.0%

Maintained 0.0%

Expected

**Baseline**

Performance on Dashboard:

**ALL STUDENTS - ORANGE**

Status: High (5.4%) Change: Maintained + 0.2%

**ENGLISH LEARNERS - ORANGE**

Status: High (4.7%) Change: Increased + 0.7%

Foster Youth - n/a

Homeless - n/a

**SOCIOECONOMICALLY DISADVANTAGED - ORANGE**

Status: High (5.5%) Change: Maintained + 0.2%

**STUDENTS WITH DISABILITIES - ORANGE**

Status: Very High (8.9%) Change: Declined - 0.3%

**AFRICAN AMERICAN - RED**

Status: Very High (14%) Change: Increased + 1.9%

**AMERICAN INDIAN - ORANGE**

Status: Medium (2.7%) Change: Increased + 0.3%

**ASIAN - RED**

Status: Very High 8.1%

Change: Increased Significantly + 5%

**FILIPINO - ORANGE**

Status: Medium (2%) Change: Increased + 0.4%

**HISPANIC - ORANGE**

Status: High (5.4%) Change: Maintained + 0.2%

**PACIFIC ISLANDER**

Status: Very Low (0%) Change: Maintained 0%

**TWO OR MORE RACES - GREEN**

Status: Medium (1.8%) Change: Declined Significantly -2.2%

**WHITE - YELLOW**

Status: High (5.5%) Change: Declined -1%

Actual

**Socioeconomically Disadvantaged- Yellow**

High 3.5%

Declined -0.3%

**Students with Disabilities- Yellow**

High 5.0%

Declined -0.4%

**African American - Red**

Very High 8.3%

Increase +3.8%

**American Indian – NO PERFORMANCE COLOR**

No Data

Very Low 7.4%

Increased +7.4%

**Asian - Orange**

High 4.9%

Increased +3.8%

**Filipino - Orange**

Medium 2.7%

Increased +0.4%

**Hispanic - Yellow**

High 3.3%

Declined -0.4%

Pacific Islander - N/A

**Two or More Races - Green**

Low 1.3%

Declined -3.9%

**White - Red**

High 6.6%

Increased Significantly 3.1%

**Metric/Indicator**

**Student expulsion rates** for all and applicable Student Groups

**2017-18**

The expected annual outcome for the expulsion rate for the District is to be less than 0.5%.

**Baseline**

Student Expulsion Rates

ALL - 0.0005%

**The expulsion rate for the students in the Santa Maria-Bonita**

**School District is .01%**, which is lower than both the county and the state for the 2018-2019 school year that are 0.7% and 0.8%, respectively. Goal met.

The **dropout Junior High School rate** for the 2017-2018 school year was 1. For the 2018-2019 school year, we anticipate the dropout rate will be 0.

Expected

**Metric/Indicator**  
**California Healthy Kids Survey**

**2017-18**

By June 2020, 90% of students in grade 5 will report high/moderate levels of engagement and support on the 15 key indicators of School Engagement and Supports, School Safety, Disciplinary Environment and Lifetime Substance Use School measured by the California Healthy Kids Survey.

**Baseline**

\* The California Healthy Kids Survey indicated that 67 percent of 5th graders and 63 percent of 7th graders experienced high levels of school connectedness.

\* The survey also revealed that 83 percent of 5th graders and 70 percent of 7th graders feel safe at school.

\* Students reported academic motivation at 45 percent (5th) and 42 percent (7th).

**Metric/Indicator**

**Student attendance rates** for all and applicable Student Groups (Priority 5)

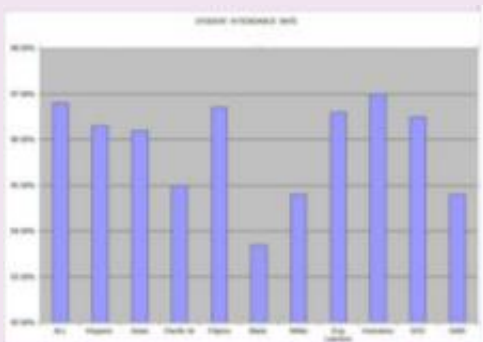
**2017-18**

Maintain above 96.75% for all and applicable Student Groups

**Baseline**

Student Attendance Rates

- ALL – 96.75%



Actual

The **California Healthy Kids Survey (CHKS)** was taken by fifth and seventh grade students at all district schools during November of 2018.

- Students in the seventh grade report high to moderate levels of **school connectedness** at 93% and fifth grade students report high to moderate levels of school connectedness at 97%.
- Students in the fifth and seventh grades reported high to moderate levels of **academic motivation** at 85% and 83% respectively
- A majority of students in the seventh (59%) and fifth grades (95%) report feeling **safe or very safe at school**

SMBSD met our goal in the area of school connectedness. Although the goal was not met for academic motivation, fifth grade students showed 4% growth and seventh grade students maintained motivation levels from the prior year. The goal for feeling safe or very safe at school was met for fifth grade students, but not for seventh grade students.

The student attendance rate for all students is 96.7%, a small decrease of .2% from the prior year.

Expected

**Metric/Indicator**

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

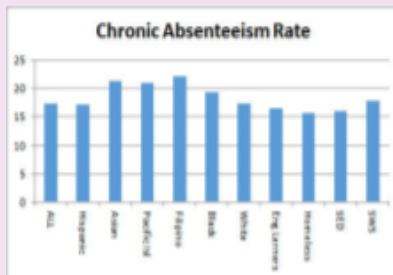
**17-18**

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

**Baseline**

Chronic Absenteeism Rates

- ALL – 6.6%



Actual

The State Dashboard reported Chronic Absenteeism for All at 6% chronically absent and Maintained with slight increase of 0.3%. Below is a summary of the Chronic Absenteeism rate as reported on California State Dashboard (including All and student groups).

District Student Groups - State Dashboard 2018	
2018	
	Priority 5
Student group	Chronic Abs
All	6% chronically abs. Maintained +0.3%
English learners	4.5% chronically abs. Maintained +0.4%
Socioeconomically disadvantaged	6% chronically abs. Increased +0.5%
Foster youth	15.4% chronically abs. Declined -13.7%
Homeless	5.3% chronically abs. Increased +0.7%
Students with disabilities	11.6% chronically abs. Maintained -0.1%
American Indian	25.9% chronically abs. Increased +15.9%
Asian	1.2% chronically abs. Declined -5.8%
African-American	12.7% chronically abs. Declined -2.7%
Filipino	3.9% chronically abs. Declined -1.2%
Hispanic/Latino	5.8% chronically abs. Maintained +0.3%
Pacific Islander	*
Two or more races	12.7% chronically abs. Increased +1.8%
White	11.8% chronically abs. Maintained -0.4%

\*1-11 Students no percentage, 12-29 percentage but no color

Expected

**Metric/Indicator**

**School climate from local indicator tool**

**Baseline from 2017-18**

The Facility Inspection Tool (FIT) results will be used as the metric to measure school facility conditions. The baseline will be used from the 2017–18 inspection results. In 2017-2018 all District Facilities were well maintained as measured by the Facilities Inspection Tool with an average of 95.082%. The district met the goal to maintain a rate of, "Good Standing" (90% to 98.99%). For 2018- 2019 the district will remain in good standing as measured by FIT.

Actual

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

1. The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California in the fall of every year. The inspection tool is used to determine if a school campus is in good repair (safe, clean, and adequate). For the 2018-19 school year, all district facilities were well maintained as measured by the FIT with an average of 95.718%. The district met the goal to maintain a rate of "Good Standing" (90% to 98.99%) even though we saw a small increase of 0.6% from the 2017-18 rating of 95.082%.
2. Perceptions of school climate were measured through surveys to stakeholder groups: staff, students, parents and community members. Students in the seventh grade report high to moderate levels of school safety and feeling school campuses are in good condition.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>3.1 School Safety and Student Support Services</b>  <b>Explanation</b> - The district will continue to implement, strengthen, and monitor a tiered system of support for students in need of behavioral and academic interventions and/or support services. The district will continue to provide a safe school environment for all students. The district will continue to provide an Assistant Principal at nineteen school sites and one Dean at each Jr. High site. These positions have been ongoing qualitative services that prior to the implementation of</p>	<p><b>3.1 School Safety and Student Support Services</b> - All school sites continue to maintain a safe, secure, healthy and positive learning environment for all students and staff.  <b>1) Assistant Principals and Junior High Deans</b> – The district provided one Assistant Principal at 19 of 20 school sites and one Dean at each junior high school site to assist in the efforts to provide a safe school environment for all students.  <b>EFFECTIVENESS:</b> The LCAP Staff Survey indicated 89% of affected staff were satisfied or</p>	<p>3000-3999 - 1000-1999:                      Certificated Salaries                      (unit 1509,1712,1510,1624,1612)                      Supplemental and Concentration                      \$3,841,593</p> <p>5000-5999: Services And Other                      Operating Expenditures                      Supplemental and Concentration                      \$1,442,600</p>	<p>3000-3999 - 1000-1999:                      Certificated Salaries                      (unit 1509,1712,1510,1624,1612)                      Supplemental and Concentration                      \$3,848,732</p> <p>5000-5999: Services And Other                      Operating Expenditures                      Supplemental and Concentration                      \$1,260,034</p>



LCFF were supported by unrestricted funds and continue in support of school site provisions of services to all students including English Learners, Foster Youth and Low-Income students. These positions have grown in quantity and quality in order to improve the academics, safety and climate at school sites.

Increases in support services will also include:

- 1) Three School Resource Officers - serviced through law enforcement agencies
- 2) One Certificated Teacher for each Jr. High Opportunity Class
- 3) Fitzgerald Community School - serviced through Santa Barbara County Education Office (SBCEO) Junior High At-Risk Class
- 4) Student Connections Programs (Second Step Pilot, Foster Youth Liaison, and Teen Court)
- 5) CAL-SOAP Tutors - These supports will continue to help increase student engagement, attendance, and a positive learning environment. They will assist students with behavioral challenges at school and provide smaller group settings that will meet their instructional needs.

completely satisfied with this action and service. Additionally, 92% of parents and community members surveyed agreed or strongly agreed that SMBSD schools were safe places for learning.

2) Two **School Resource Officers** (SRO) continued in their positions. Two additional SROs were hired; one at the beginning of the year and the other in March 2019. This provided one SRO per cluster group (four elementary schools and one junior high school per cluster).

**EFFECTIVENESS:** The SRO presence on campus provides students and officers the opportunity to interact in positive ways and also provides a sense of security for students and staff. Three of the four officers taught the Drug Abuse Resistance Education Program (D.A.R.E.) to all sixth grade students. The metric to measure the effectiveness of this action and service was the CHKS. The survey results indicated that 59% of seventh grade students feel safe or very safe at school and 95% of fifth graders feel safe at school all or most of the time. This is an increase of 4% and 15% respectively. The results further indicated that 97% of fifth grade students and 89% of seventh grade felt that there were caring adults in school. There was an increase in students' feeling of harassment and bullying as well as

an increase in rumors being spread among fifth grade students. The LCAP Staff Survey indicated 82% of affected staff were satisfied or completely satisfied with the SROs. In addition, a large majority (93%) of parents and community members agreed or strongly agreed that additional SROs increased school safety.

**3) Junior High Opportunity class-** Each junior high school had an Opportunity Teacher to assist students who are struggling with academics or behavior.

The teachers worked with smaller groups of students and have provided the academic and social supports necessary to help them engage in the learning process as well as to reduce time lost in the classroom due to suspension.

**EFFECTIVENESS:** At Tommie Kunst Junior High (Jr.High), there were five to six students placed in this classroom each period.

Students were taught ELD and study skills. Both El Camino and Arellanes Jr. Highs had a self-contained three-period class.

Students received direct instruction in ELA, Math, Science, and History. They received ELD and PE outside of the Opportunity class.

At Fesler Jr. High, the Opportunity class served as an on-campus suspension classroom for students that would otherwise have been suspended out of school.

A majority, 77% of staff surveyed reported being satisfied or

completely satisfied with Opportunity Class Teachers for junior high schools.

4) **Fitzgerald School** - Students continued to be referred to Pete Fitzgerald School on the basis of individual need and were provided with a broad course of study.

**EFFECTIVENESS:** Thirty-five students attended Fitzgerald school this year. The attendance rate of these students is 77%. Nine of thirteen students have above a 2.0 GPA. Students attending this program improved their Lexile an average of 80 points. There have been no off-campus suspensions this year and all students are currently participating in the district's truancy program.

Through April of 2019:

- 6 seventh grade students were enrolled with an average attendance rate of 86%
- 23 eighth grade students were enrolled with an average attendance rate of 77%

A majority, 77% of staff surveyed reported being satisfied or completely satisfied with Fitzgerald School services for junior high schools.

5) **Teen Court:** CADA's Teen Court Juvenile Diversion Program was utilized by SMBSD to help with behavior and disciplinary issues for their students. Teen Court used Restorative Justice practices along with an educational component including evidence-based practices that encouraged students reflect on their past

decisions and provided a framework for making educated choices in the future.

**EFFECTIVENESS:** To date, 227 students have been referred to Teen Court, more than twice the number referred the previous year. The completion rate is 88% with 102 referrals open currently.

#### 6) **Student Connection**

**Programs (SSP):** Fighting Back Santa Maria Valley (FBSMV) provided two Homeless Liaisons and one half-time Foster Youth Program Specialist. FBSMV implemented the Second Step Program (SSP) in a school-wide approach at elementary schools this year.

**EFFECTIVENESS:** SSP total unduplicated number receiving services was 1,510. FBSMV also offered The Foundations for Success program for SMBSD foster students in grades kindergarten through eighth in achieving their educational outcomes. The program specialist met with students' teachers to discuss academic deficits and creates a plan that includes regular tutoring. The students' academic progress was monitored and modified as needed. Many of the students increased their grades and qualitative data included positive feedback from the parents and students.

7) **Cal-SOAP Tutors:** Each school site received 19 hours per week of group or individual tutoring at an average of 767 students on a daily

basis, and 2,301 duplicated students are served on a weekly basis from this program. These supports continued to help promote increased student engagement, school attendance, and a positive learning environment. Tutors continued to assist students with behavioral challenges at school and provided smaller group settings to meet the instructional needs to support a positive school climate and a safe school environment.

**EFFECTIVENESS:** The metric used to measure the effectiveness of this service is the CHKS and the district's suspension rate. Overall, the district suspension rate for 2018-19 has declined by 0.2% and reported at 3.4%

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>3.2 Continue to Increase Santa Maria Valley Youth Outreach Consultant Services from part time to full time</b></p> <p>Explanation - To maintain a safe, secure, and healthy learning environment for our Low Income, Foster Youth, and English Learner students, the district will continue to implement and expand counseling services and socio-emotional, psychological, and academic support. The district will continue to increase services by providing one full-time Outreach Consultant to each school site.</p>	<p><b>3.2 Santa Maria Valley Youth Outreach Consultant Services</b></p> <p>All twenty Outreach Consultants continued for the 2018-19 year full-time positions. Outreach Consultants continued to conduct individual and group sessions at all schools related to issues of school attendance, academics, behavior, developing resiliency, asset-building (self-esteem) and anti-bullying. Thirty-two Outreach Consultants offer on-site services using evidence-based programs which is age appropriate, gender specific and culturally competent.</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1511) Supplemental and Concentration \$1,120,000</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1511) Supplemental and Concentration \$1,123,200</p>

Outreach Consultants conduct individual and group sessions at all schools pertaining to issues relating to school attendance, academics, behavior, and developing resiliency. Classroom presentations are also conducted as they relate to asset building (self-esteem) and anti-bullying. Outreach Consultants help students with peer interactions and build their self-esteem so they have positive relationships with others.

Off-Site referrals to drug and alcohol counseling, Family Outreach Advocates and community-based organizations. Outreach Consultants spent 10,331 hours one-on-one with students at SMBSD. As of March there were 1,354 referrals and 1,653 students served.  
**EFFECTIVENESS:** Each year, the CHKS was utilized to determine student perceptions about school (connectedness, staff, friends, and feelings of safety). During the November 2018 administration of the CHKS, 97% of students in the fifth grade and 93% of students in the seventh grade reported a high to moderate level of student connectedness. The percentages remain relatively unchanged from the previously administration in, which indicated feelings of school connectedness as high for fifth and seventh grade students at 98% and 92% respectively.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>3.3 Junior High Counselors and MFT Counseling Hours</b>  <b>Explanation-</b>            1) The district will continue to provide nine Junior High Counselors. These positions have been ongoing qualitative services that prior to the implementation of LCFF were supported by categorical resources and continue</p>	<p><b>3.3 Junior High Counselors and Marriage and Family Therapist (MFT) Counseling Hours.</b>            1) Junior High Counselors – nine Junior High Counselors met with administrators and leadership teams to help establish the school schedule at four junior high schools. They also met with students throughout the year to</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1711)            Supplemental and Concentration            \$67,000</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1711)            Supplemental and Concentration            \$58,000</p>

in support of school site provisions of services to all students including English Learners, Foster Youth and Low-Income students. These positions have grown in both quantity and quality. Jr. High Counselors prepare and assist students to be successful, lifelong learners. They provide career, academic, and personal/social counseling to enable students to make informed decisions toward achieving their future goals.

2) The district will continue to contract with Family Service Agency to provide 250 hours of Marriage Family Therapist Counseling services to each junior high school. MFT Counselors assist students with emotional needs that occur during the school day and throughout the school year.

provide career, academic, and personal/social counseling.

2) MFT Counseling Hours – 250 hours per junior high school site

One Marriage and Family Therapist (MFT) was contracted through Family Service Agency at each junior high school, four total. Each therapist was allocated 250 hours to distribute among the students who needed their support.

**EFFECTIVENESS:** The impact of this counseling can be seen in the results of the CHKS. During the November 2018 administration of the CHKS, 97% of students in the fifth grade and 93% of students in the seventh grade reported a high to moderate level of student connectedness.

Further data from the LCAP Parent and Community Member Survey indicated 71% of those affected agreed or completely agreed there were adequate access to MFT Counseling services at the junior high schools in the district, an increase of 6% over the previous year. This same survey names social emotional counseling for students as a service that should be increased in order to positively impact student learning and create a positive learning environment. The LCAP Staff Survey also indicated that more social emotional skill development and family support services would positively impact student learning.

3000-3999: Employee Benefits  
(Mgt 7410, Unit 0000)  
Supplemental and Concentration  
\$1,153,334

3000-3999 - 1000-1999:  
Certificated Salaries  
(Mgt 7410, Unit 0000)  
Supplemental and Concentration  
\$1,161,999

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>3.4 UCSB Academic Outreach Counselors</b>            Explanation –The district will continue to contract with UCSB to provide two Outreach Counselors to support students in the classroom with presentations and provide college and career ready opportunities. The two Outreach Counselors will continue to share knowledge with students in order to provide students with ideas and options concerning opportunities beyond elementary and junior high school.</p>	<p><b>3.4 UCSB Academic Outreach Counselors</b> –Two counselors who are contracted through UCSB continued in their current positions. These counselors continued to support students by providing information and facilitating college and career ready opportunities. These UCSB Academic Outreach Counselors have worked at all junior high schools and gave presentations regarding college and learning opportunities beyond high school to approximately students. Summaries of USCB Outreach Academic Counselor activities are below:  <b>EFFECTIVENESS:</b>            Quantitative: seventh and eighth grade students at each of the four junior high schools received 40 minute presentations on topics to help prepare them to be College and Career Ready. Notable presentation topics included: Study Skills and test Taking Strategies, Value of Homework, A-G Requirements, College Making It Happen, and Career Exploration. More than 18,400 seventh and eighth grade students participated in 451 classroom presentations. 1,785 sixth grade students participated in the “Why Go to College” presentation.</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1643)            Supplemental and Concentration            \$120,000</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1643)            Supplemental and Concentration            \$120,000</p>



Parent classes were implemented at each of the four junior high schools and 1,118 parents reached through 48 separate classes. In addition, four college and career focused events that were held at each of the cluster group junior high schools. These included presentations regarding college attendance and opportunities beyond high school. UCSB Outreach Counselors presented information on college and career readiness at five Pathway to Success events: Fesler Junior High; El Camino Junior High; Tommie Kunst Junior High; Arellanes Junior High; District Mixtec language.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>3.5 Program Specialist of School Based Services and Family Engagement Activities</b>  <b>Explanation</b> - The district will continue to provide a full-time Program Specialist to serve as a liaison between district leaders, school site administrators and SMBSD families. The Program Specialist will work with the LCAP Coordinator and Director of Pupil Services to help provide and align Behavior Support Intervention Services (PBIS), Multi-Tier Support Services, Outreach Counselor Services, Family Advocate Services, Family Engagement</p>	<p><b>3.5 The Program Specialist of School Based Services and Family Engagement Activities</b>            continued in her position. She worked collaboratively with the Director of Pupil Personnel Services and the LCAP coordinator.  <b>EFFECTIVENESS:</b> The program specialist continued to work with district leaders, school site administrators, parent leadership groups, and SMBSD families to expand family engagement efforts, connect district families to community and school resources and build the capacity of parent leaders in SMBSD. She led the</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries (unit 1803)            Supplemental and Concentration            \$137,900</p> <p>4000-4999: Books And Supplies            Supplemental and Concentration            \$5,059</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (unit 1803)            Supplemental and Concentration            \$144,798</p> <p>4000-4999: Books And Supplies            Supplemental and Concentration            \$426</p>

Activities, and College and Career Ready Services.

expansion of our parent engagement, parent education, and individual school site parent engagement activities, continued to build the parent leadership team (following taking these parents to two separate CAFE conferences) and expanded our parent education program at the district level by providing the opportunity for our DELAC and ELAC parents to attend technology parent education classes, providing parent literacy nights, and parent science education nights. She also helped lead the expansion of our parent outreach and support at the district level including providing assistance to families with registration, providing leadership around the LCAP Parent and Community Member Survey, and continuing to expand our parent communication services. She also led the district and site Community Liaisons this year. She led their monthly meetings and provided interpreter training through Just Communities.

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>3.6 Increase Night Custodians for Extended Day and Family Engagement Activities</b>  <b>Explanation</b> - The district will continue to provide the support of night custodians according to the need of our additional extended learning opportunities for English</p>	<p><b>3.6 Two additional Night Custodians</b> continued throughout the year and a third was hired. The additional Night Custodians continued to provide support to school sites as we have increased the number of extended learning opportunities.</p>	<p>3000-3999 - 2000-2999:            Classified Salaries            (unit 1645)            Supplemental and Concentration            \$242,899</p>	<p>3000-3999 - 2000-2999:            Classified Salaries            (unit 1645)            Supplemental and Concentration            \$288,284</p>

Learner, Foster Youth, and Low-Income students, additional family engagement activities and parent education classes. Two night custodians will continue in their positions and two additional night custodians will be hired. These services will continue to provide a safe, clean and productive learning environment that promotes student learning and safety. Night custodians help to ensure that school site campuses are clean, functioning, and safe during the extended day classes, activities, and family engagement events.

**EFFECTIVENESS:** The three additional Night Custodians continued to ensure that classrooms and offices are clean and functioning. These night custodians monitored and ensured that facilities including school restrooms are sanitary and accessible for students during the extended day classes, evening student activities, and family engagement activities. According to the 2019 LCAP Staff Survey, a majority of those affected were satisfied or completely satisfied with the role of Night Custodians in maintaining a safe, secure, healthy and positive learning environment for all students and staff.

4000-4999: Books And Supplies Supplemental and Concentration \$0

4000-4999: Books And Supplies Supplemental and Concentration \$9,112

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>3.7 Student Supervision and Safety</b>  <b>Explanation</b> - The district will continue to provide each school site increased supervision. Noon Duty Aide coverage will continue at the increased rate of 25% to support a safe and secure learning environment. The district will increase this coverage by additional rate of 10% for the 2018-2019 school year. This extra support provides greater coverage across the campuses during both recess and lunchtime.</p>	<p><b>3.7 Student Supervision and Safety</b>            Noon-Duty Aides' coverage increased to the allocated 35% at the beginning of the school year. There have been 56 new student supervisor aides hired since August 2018. Overall, there are 164 student supervisors in the district. These individuals ensure student safety on the school campus and take a proactive stance to preventing disciplinary incidents.  <b>EFFECTIVENESS:</b> The 2019 LCAP Staff Survey revealed that 72% of the staff affected by this</p>	<p>3000-3999 - 2000-2999:            Classified Salaries (unit 1709)            Supplemental and Concentration \$250,276</p>	<p>3000-3999 - 2000-2999:            Classified Salaries (unit 1709)            Supplemental and Concentration \$367,575</p>

effort is either satisfied or completely satisfied with the increase in supervision during the school day. This increase of greater coverage across the campuses during both recess and lunchtime continues to be necessary in order to ensure student safety.

## Action 8

### Planned Actions/Services

#### 3.8 School Climate Training and Support Services

**Explanation** - The district will sustain and increase the implementation of a Positive Behavior Interventions and Supports (PBIS) framework at all school sites for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. The framework will continue to be supplemented by a Restorative Justice system focused on positive reinforcement, relationship-reparation, and alternatives to a punitive punishment response. Appropriate professional learning will be provided to staff and supplies that reinforce the PBIS and Restorative Justice message will be purchased with this fund.

### Actual Actions/Services

#### 3.8 School Climate Training and Support Services

- The district continued to support school sites on the implementation of the Positive Behavior Interventions and Supports (PBIS) framework. Nine schools received Tier II training in PBIS and 3 schools received Tier I training in PBIS. All school sites have a PBIS coach to work with the implementation teams at their school sites and received extra training throughout year to support their work as coaches. All sites conducted a site-specific Tiered Fidelity Inventory for both Tier I and Tier II for the purpose of developing an action plan based on the results. School PBIS team members met after school throughout the year to discuss strategies, analyze data and evaluate the implementation of the program.

**EFFECTIVENESS:** The LCAP Staff Survey indicated a majority of those affected by PBIS training, 77% were either satisfied or

### Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures (unit 1727 and partial 1701) Supplemental and Concentration \$76,100

4000-4999: Books And Supplies Supplemental and Concentration \$5,370

3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$356

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0

3000-3999: Employee Benefits Supplemental and Concentration \$0

### Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures (unit 1727 and partial 1701) Supplemental and Concentration \$11,046

4000-4999: Books And Supplies Supplemental and Concentration \$19,953

3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$0

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,453

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$362

3000-3999: Employee Benefits Supplemental and Concentration \$644

completely. Our district suspension rate decreased by 0.2%.

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																		
<p><b>3.9 Safe, Secure, Healthy and Positive Learning Environment</b>  <b>Explanation</b> - To maintain a safe, secure, healthy, and positive learning environment for all students and staff, the district will continue to implement and expand counseling services and socio-emotional, psychological, and academic support for students and families and collaborate with community resources, local colleges, and industry. These actions and services include:</p> <ul style="list-style-type: none"> <li>• Bilingual(2)/Trilingual(2) Healthy Start Advocates dedicated to SMBSD to assist parents and families in connecting with services so that they are healthy and prepared for school each day.</li> <li>• Parent Project Classes/Mixtec Nurturing Parenting Class to support parents with skills to help their children at home so they are more successful in school.</li> <li>• Fighting Back Santa Maria Services (Foster Youth services).</li> </ul>	<p><b>3.9 Safe, Secure, Healthy, Positive Learning Environment</b>            1) Two Bilingual and Two Trilingual Healthy Start Advocates continued in their positions. The advocates supported Low-Income, Foster Youth, and English Learners and their families by connecting them to services in the community.  <b>EFFECTIVENESS:</b>            A total of 462 families have been served with the assistance of these Advocates including 146 Mixtec-speaking families. Services include received are as follows:</p> <table border="1" data-bbox="583 850 1041 1403"> <thead> <tr> <th>Mixtec-speaking Families Served</th> <th>2018-</th> </tr> </thead> <tbody> <tr> <td>Parent Project</td> <td>7</td> </tr> <tr> <td>Students in Transition</td> <td>10</td> </tr> <tr> <td>Foundation for Success</td> <td>1</td> </tr> <tr> <td>Check Connect Respect</td> <td>32</td> </tr> <tr> <td>Nurturing Skills for Families</td> <td>7</td> </tr> <tr> <td>Healthy Relationships (Within Our Reach/Within My Reach)</td> <td>15</td> </tr> <tr> <td>Daring to Thrive: Tunnell, Sanchez, Liberty, Adam, Jimenez, Fesler</td> <td>37</td> </tr> <tr> <td><b>Total Served</b></td> <td><b>109</b></td> </tr> </tbody> </table> <p>2) Parent Project and Mixtec Nurturing Parenting Classes were offered three times in the</p>	Mixtec-speaking Families Served	2018-	Parent Project	7	Students in Transition	10	Foundation for Success	1	Check Connect Respect	32	Nurturing Skills for Families	7	Healthy Relationships (Within Our Reach/Within My Reach)	15	Daring to Thrive: Tunnell, Sanchez, Liberty, Adam, Jimenez, Fesler	37	<b>Total Served</b>	<b>109</b>	<p>5000-5999: Services And Other Operating Expenditures (unit 1503,1604,1625) Supplemental and Concentration \$696,023</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1503, 1604, 1625) Supplemental and Concentration \$716,023</p>
Mixtec-speaking Families Served	2018-																				
Parent Project	7																				
Students in Transition	10																				
Foundation for Success	1																				
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Healthy Relationships (Within Our Reach/Within My Reach)	15																				
Daring to Thrive: Tunnell, Sanchez, Liberty, Adam, Jimenez, Fesler	37																				
<b>Total Served</b>	<b>109</b>																				

2018 -19 school year. The course offerings and participation numbers are as follows:

**EFFECTIVENESS:** Parent Project Classes/Mixtec Nurturing Parenting Classes served 48 and 64 parents, respectively with skills to help their children at home so they are more successful in school. Parenting classes have taught parents strategies for dealing with a variety of behaviors at home so that they do not occur in the school setting. This helped address and prevent negative behaviors that can occur at school. The impact of this program is reflected in the decrease in the suspension rate for the district.

3) Fighting Back Santa Maria Valley (FBSMV) Services - the district has one Foster Youth Liaison contracted through FBSMV that assisted Foster students in our schools. The Foster Youth Liaison collaborates with schools and social workers to support students. In addition, the liaison tutored students with their homework and supported students through various check-in appointments throughout the year. The Check, Connect and Respect (CCR) Program is used by Truancy Mentors to assist students with truancy issues and includes incentives and routines.

**EFFECTIVENESS:** Of the 33 Foster Youth in the district the liaison is working two to three times a week with 17 who are currently in need of assistance. Twenty Foster

Youth have received tutoring throughout the year. Forty one-on-one parent meetings have been held this school year. Truancy Mentors have delivered services to 291 students and associated results as follows:

<b>CCR</b>	<b>Number</b>
Total number of students receiving services	291
# of students whose % of days present increased from baseline to current	117
Number of students whose number of tardies have decreased	95
Number of students whose 30T have decreased	75
Number of students whose unexcused absences have decreased	118
Number of students whose discipline issues have decreased	13
Number of students whose suspension days have decreased	5

The LCAP Staff Survey indicated 84% of those affected reported being satisfied to completely satisfied with the services offered in this action and service.

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>3.10 Full-time Health Assistants</b>  <b>Explanation</b> - The district will continue to support an increase in coverage of Health Assistants. Each school site will continue to have a full time health aide on campus. Health Assistants will continue to help students with health issues on campus and work with families to make sure their needs are addressed. School Nurses will continue to provide an increase in support of health care services, case management, and health care plans.</p>	<p><b>3.10 Health Assistants</b> continued on a full-time basis on each of the 20 school campuses except at one school site where the aide was halftime. These health assistants worked in collaboration with school nurses to ensure that students had access to help with health issues on campus. They also supported efforts to work with families to address health issues that were ongoing. Health Assistants not only addressed health needs when they occurred but they inputted immunizations and other health information into the AERIES database, and contacted parents and the school nurse when issues occurred.</p> <p><b>EFFECTIVENESS:</b> Since the beginning of the school year 33,769 office visits have been documented. An average of 18 per day per school site. In 2016-17 there were 24,316 visits and 2017-18 there were 30,668 visits. With an increase of five children per school daily, in the last three years. Busiest schools are averaging 22-33 visits per day. Daily independent interactions for medications (not including “as needed” medications or medical procedures) was 84 district-wide. On average those visits were five minutes long. Average time Health Aides district-wide spent</p>	<p>3000-3999 - 2000-2999:            Classified Salaries            (unit 1515)            Supplemental and Concentration            \$594,073</p>	<p>3000-3999 - 2000-2999:            Classified Salaries            (unit 1515)            Supplemental and Concentration            \$609,012</p>



dispensing medication was 420 minutes daily. According to the LCAP staff survey, 86% of staff reported being satisfied or completely satisfied with the Health Assistants being full-time and that children were provided additional support when needed. This is an increase of 10% compared to last year. The LCAP Parent and Community Member Survey showed 94% agreed or strongly agreed that their child had access to a nurse or health-aide when they are sick or hurt, an increase of 11% over last year. All agreed that the increase in services offered means students' health needs can be met effectively and efficiently.

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>3.11 College and Career Ready Explanation</b> - To enhance college and career opportunities of low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, resources will be allocated to support College and Career Ready Field Trips. College and Career Ready field trips provide students the opportunity to explore and see the college atmosphere that may lead to career development opportunities at secondary levels.</p>	<p><b>3.11 College and Career Ready</b> All schools participated in college field trips. Many schools funded additional field trips to increase the number and or type of schools visited (public, private, community college). Efforts continue to be made to align the college field trip experiences across our elementary and junior high schools in order to ensure equal access for all of our students. <b>EFFECTIVENESS:</b> Students were able to visit several colleges with staff. These trips provided the opportunity for students to interact positively with their peers and staff.</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1603 &amp; partial 1701) Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$101,000</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1603 &amp; partial 1701) Supplemental and Concentration \$2,246</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$58,388</p>

Students attending these field trips learned about their college and career options. Colleges and universities visited during the 2018-19 school year are:

- Community Colleges – Allan Hancock College and Santa Barbara City College
- California State Universities (CSU) - CSU Cal Poly, CSU Bakersfield & CSU San Jose
- University of California (USC) UCSB, & UCLA
- Private Universities – University of Southern California, Loyola Marymount, Santa Clara University, & Stanford University.

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>3.12 Extended Day - ASES Support</b>  <b>Explanation</b> - The district will continue to provide additional increased support to the ASES program. The ASES program has been implemented at each school site and community centers in partnership with local community organizations. A variety of academic and enrichment activities will be provided to students in the ASES program. The increase of support will be based on Low Income, Foster Youth, and English Learners needs at each school site. The increase will include continuing to expanded enrollment. We will expand the enrollment at</p>	<p><b>3.12 Extended Day ASES Support</b> - The district continued to support the extended day ASES program. The ASES program continues to be a safe place for students after school, including Foster Youth and Low-Income students. A variety of academic, extracurricular, and enrichment activities were provided and continued to better align with the Common Core State Standards. Jiménez Elementary ASES program continued to be fully supported. Staff continued to participate in professional development for classroom management, STEAM, and Social Emotional Learning (SEL). ASES</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1630) Supplemental and Concentration \$31,186</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$22,483</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$218,831</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1630) Supplemental and Concentration \$27,209</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$29,426</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$203,119</p>

four more sites from eighty to one hundred students. The increase support will also include the ASES office, data management, and extended learning operation expenses.

also supported the additional needs for some students through the coordination with site Outreach Consultants that may still be on duty during the after-school program hours. Due to one of the four contracted ASES agencies giving notice last year ASES had to go through an RFP process to hire a new contractor for services at seven sites. This caused a delay in full-staffing at all the LCAP sites. Four additional sites increased their enrollment by twenty to twenty-five students. ASES continued to ensure that Foster Youth are invited to participate and remain enrolled in the ASES program. Seven ASES sites and approximately 550 students piloted a new after school writing program called "Write Brain." Write Brain writing pilot provided a structured writing program to after school. Students were engaged with multiple academic disciplines of writing, reading, speaking, and listening. These activities supported learning and provided additional practice opportunities for ELs, LTELs, and recently re-designated ELs.

**EFFECTIVENESS:** ASES Attendance was higher than school average at all sites except at Rice Elementary School (-0.05%). ASES student ELPAC scores were higher than site averages at all sites.

According to the LCAP staff survey, 87% of staff reported being satisfied or completely satisfied

with the ASES program. This is an increase of 23% compared to last year. According to the Parent and Community Member Survey, having a safe place to go after school that includes learning and enrichment activities is a high priority.

### Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>3.13 The district will contract with community services</b> in order to hire additional staff to contribute to safe, healthy school environment conducive to learning. The district will contract with the following agencies:</p> <p>1) CADA – Santa Barbara County Council on Alcoholism and Drug Abuse Additional Staff: Clinical Youth Service Specialist (CADA) will be hired at Arellanes Elementary, Jimenez Elementary, El Camino Jr. High, Fesler Jr. High, Arellanes Jr. High, Ontiveros Elementary, Tommie Kunst Jr. High, Taylor Elementary/Tunnell Elementary, Rice Elementary, Sanchez Elementary and Liberty Elementary (12 total). Explanation - Students will receive services needed for trauma, drug addiction and any other mental service needed.</p> <p>2) Santa Maria Family Service Agency Additional Staff:</p>	<p><b>3.13 Contracted community services</b></p> <p>1) CADA – Santa Barbara County Council on Alcoholism and Drug Abuse - 16 of the district’s schools hired Marriage and Family Therapist (MFT) interns at their sites. CADA counselors worked at the sites to address trauma, drug addiction and other mental services that are necessary to support the children on campus. Between August 2018 and April 2019, 4,039 School-based counseling services were provided and 315 students served. The caseload of these CADA counselors ranges between 320 and 325 individuals. There have been 315 referrals for services as of April 2019.</p> <p>2. a) Additional Outreach Consultants (OC) through Family Services were hired at 11 sites. Two sites brought on consultants after the start of the year. These consultants increased the individual and group sessions at their school sites. Other services</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) Supplemental and Concentration \$1,674,909</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) &amp; Res 0977, All Units Supplemental and Concentration \$1,545,586</p>

a) Outreach Consultants will be hired at Adam Elementary, Alvin Elementary, Bruce Elementary, Ontiveros Elementary, El Camino Jr. High, Arellanes Elementary, Miller Elementary, Battles Elementary, and Liberty Elementary (9 total).

Explanation - Outreach Consultants will conduct increased individual and group sessions at school sites pertaining to issues relating to school attendance, academics, behavior and developing resiliency.

b) Marriage and Family Therapists will be hired at Bruce Elementary, Rice Elementary and Oakley Elementary.

Explanation - Marriage Family Therapist Counseling assists students with emotional needs that occur during the school day and throughout the school year.

that they offered included crisis intervention, group sessions, classroom instruction, special events and campus support services. The OC utilize evidence-based programs that were age appropriate, gender specific, culturally competent and interactive. Off-site services included referrals to Drug and Alcohol Counseling, Family Advocates, and Community Based Organizations. These additional OC along with the site's OC spent in excess of 5,565 hours on- one with students. Special events that they supported included Red Ribbon Week, Healthy Kids Survey, Food Drive, Zones of Regulation, and Too Good for Drugs presentations. Several OC served on Crisis Intervention Teams and responded to school sites to offer support during several critical incidents.

2. b) Additional MFTs through Family Services were hired at three sites. The focus of the MFTs and associates was to help students deal with deep rooted emotional needs that are beyond the scope/expertise of an OC. Smaller caseloads have allowed OCs to work intensely, for a longer period of time with students they served.

The LCAP Staff Survey indicated 735 of affected staff reported being satisfied or very satisfied with the additional support staff who help meet the socio-emotional needs of students. In addition, 71% of

parents and community members surveyed agreed or strongly agreed that they had access to counseling services.

## Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>3.14 Coast to Coast Soccer &amp; STEM Program</b>  <b>Explanation</b> - The following school sites Adam Elementary, Alvin Elementary, Battles Elementary, Taylor Elementary, Oakley Elementary, Ontiveros Elementary, and Rice Elementary will provide lunchtime soccer coaching and supervision for elementary students in 2nd through 6th grades through Coast 2 Coast Soccer &amp; STEM Program.</p>	<p><b>3.14 Coast 2 Coast Soccer &amp; STEM Program</b> – This program was implemented at seven out of twenty elementary sites. The name of the program was changed to Sports for Learning Activity Program. Playing soccer or basketball encouraged students to stay involved and active during their lunchtimes. In addition to teaching students positive peer interaction, this program fostered feelings of connectedness to the school and encouraged interest in college attendance via student interaction with Cal Poly State University students and staff.  <b>EFFECTIVENESS:</b> The LCAP Staff Survey indicated that teachers value this program and note that students who participate are more focused during class. According to the survey, 84% of those affected report being satisfied or completely satisfied with the Coast to Coast Soccer (Sports for Learning) &amp; STEM Program. This is an increase of 24% compared to last year. According to the LCAP Parent and Community Member Survey, having activities at recess is very positive and they would like to see</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701)  Supplemental and Concentration  \$185,840</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) &amp; Res 0977  Supplemental and Concentration  \$185,840</p>

an increase of directed activities for students.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented as planned. Overall, the actions and services in Goal 3 were implemented successfully. Achieving these goals helped to decrease suspension rates, and keep attendance rates high. We continued to work towards the use of district-wide Multi-Tiered System of Support that included various levels of intervention as needed. Increasing counselors, Family Advocates, and Outreach Consultants provided students the behavioral and social-emotional supports which in turned helped them achieve academic goals and objectives. Relationships with outside organizations, which provide supports to our students and families, were strengthened. This year, monthly meetings were held with the leaders of community organizations to ensure that the students that needed these interventions the most were targeted and received these supports. Progress monitoring was ongoing with the actions and services and adjustments were made as appropriate.

Meetings were also held in order to progress monitor and provide additional support for targeted student groups. For example, several meetings were held concerning our Foster Youth students. Additional supports including extended learning, an increase in counseling and further mentoring were added in the middle of the year. We also increased our services for our home hospital program by providing students additional tutoring and technology devices to use at home.

Students engaged in school are more likely to attend school and increase their learning. We continued at the elementary and junior high schools to provide enriching opportunities through expanded learning and site specific opportunities. These opportunities not only provided enrichment and academic learning but were grade level appropriate and aligned with state standards. Examples of these activities that took place include Visual and Performing Arts events, field trips, DARE, college and career ready student and family events, athletics, STEAM fairs, and assemblies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions and services in Goal 3 were effective in achieving of our goal to engage students, to provide additional supports, and to ensure a safe, healthy and positive learning environment at school. The Santa Maria-Bonita School District continued to provide well-maintained, up-to-date facilities to enhance student safety. The implementation of Positive Behavioral Intervention and Supports (PBIS) and the increase in student support services have yielded positive results. We continue to implement the PBIS framework at participating schools and will expand to additional sites in the upcoming year. The framework, principally directed, assisted school personnel in maintaining and organizing evidenced-based behavioral interventions into an integrated continuum that enhanced academic and social behavioral outcomes for students. Other successes include implementation of site based Multi-Tiered System of Supports (MTSS) programs, full-time Outreach Consultants, full-time Health Aides, School Resource Officers, student connections programs, and Marriage and Family Therapists (MFT) and UCSB Outreach Consultants.

These services addressed both the behavioral and academic needs of the students in our district. These supports have had a favorable impact on student engagement, attendance, and a positive learning environment as evidenced by our survey and other data. In addition to supporting students in the district, the parent education courses and connections to services have assisted parents in the district and promoted positive relationships with schools. Due to the effectiveness of the actions and services in Goal 3, the district will continue these actions and services in our LCAP. Any modifications or changes in services are listed below.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Goal 3 - Material differences between budgeted expenditures and estimated actual expenditures include: **3.1** The district spent \$175,427 less on **School Safety and Student Support Services** due to one school resource officer not being hired by the police department until March 2019. We also had one assistant principal position vacant for a month due to the assistant principal moving into a principal position (a lead teacher was put into the position until the position was filled).

**3.2** The district spent \$3,200 more on **Outreach Consultant Services** due to extra hours worked by Outreach Consultants for services offered outside of their normal work day.

**3.6** The district spent \$54,497 more on **Night Custodians** due to extra time and additional support needed for family engagement, parent education and enrichment activities (this includes custodial supplies that needed to be purchased following the events).

**3.7** The district spent \$117,299 more on **Student Supervision and Safety** due to student supervisors becoming classified employees. The budgeted salary and fixed charges were higher than the cost of the salary and benefits for the employees when they became classified employees this year.

**3.8** The district spent \$46,368 less on **School Climate Training and Support Services** due to school sites

**3.9** The district spent \$20,000 more on **Bilingual and Trilingual Healthy Start Advocates** due to the memorandum of understanding between the outside agency coming and the district coming in at a higher cost than anticipated.

**3.10** The district spent \$14,939 more on **Health Assistants** due to budgeted salary and fixed charges were higher than the cost of the salary and benefits for several of the employees in these positions.

**3.11** The district spent \$40,366 less on **College and Career Ready** field trips due to buses not being available for planned college field trips and the cost to rent charter buses to high.

**3.12** The district spent \$12,746 less on **ASES Extended Day** support due enrollment

**3.13** The district spent \$129,323 less on **staff and services contributing to safe, healthy school environment.**

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will be unchanged for the coming year. To continue to maintain a safe, secure, healthy, and positive learning environment for all students and staff, we will continue to build capacity around California's Multi-Tiered System of Support (MTSS). The alignment of behavior instruction, social-emotional instruction, and academic instruction are weaved throughout Goal 3. There is a need to escalate inclusive Social-Emotional Instruction by identifying a comprehensive assessment system, continuing to provide and increase social-emotional supports, universal behavior supports, providing supplemental interventions and supports and comprehensive social-emotional development supports. The district will increase or expand counseling services and social-emotional, psychological, and academic support for students and families as well as expand its collaboration with community resources, local colleges, and industry.

The expansions or changes of services that will be made in order to achieve the goal are as follows:

- **3.1 School Safety and Student Support Services** - In order to be more transparent this action and service has been un-stacked for the 2019-20 plan. The action and service listed too many actions and services together. It has been broken down in order to ensure that each action and service is written and measured in a more coherent manner. The action and service in now five actions and services (3.1, 3.15, 3.16, 3.17, 3.18, and 3.19). This in turn adjusted the numbers of our other actions and services under Goal 3. The new numbers of each actions and services are below along with any other changes that will be made.
- **3.1 (1) will now be action and service 3.1 - Santa Maria Police Department (SMPD) - School Resource Officers** - There was a change in the name of the action and service to include the SMPD. We will also continue to increase services by having the fourth officer that was hired in April due to safety needs continue next year. This officer is partially funded by the department through the DARE program. This will provide four SROs total, one per cluster for the entire year.



- **3.1 (2) - will now be action and service 3.15 Certificated Teacher for Junior High Opportunity Class** - no change in service was made but a more precise description was added.
- **3.1 (3) will now be action and service 3.17 Fitzgerald Community School** - no change in action and service, except an increase in student enrollment.
- **3.1 (4a) - will now be action and service 3.16 - Santa Barbara County Council on Alcoholism and Drug Abuse** - There has been an increase of students that applied for Teen Court. The outside agency (CADA) is teaming with the district to expand Teen Court by expanding the program for students on the waiting list and by adding The Boys Council support for those who graduate from Teen Court that need further support. We piloted the program at the end of this year and will be adding this to the action and service in order to provide universal behavior supports following Teen Court.
- **3.1 (4b) - School Connections Programs** - Second Step Program, Foster Youth Liaison will now be included in 3.9 with other Fighting Back of Santa Maria Valley Services.
- **3.1 (5) will now be action and service 3.19 – Cal-SOAP Tutors** - no change in the action and service except an increase in funding due to anticipated raises for Cal-SOAP Tutors that will be made.
- **3.1 - part of the written description will now be action and service 3.18 - Assistant Principals and Deans** - no change in the action and service will be made except the new number for the action and service.
- **3.5 District Program Specialists - The Program Specialist (PS) of School Based Services and Family Engagement Activities** - This particular part of the action and service will be moved to Goal 4. The PS for Health Services in Goal 1 - action and service 1.16 will now be in goal 3 under this action and service. The action and service was also increased to include 4 PS of High Needs Student Support (funded out of LCFF 75%) and Special Education will now be included in action and service 3.5- District Program Specialists. We plan to hire an additional PS for High Needs Student Support and Special Education this next year in order to increase support for our students and provide professional development and teacher support around co-teaching, inclusion, and other services encompassed in our newly implemented Multiple Tiered System of Support Model.
- **3.6 Increase Night Custodians for Extended Day and Family Engagement Activities** - the action and service will be called Expanded Learning Support - Increase Night Custodians for Extended Day and Family Engagement Activities - the action and service will continue to include four Expanded Learning - night custodians and two additional night custodians will be hired. Furthermore, custodial supplies will be increased for our Expanded Learning Programs.
- **3.8 School Climate Training and Support Services will now be called Multi-Tiered Systems of support (MTSS) and Positive Behavior Interventions and Supports (PBIS)** - the action and service has been changed to include MTSS in order to support the continuous development of an integrated, comprehensive framework that focuses on instruction, differentiated learning, student centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. There will be an increase in the current allocation to provide the needed support.
- **3.9 Safe, Secure, Healthy and Positive Learning Environment** - will now be called Fighting Back of Santa Maria Valley (FBSMV) Services. The action and service will now include all of (FBSMV) services that are in one MOU. This will include, Healthy Start Advocates, Parent Project Classes/Mixtec Nurturing Parenting Classes, Foster Youth Services, and the Second Step Program (which was previously in **3.1 (5)** There will be no change in the actual services provided except an increase for our Foster Youth Services (including tutoring) and support for our homeless students.
- **3.11 College and Career Ready** - no changes in the action and service except an increase due to the expense of busing for college field trips.
- **3.12 - Extended Day – ASES Support** - will now be called Expanded Learning - changes that will be made include increased enrollment for ASES at two school sites with each enrolling twenty additional students. This expansion will allow for an increased number of Foster Youth, Low-Income and English Learner students to receive additional academic support outside of the regular school day. The prior year's expanded enrollment will be maintained at the four sites at which it was implemented. Based upon data analysis and the desire to both

refine and continuously improve efforts and outcomes, the district will increase and modify its implementation of the ASES program. For the 2019-20 school year, ASES will be implementing a grade level appropriate, research-based Second Step Social Emotional Learning and Anti-Bullying curriculum and all staff will be appropriately trained to implement the program.

In addition, Outreach Counselor schedules will be explored to provide ASES students with support during the afternoon program without missing content offered during the school day. Collaboration with Allan Hancock College will allow for the expansions of Cal-SOAP tutoring for mathematics and community education for tutoring and translation.

- **3.13 Additional staff will be hired or services utilized to contribute to safe, healthy school environment conducive to learning** – Additional staff will be hired to support the socioemotional health of our students. The additional staff to be hired through outside contracts include: twelve Clinical Youth Service Specialist (through CADA – Counsel on Alcohol and Drug Abuse, Santa Barbara), nine Outreach Consultants (through Family Agency Services, Santa Maria), and three Marriage and Family Therapist (through Family Agency Services, Santa Maria).
- **3.14 will now be action and service 3.19 Coast to Coast Soccer & STEM Program** - will now be called Sports for Learning Activity Program – there will be ten sites participating in this action and service.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:      Parent Engagement

## Annual Measurable Outcomes

Expected

**Metric/Indicator**  
**California Family Engagement Framework Rubric**  
**2017- 18**  
SMBSD will maintain high levels of parent involvement, as demonstrated by the California Family Engagement Framework Rubric. By June 2020, SMBSD will demonstrate a Basic or Progressive Implementation Level of the 18 principles within the five action areas outlined in the California Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access and Equity)

Actual

The metric for family engagement was the **California Family Engagement Framework Rubric** which was used to establish the baseline in the fall of 2017. Indicators to evaluate our implementation at the district and school site level include the Required District Activities and Implementation Rubrics of the Family Engagement Framework. Each indicator describes specific district actions for 18 principles outlined by the state of California. The district self-reported one of three ratings. The rating of Basic Implementation (**Basic**) indicated compliance with required federal and state activities. The rating of Progressive Implementation (**Progressive**) reflected research and promising practice models. The rating of Innovative Implementation (**Innovative**) reflected exemplary research and practice models. The district's ratings on the California Family Engagement Framework Rubric for each indicator are described below:

- **1.01** Ensure all principals understand and implement required and

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

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

effective parental involvement practices in their schools.

- **2018-19 (Basic)** - with movement toward progressive through linking school-level plans with student learning and the continued efforts to engage parents and family members in decision-making or problem- solving groups. **Previous rating 2017-18 (Basic)**
- **1.02** Establish family-friendly policies to recruit and organize parent help and support. **2018-19 (Basic) Previous rating 2017-18 (Basic)**
- **1.03** Train parents to successfully participate in curricular and budgetary decision making. **2018-19 (Basic)** - with movement toward Progressive through the active recruitment of parents to participate in training and advisory committees. **Previous rating 2017-18 (Basic)**
- **1.04** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. **2018-19 (Progressive)** - presentations and coordination of functions designed to maintain communication with community organizations to cultivate relationships in support of education and collaboration with public agencies providing support to families' involvement in education. **Previous rating 2017-18 (Basic)**
- **1.05** Ensure staff and family access to training in effective school, family, and community partnerships. **2018-19 (Basic)** - with movement toward Progressive through the establishment of surveys that ask parents for supports needed to encourage their participation. **Previous rating 2017-18 (Basic)**
- **1.06** Train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education. **2018-19 (Basic)** - with the movement toward Innovative through the piloting of additional training in which parent leaders are partners in the delivery of training. **Previous rating 2017-18 (Basic)**
- **1.07** Ensure that teachers and families have the knowledge and tools to help students with homework and other curriculum -related activities. **2018-19 (Progressive)** - provision of family literacy services to develop skills of family members to support learning at home; the training for parents in specific skill areas as identified through the district survey; and the translation of basic information and resources into languages used by families in the district. **Previous rating 2017-18 (Basic)**

## Expected

- **5.03** Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis. **(Basic)**

## Actual

- **2.01** Ensure that all schools have family/parent involvement programs. **2018-19 (Basic)** - with the movement toward Progressive through the establishment of a parent leadership team and the beginnings of a formalized planning model through the analysis of surveys and identification and design of supports, resources and goals. **Previous rating 2017-18 (Basic)**
- **2.02** Meet requirements of state and federal law regarding family involvement. 2018-19 **(Basic)** - with movement toward Progressive through the creation of a parent leadership team and training recruitment to encourage, inform and participate in advisory groups) **Previous rating 2017-18 (Basic)**
- **2.03** Involve families in advisory bodies and training strategies. 2018-19 **(Basic)** **Previous rating 2017-18 (Basic)**
- **3.01** Allocate resources and assign staff to implement plan. 2018-19 **(Innovative)** **Previous rating 2017-18 (Innovative)**
- **4.01** Ensure that all schools integrate parent involvement programs into their School Plan for Student Achievement. 2018-19 **(Basic)** **Previous rating 2017-18 (Basic)**
- **4.02** Provide oversight, support, and coordination of parent involvement activities among district schools and programs. 2018-19 **(Progressive)** -the inclusion of parent/family input in the collection of data for district monitoring process. **Previous rating 2017-18 (Basic)**
- **4.03** Document progress of each school's implementation of its parent involvement program. 2018-19 **(Basic)** **Previous rating 2017-18 (Basic)**
- **5.01** Ensure that critical parent information is readily available in accessible formats and languages spoken by families in the district. 2018-19 **(Progressive)** - the establishment of support systems to address the home language needs of our families with translation and interpretation support via equipment, training and scheduling personnel. **Previous rating 2017-18 (Basic)**
- **5.02** Ensure that parent representation on committees reflects the composition of the student body. 2018-19 **(Basic)** **Previous rating 2017-18 (Basic)**
- **5.03** Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis. 2018-19 **(Basic)** - with movement toward Progressive through the provision of training and resources to personnel on interpretation for parent/teacher

## Expected

### Metric/Indicator

Parent and Community Member Surveys, **Parent attendance** reporting, and analysis of family engagement opportunities and parent education opportunities.

### 18-19

The metrics for this expected measureable outcome has been refined.

For the metrics, we will monitor eight specific data points from the LCAP Parent and Community Member survey to demonstrate its maintenance of high levels of parent involvement for the 2018-2019 school year. These include perceptions of:

- District parent involvement policy
- Communication between home and school
- Community Liaison services
- Family Advocate services
- Family Engagement Activities
- Parenting classes
- ESL Classes
- Scheduling of events

The data collected from the 2017-2018 LCAP survey including these specific data points will be used as the baseline. The expected outcome for the 2018-2019 year is to increase positive perceptions of all specific data points.

### Baseline

Baseline to be establish in the fall 2017

## Actual

conferences and the use of web-based applications to support ongoing communication and interaction between schools, parents/families. **Previous rating 2017-18 (Basic)**

For the 2018-2019 year, the LCAP Parent and Community Member Survey was used as the metric. This survey has been aligned with the California Family Engagement Framework and the 18 principles. Parent attendance reporting and analysis of family engagement opportunities and parent education opportunities were all included in the LCAP survey. Parents and community members were further asked about their perceptions of school climate and the barriers to participation in school and district events. The survey window was open from March 4 through April 12, 2019. The survey was posted on the district website, distributed weekly electronically via ParentSquare communications, conducted at individual school sites, and offered to parents and community members through school and district events such as Pathways to Success, District Migrant Parent Advisory Council (PAC) meetings, English as a Second Language (ESL) classes, and Literacy Nights Courses. The Parent Leadership Team created a video in English, Spanish, and Mixtec to inform other parents and the community about the importance of the survey and encourage others to participate in the survey. One District Community Liaison (DCL) also advertised the survey on a local Spanish-language radio station on a weekly basis during the survey window.

The following eight data points were collected from the LCAP Parent and Community Member Survey with regard to family engagement and parent education opportunities. These specific data points were measured in 2017-18 and again this year. A comparison was made. The data show an increase in positive perceptions of parent and community members on all eight data points.

- 2018-19: 93% of parents and community members surveyed agreed or strongly agreed that the district's parent involvement policy provides opportunities for effective parent involvement in student achievement (a 19% increase from the 2017-18 results).
- 2018-19: 89% of parents and community members surveyed agreed or strongly agreed there was good communication between schools and parents (a 10% increase from the 2017-18 results).
- 2018-2019: 89% of parents and community members surveyed agreed or strongly agreed that school community liaisons helped

Expected

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Actual

<p>families connect to resources at school and in the community (a 21% increase from the 2017-18 results).</p> <ul style="list-style-type: none"> <li>• 2018-19: 87% of parents and community members surveyed agreed or strongly agreed family advocate services help connect families to resources (a 26% increase from the 2017-18 results).</li> <li>• 2018-19: 83% of parents and community members surveyed agreed or strongly agreed there were many activities for parent participation at school (a 17% increase from the 2017-18 results).</li> <li>• 2018-19: 93% of parents and community members surveyed agreed or strongly agreed parents had access to ESL classes at their child's school (a 38% increase from the 2017-18 results).</li> <li>• 2018-19: 88% of parents and community members surveyed agreed or strongly agreed parents had access to parenting classes at their child's school (a 33% increase from the 2017-18 results).</li> <li>• 2018-19: Parents and community members surveyed reported the time of events (35%) and family schedule (32%) as barriers to their participation (a 11% and 10% increase from the 2017-18 results).</li> </ul>
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**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>4.1 Increase Community Liaisons</b>  <b>Explanation</b> - The district will continue to provide one full-time Bilingual Community Liaison at each school site. The Bilingual Community Liaisons connect families with school, encourage attendance at parent education</p>	<p><b>4.1 Increase Community Liaisons</b> - Twenty full-time school site Community Liaison continued this year. One District Community Liaison (DCL) continued in his position and three additional DCLs were hired and started work at the beginning of the school year. All four of our DCLs worked at both</p>	<p>3000-3999 - 2000-2999:            Classified Salaries (unit 1633 &amp; 1804)            Supplemental and Concentration            \$1,062,077</p> <p>4000-4999: Books And Supplies Supplemental and Concentration            \$0</p>	<p>3000-3999 - 2000-2999:            Classified Salaries (unit 1633 &amp; 1804)            Supplemental and Concentration            \$1,161,717</p> <p>4000-4999: Books And Supplies Supplemental and Concentration            \$3,660</p>

events, refer families to district/school programs, and connect them with community organizations to access resources available. The district will continue to provide a district-level Bilingual Community Liaison for district-level student services and family outreach services. The district will hire three additional Bilingual Community Liaisons for district-level student services and family outreach services. All four district-level Bilingual Community Liaisons will provide additional school site support as well as evening support at the Parent Resource Center and at district-wide parent events.

the district office and school sites to support communication between schools and families. DCLs were scheduled to support both school and district parent engagement events. DCLs were assigned to support schools with the highest numbers of students, unduplicated pupils, lowest SES and English Learners. Parent communication has been the focus of the school year's events and DCLs have worked with administrators at the district level to ensure parents are receiving essential information regarding student achievement and supplemental programs such as ASES, Long Term English Learner academies and other programs. Both site and district Community Liaisons participated in training for interpretation and the use of simultaneous interpretation equipment. Site Community Liaisons participated in regular professional development designed to assist them in the performance of their duties, including making connections to outside community resources, and understanding school and district level data for parent communication purposes.

**EFFECTIVENESS:** A majority (89%) of affected staff reported being satisfied or completely satisfied with the communication efforts between school and home through Community Liaisons and translation/interpretation services. This was an increase of 13% over the previous year. In addition, 89%

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$59



parents and community members agreed or strongly agreed that there was good communication between schools and parents, an increase of 10%. Parents and community members agree at 88% and 89% respectively that district and site Community Liaisons increased communication and helped families connect to resources, an increase of 31% over the previous year's survey results.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>4.2 Increase Family Advocates Explanation</b> – The district will continue to contract with Family Service Agency for one Family Advocate to provide advocacy and assist with parent outreach and support services for students at risk. Additionally, the district will continue to contract with Family Service Agency to provide four Family Advocate Services (one Family Advocate per junior high and feeder group cluster). These advocates work to provide advocacy and assist with parent outreach and support services for students at risk.</p>	<p><b>4.2 Increase Family Advocates -</b> One Family Outreach Advocate (FOA) continued in her position. The district extended its contract with Family Service Agency and hired four additional FOAs (one FOA per junior high school and feeder group cluster) that started their work at the beginning of the school year. These advocates assisted with parent outreach and support services for students who have high needs. They worked to a continuum of prevention/ intervention services designed to maximize the protective factors inherent in a positive school experience and increase students' resiliency. They provided students with needed support at home, provided both students and their families coordination services, and provided parents with education services. In addition, they attended</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1722) Supplemental and Concentration \$277,191</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1722) Supplemental and Concentration \$374,347</p>

professional development focused on community resources and partnering with agencies such as: Mental Health, CALM, Salvation Army, CHC, Fighting Back, CWS, Pacific Pride and many more.

**EFFECTIVENESS:** From July 2018 through April 16, 2019 services were provided to 1,090 families with 4% or 42 families declining services. SMBSD continued to partner with the Santa Barbara County Food Bank each month to host a Healthy School Food Pantry and serve more than 250 families each month. FOAs also supported district evening events such as: The Pathways to Success series, Liberty Staff /Family Night at Los Adobes, and a Special Education Parent Meeting/Family Night. The LCAP parent and community member survey results indicated that 87% of parents and community members agreed or strongly agreed that family advocate services help connect families to resources, an increase of 21% over the previous year. The staff survey showed an increase of 31% (from 52 to 83%) in the number of affected staff members reporting they are satisfied or completely satisfied with the FOA services and the support provided to students who have high needs and the connection to essential resources provided to families through their work.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>4.3 Translation/Interpreter Services</b>  <b>Explanation</b> - The district will dedicate resources to improve translation/interpreter services. Translation/interpreter services will be used to provide equitable language access for students and families. The district will continue to provide two Trilingual Translators/Interpreters and three Bilingual Translators/Interpreters. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level. In addition, a stipend will be provided to designated bilingual staff member(s) at each school site and department to provide translation and interpretation support for students and families.</p>	<p><b>4.3 Translation/Interpreter Services</b> - SMBSD had two Bilingual Translators/ Interpreters and two Trilingual Translators/Interpreters that either started or continued work at the beginning of the school year. One bilingual position was not filled. In March 2019, one of the trilingual positions became vacant. The interpreters provided support to our community through the translation of legal documents, as well as providing interpretation for meetings at the district and site levels. Interpreter/Translators worked to maintain closer and more effective communication through collaboration, training, and sharing of resource documents. In addition, interpreter/translators have worked with all Community Liaisons to establish glossaries of common terms and phrases for the purpose of clarity and consistency. All documents and parent information materials have been translated in Spanish. Informational videos were also recorded in Spanish and Mixtec to provide access to parents in a variety of ways. All written and audiovisual materials are available to the public on the district website. Oral interpretation was provided in the parent's primary language, including indigenous languages</p>	<p>3000-3999 - 2000-2999: Classified Salaries duplicate (unit 1524,1635,1721, 1910) Supplemental and Concentration \$345,062</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>	<p>3000-3999 - 2000-2999: Classified Salaries duplicate (unit 1524, 1635, 1721,1910) Supplemental and Concentration \$276,059</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$240</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$223</p>

such as Mixtec, Zapotec and Trique, at parent meetings and events. Messages were sent through ParentSquare in the parents' primary language. Protocol for coordination of services with school sites and district personnel continued to be developed and refined to ensure we are effectively and efficiently providing a linguistically inclusive environment for our families of all cultural and linguistic backgrounds. **EFFECTIVENESS:** According to the LCAP Parent and Community Member Survey, 89% of parent and community members agreed or strongly agreed there were adequate translation/interpretation services at school, an increase of 38% over the prior year's survey results. In addition, the LCAP Staff survey also showed a significant increase (19%) in the number of staff reporting they were satisfied or completely satisfied with translation and interpretation services (82%).

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>4.4 Family Engagement Programs, Parent and Community Involvement</b>  <b>Explanation</b> - The district will increase and strengthen a culture of respect and caring that supports positive relationships among all stakeholders. Resources will be allocated to develop the concept of</p>	<p><b>4.4 Family Engagement Programs, Parent and Community Involvement</b> - Development of parent leadership continued to be a priority in our engagement of families as educational partners. Resources continued to be allocated to produce and support meaningful</p>	<p>4000-4999: Books And Supplies (unit 1805)            Supplemental and Concentration            \$103,254</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>4000-4999: Books And Supplies (unit 1805) &amp; Res 0977            Supplemental and Concentration            \$10,610</p> <p>5000-5999: Services And Other Operating Expenditures            Supplemental and Concentration</p>

Just Communities and Parent University Programs (e.g., PIDA, Factor). Expansion of opportunities will include: offsite parent training, cluster parent education events, family focus on reading events, and expansion of Parent Resource Center. These resources will help increase parent involvement, especially for Low-Income families and parents of English Learners and Foster Youth, by providing the skills necessary to support their children’s health, safety, and academic success.

parent engagement tied to student outcomes at the site and district level. These outreach efforts also included the development of parent leadership teams at the district level and the support of those teams at the sites through engagement efforts including parent education opportunities. Parent engagement efforts continued to expand to provide resources and opportunities to parents for the purpose of increasing student achievement. A parent leadership team formed at the district level. These parents participated in training both off-site and at the district office to build their capacity as leaders. This group participated in review and revision of the LCAP Parent and Community Member Survey and worked closely with district staff to promote the survey and to encourage the participation of other parents in the survey and educational events. A Focus on Literacy conference was held and parents attended workshops and learned strategies to promote literacy at home. Parents and students participated in site-based district-sponsored events showcasing the works of Latino artists along with their culturally relevant art and literature. Five college and career focused events occurred from late February through early May to engage families in the discussion and planning for high school, post-secondary and beyond. District-

Supplemental and Concentration  
\$231,902

\$162,099

1000-1999: Certificated Personnel Salaries Supplemental and Concentration  
\$525

1000-1999: Certificated Personnel Salaries Supplemental and Concentration  
\$74,914

2000-2999: Classified Personnel Salaries Supplemental and Concentration  
\$1,043

2000-2999: Classified Personnel Salaries Supplemental and Concentration  
\$61,416

3000-3999: Employee Benefits Supplemental and Concentration  
\$293

3000-3999: Employee Benefits Supplemental and Concentration  
\$28,023

sponsored site events for art and creativity began at sites early spring and utilized a side-by-side design for parent and student participation. Pilot designs were tested in collaboration with principals, their parent leadership team and district administrators in an effort to engage families in authentic ways that promote the academic success of their students.

**EFFECTIVENESS:** SMBSD staff reported being satisfied or very satisfied with the family engagement programs at a rate of 82%, an increase of 26% over the previous year. A majority of parents and community members surveyed (83%) reported that schools provided many opportunities for parent participation. This is an increase of 17%. In addition, 93% of parents surveyed agreed or strongly agreed that the district's parent involvement policy provided opportunities for effective parent involvement in student achievement, an increase of 19% over those surveyed last year.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>4.5 Parent Education Services Explanation</b> - The district will continue to increase parent education classes at both the district and school site level. The district/school will provide the</p>	<p><b>4.5 Parent education</b> continued at both the district and at all school sites. The following parent programs were provided by district in 2018-19:</p>	<p>1000-1999: Certificated Personnel Salaries (partial unit 1520) Supplemental and Concentration \$277,569</p>	<p>1000-1999: Certificated Personnel Salaries (partial unit 1520) Supplemental and Concentration \$203,516</p>

following parent education programs to prepare parents to be involved in their children's education:

- Parent Project and Mixteco Nurturing Parenting classes for parents of students at risk will be provided three times per year.
- English as a Second Language classes will be provided for parents and children at schools every year.
- Spanish Literacy classes will be provided for parents at two elementary schools every year.
- Parent Programs, Workshops, and Family Conferences to enhance parenting skills, literacy, math, technology, and leadership (Love and Logic, Home Instruction for Parents of Preschool Youngsters, Mixteco Nurturing Parenting, Family Literacy/Math nights, Computer Literacy).

The district will continue to provide parents child care, translation, materials, and resources to facilitate their involvement in parent education classes. Interpreters and child

1) Parents attended Nurturing Skills for Families (NSF) and Parent Project (PP) classes at four elementary sites, one junior high site and at a community center. These classes addressed issues that children face in school and society. Parents and students were provided with strategies that help address challenging behaviors in elementary or junior high schools. Parents were also instructed on how to best support their children to be successful in school. Forty-four parents completed the NSF classes in the fall and an anticipated 30 will completed the spring classes. Twenty-six parents completed the PP classes although 66 parents were enrolled. PP and Mixtec Nurturing Parenting (MNP) classes were offered three times. MNP was held at Adam Elementary and Battles Elementary schools with 12 participants completing the course. PP was held at Battles Elementary and had 134 participants completing the course.

2) Dare to Thrive was offered at Sanchez Elementary, Liberty Elementary, Adam Elementary, Jimenez Elementary, Fesler Junior High School, Rice Elementary, Bruce Elementary, and El Camino Junior High School. From these sites, 123 parents participated and 79 successfully completed the nine-

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$141,989

3000-3999: Employee Benefits Supplemental and Concentration \$103,653

4000-4999: Books And Supplies Supplemental and Concentration \$94,009

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,700

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$104,395

3000-3999: Employee Benefits Supplemental and Concentration \$69,785

4000-4999: Books And Supplies Supplemental and Concentration \$193,999

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,919

care will be provided for all parent classes.

week classes. One additional spring cohort began in April (completion numbers could not be reflected here).

3) English as a Second Language (ESL) classes started at twelve elementary schools and one junior high school in fall 2018. After a few weeks, the classes were canceled at two elementary and one junior high school due to low enrollment. The program continued at ten elementary sites in fall and spring. The classes were provided two days per week, for 16 weeks, each semester. A total of 544 parents and 362 students from preschool through eighth grade participated in the fall and spring classes.

5) Spanish Literacy classes were provided at Adam Elementary School in fall and spring. The classes are provided two days per week, for 16 weeks, each semester. Thirty parents attended the classes.

6) All twenty school sites held School Site Council Meetings, English Learner Advisory Committee (ELAC) meetings, Fall and Spring Parent/Teacher Conferences, academic awards ceremonies, Back to School night, and Open House. All four junior high schools held parent workshops through the Early Academic Outreach Program (EAOP). Each of the 16 elementary sites held a sixth grade promotion celebration. Each of the 20 sites hosted



reclassification recognition ceremonies. Lunch on the Lawn was hosted by 7 of 16 elementary schools; 7 of 16 elementary sites held seasonal festivals; 10 of 20 sites held literacy nights; 6 AVID themed events were hosted. Each site held no fewer than 12 parent education events during the 2018-2019 school years.

**EFFECTIVENESS:** ESL courses were scheduled for the fall of 2018 and spring of 2019. LCAP Staff Survey data indicate 80% of staff are satisfied or completely satisfied with ESL course offerings at the school sites and 93% of parents reported having access to ESL courses at SMBSD schools an increase of 38% over the previous year. Eighty-eight percent of parents surveyed reported having access to parenting classes at their child's school, which is a 33% increase over the previous year, and 73% of staff reported being satisfied or completely satisfied with the parent education services listed in this action and service. LCAP Survey data indicated 80% of staff were satisfied or completely satisfied with ESL course offerings at the school sites and 93% of parent's report having access to ESL courses at SMBSD schools, an increase of 38% over the previous year. A majority (70%) of parents surveyed after taking Parent

Project courses report feeling quite confident about their ability to motivate their child to “try hard in school”. Of parents surveyed, 69% reported feeling quite confident they can talk to their child’s teacher when needed and 83% of parents reported meeting with their child’s teacher between one and three times.

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>4.6 Increased Parent Communication Services</b>  <b>Explanation</b> - The district will increase parent communication between schools/district and parents/community members. The district will use various means to provide parents with timely information, such as letters, flyers, handouts, audiovisuals, phone calls, home visits, and informational meetings. The district will expand communication by improving the delivery of multi-language content on the district’s website through video communications and additional leveraging through social media to support the entire community. The district will continue to increase our communications via:</p> <ul style="list-style-type: none"> <li>• Purchasing ParentSquare</li> <li>• Piloting Rosetta Stone Software for certificated and classified staff</li> </ul>	<p><b>4.6 Increased Parent Communication Services</b>            The district increased parent communication between schools/district and parents/community members. The district utilized various means to provide parents with timely information. These efforts included letters, flyers, handouts, audiovisuals, phone calls, home visits, and informational meetings. The district also purchased ParentSquare and sought new means to improve communication. Parents continued to receive ParentSquare messages at the site and district level (audio and text). These messages included information related to the LCAP Parent and Community Member Survey, school events, safety issues, the school calendar, and district wide events. With the addition of a District Community Liaisons (DCL), district-wide communication and</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1520 and 1904) Supplemental and Concentration \$128,000</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$29,000</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1520 and 1904) Supplemental and Concentration \$82,042</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$84,958</p>

- Improving district and site Web pages for content and ease of use
- Purchasing Simultaneous Interpretation equipment for school sites
- Providing expanded Interpretation training for district staff.

outreach efforts have expanded. The DCLs contacted parents via phone calls and provided much needed interpretation in both Mixtec and Spanish. This additional communication to parents in the district and parent leadership groups such as District English Learner Advisory Committee (DELAC) and LCAP Stakeholder groups demonstrated efforts to provide timely and relevant information to these important members of the school community.

**EFFECTIVENESS:** A majority (79%) of parents and community members surveyed agreed or strongly agreed there was good communication between schools and parents. Of the staff surveyed, 76% reported being satisfied or completely satisfied with communication between school and home. The district sent out a parent newsletter four times this school year. The district demonstrated its commitment to creating a more linguistically district environment.

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>4.7 Parent and Community Involvement</b>  <b>Explanation</b> - School sites will continue to increase parent education classes at the school site level. The schools will provide site specific parent education</p>	<p><b>4.7 Parent and Community Involvement</b> - School sites increased parent education classes at the site level. The schools provided site-specific parent education programs to include parents as partners in their</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (partial unit 1701)            Supplemental and Concentration            \$79,080</p>	<p>3000-3999 - 1000-1999:            Certificated Salaries            (partial unit 1701)            Supplemental and Concentration            \$0</p>

programs to prepare parents to be involved in their children's education (eg: Technology Classes, Math and Literacy Nights). School sites will plan and conduct parent events involving community resources.

children's education. Parents were invited to and attended school site and district-wide events. Parents were active stakeholders in their child's education. Sites used various means to communicate with parents across the district. Invitations were sent to parents to events through the ParentSquare system, flyers, phone calls, class websites, and digital marquees. School sites continued to communicate student's progress through parent/teacher conferences, Student Study Team (SST) Meetings, Individualized Education Plan (IEP) Meetings, student agendas (including AVID agendas) and teacher updates (via notices and/or progress reports). Of the parents and community members surveyed, 60% agreed or strongly agreed there were many parent participation activities and 61% of those surveyed reported having access to parenting classes at their school site. School sites planned and hosted a variety of events throughout the year to encourage parent participation. These efforts included Back-to-School events, Family Math Night, Family Literacy Night, Battle of the Books, Math Superbowl, Author Go Round, Lunch on the Lawn, Family Movie Night, Band Concerts, Mercado and Cinco de Mayo. The district and school sites were committed to providing programs that fostered and built positive relationships among stakeholders.

4000-4999: Books And Supplies Supplemental and Concentration \$0

4000-4999: Books And Supplies Supplemental and Concentration \$3,047

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$455

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,719

3000-3999: Employee Benefits Supplemental and Concentration \$0

3000-3999: Employee Benefits Supplemental and Concentration \$1,283

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$26,073

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>4.8 Increased Technology</b>  <b>Explanation</b> - The district will provide parent and student orientations and trainings on responsible digital citizenship and Internet safety. This will include parent, student and teacher training and after hours tech support to parents and students.</p>	<p><b>4.8 Increased Technology</b> - The district increased technology by providing parent and student orientations and classes on responsible digital citizenship, internet safety and general computer skills.  <b>EFFECTIVENESS:</b> During the school year, three school sites participated in parent education classes designed to assist in understanding the importance of digital citizenship and internet safety. In addition to the courses offered at school sites, a series of courses in digital citizenship, internet safety and general-use were also offered to all parents on our English Learner Advisory Committee (ELAC) and School Site Councils (SSC). Two workshop series took place including three classes each. They took place on Jan. 29, Feb. 5, Feb. 26, March 5, 19, and 26, 2019.            On the LCAP survey, 87% of staff surveyed reported being either satisfied or completely satisfied with the expansion of technology in the district.            According to the LCAP Parent and Community Member Survey, there was an increase of 28% (up from 55% to 83%) of those surveyed who reported being either satisfied or completely satisfied with the</p>	<p>4000-4999: Books And Supplies (unit 1808)            Supplemental and Concentration            \$37,705</p>	<p>4000-4999: Books And Supplies (unit 1808)            Supplemental and Concentration            \$16,927</p>
		<p>5000-5999: Services And Other Operating Expenditures            Supplemental and Concentration            \$12,295</p>	<p>5000-5999: Services And Other Operating Expenditures            Supplemental and Concentration            \$5,008</p>
		<p>1000-1999: Certificated Personnel Salaries            Supplemental and Concentration            \$0</p>	<p>1000-1999: Certificated Personnel Salaries            Supplemental and Concentration            \$543</p>
		<p>2000-2999: Classified Personnel Salaries            Supplemental and Concentration            \$0</p>	<p>2000-2999: Classified Personnel Salaries            Supplemental and Concentration            \$1,203</p>
		<p>3000-3999: Employee Benefits            Supplemental and Concentration            \$0</p>	<p>3000-3999: Employee Benefits            Supplemental and Concentration            \$286</p>

expansion of parent education  
(including technology).

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Santa Maria-Bonita School District (SMBSD) values participation of parents in the education of their children and actively seeks to build an inclusive, positive and respectful stakeholder culture. The LCAP Parent Advisory Committee, District English Language Advisory Committee and District Parent Leadership team continue to provide input for decision making purposes. All 20 schools have School Site Councils (SSC) and English Language Advisory Committee (ELAC) that are continuously involved in site-level decisions and planning. Parents were invited to participate in the 2018-19 LCAP survey in early 2019 through digital messages and a video invitation created with our parent leadership team. The survey inquired about issues related to student programs, supplemental services, and family engagement with both the school sites and the district. Survey results affirmed parent support for and satisfaction with increases in services. In addition, this input will help inform our actions and services for the 2019-20 school year. The district's 20 schools continue to offer a variety of opportunities for parents and families to engage with the school community, communicate about student learning and outcomes, and participate in parent education programs. These activities include, but are not limited to, regularly scheduled SSC and ELAC meetings, parent education classes, English as a Second Language (ESL) and citizenship classes, along with various family educational events, back-to-school, student recognition and orientations. Enhanced communication efforts have included family-friendly web-pages in English and Spanish, informative videos, automated phone and text messages, written and email correspondence and individual phone calls home. SMBSD continues to increase linguistically inclusive and culturally responsive outreach to all families. This effort has included expanded bilingual and trilingual interpretation services, increased availability for school site community liaisons, four District Community Liaisons that support both site and district engagement events, five Family Outreach Advocates to connect families to outside resources, and a Family Engagement Specialist dedicated to strengthening and aligning family engagement programs to support positive student outcomes. SMBSD has chosen to utilize the framework for family engagement as outlined by the California Department of Education (CDE) as its implementation rubric for measuring progress toward the goal of increased and authentic parent engagement. The district principles, as outlined by the CDE Family Engagement Framework and measured by the state's rubric, are in alignment with the goals outlined by SMBSD to build capacity, promote leadership, monitor progress, and ensure access and equity to students and their families. Utilization of the framework reflects SMBSD's commitment to a comprehensive partnering among schools, families, and members of the community to support the education of our students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services were implemented as outlined in the plan for 2019-20. Overall, actions and services in Goal 4 were successfully implemented and groundwork laid for important increases in the interaction between schools, the district and the families we serve. Community Liaisons and Family Outreach Advocates have been essential to the efforts to increase parent and community engagement and have been well received by parents and the community according to our qualitative survey data. The SMBSD Parent Leadership Team has been an important link to their school sites and to other parents in the district. These parents have participated in a number of capacity building education efforts, assisted in the review of our LCAP Parent and Community Member Survey for 2018-19, and participated in pilot programs at their school sites to increase authentic parent engagement focused on student achievement and positive school culture. The district continues to create designs and structures for family engagement. Translation and interpretation services remain a challenge for the district, as the pool of qualified applicants has

yielded a small number of qualified candidates. Despite these challenges, our parents and staff report high levels of satisfaction with translation and interpretation services. District translator/interpreters are working collaboratively with community liaisons to share resources, administrators have created structures and systems for providing additional interpretation services to school sites, and the purchase of interpretation equipment have helped to mitigate some of the challenges. While we have seen an increase in the positive perceptions related to the actions/services in Goal 4 and the implementation of these actions and services have resulted in increased parent engagement and improved communication among our stakeholders, we remain firmly committed to the work of engaging families, developing parent leaders and forming important partnerships with the families of our district in order to improve student achievement and success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 4 - Material differences between budgeted expenditures and estimated actual expenditures reflect:

- 4.1 The district spent \$103,359 more on **Community Liaisons** due to extended hours our district community liaisons provided in order to support family engagement activities, parent education classes and conferences.
- 4.2 The district spent \$97,156 more on **Family Advocates** due to the advocates hired coming in at a higher rate on the pay scale (increase in the MOU for outside services) and due to the advocates working additional hours.
- 4.3 The district spent \$68,540 less due to the vacancy in one of our **Trilingual Translator/Interpreter positions**.
- 4.4 The district spent \$32,124 less on **Family Engagement programs, Parent and Community Involvement** due to school sites being unable to hold some of the planned events and less parent participation than expected at some sites.
- 4.5 The district spent \$52,306 less on **Parent Education services** due the outside agency providing fewer classes district wide.
- 4.6 The district spent \$10,000 more on **Parent Communication** services due to an increase in the purchase of Rosetta Stones licenses and the amount of interpretation equipment purchased.
- 4.7 The district spent \$37,503 less on **Parent and Community Involvement** due to some school sites not using site allocated funds.
- 4.8 The district spent \$26,043 less on **Technology-parent**, student and teacher training due to the inability to hire certificated staff and support for evening events.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 4 will remain as previously written. After reviewing and analyzing data the actions and services will continue in 2019-20 plan unless mentioned below. We will continue to exam data to ensure maximum impact of each action and service.

The metrics/indicator for this expected measurable outcome will remain the same. The data collected from the 2017-18 LCAP survey including these specific data points will continue to be used as the baseline. The expected outcome for the 2019-20 years is to increase positive perceptions of all specific data points. Modifications made to these actions and services reflect the analysis of gathered data and the commitment to engaging our families in authentic ways.

- 4.1 **Increase Community Liaisons** – The action and service will be modified. In addition to one full-time Community Liaison at each site, one junior high school site will add an additional Community Liaison.
- 4.2 **Increase Family Advocates (FOA)** – The action and service will remain the same. The description was changed in order to provide information concerning one FOA working at the district level and the other four working at the site level (one FOA per junior high and feeder group cluster).
- 4.3 **Translation/ Interpreter Services** - This service will remain the same. The name of the service will change to Translation/Interpretation Services. The district will continue to recruit for one open position. The stipend program will continue to be closely monitored this next year.

**4.4 Family Engagement Programs, Parent and Community Involvement** – Additional resources will be allocated in order to continue to develop parent programs and education services, including off-site parent training (including CAFE), cluster parent education events focused on College and Career Readiness, family focused events, and the expansion of our parent leadership team.

**4.5 Parent Education** – All services will remain the same. The outside agency names are now included in the description.

**4.6 Increased Parent Communication Services** – Understanding that communication continues to be essential to the participation of families in the school community, the district will continue to expand its efforts to improve the delivery of multi-language content. These efforts will include continuing to update ParentSquare, continuing to use Rosetta Stone Software (which will no longer be called a pilot program) for certificated and classified staff (to increase their abilities to directly communicate with families whose primary language is Spanish), continuing to update the district website for content and ease of use, and continuing to expand training for district staff and updating simultaneous interpretation equipment as appropriate.

**4.7 Parent and Community Involvement** – Additional resources will be allocated for parent and community engagement activities including site and district-wide events. The description changed to included updated examples of events being offered.

**4.9 District Program Specialist** - The District Program Specialist of School Based Services and Family Engagement will continue in her position. The action and service was moved from Goal 3 to Goal 4 in order to better align the service that is being provided.



# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

**Introduction** - The Santa Maria-Bonita School District (SMBSD) is dedicated to a collaborative approach as we involve all stakeholders. We are committed to the substantial stakeholder engagement and believe that it is an integral part of developing and implementing a comprehensive plan. The existing structure in place continues to be refined in order to ensure that information is disseminated and that all stakeholders are part of a collaborative team. Stakeholder engagement for the LCAP followed an appropriate communication structure in addition to hosting definitive meetings and activities. The goals of the district continued to be clearly identified and articulated throughout the process. Discussions and review of the goals, district data, as well as proposed actions and services have all been a part of the collaborative conversation and approach. Stakeholder groups were invited to the meetings to not only collaborate but to gain a better understanding of the Local Control Accountability Plan and the Local Control Funding Formula. The meetings, events, and surveys taken were also forms of collecting information from parents, community members, pupils, local bargaining units (including certificated, classified, and other school personnel), administrators, county agencies, Foster Youth representatives, parents of Special Education students, Migratory students and parents of English Learners. Stakeholder meetings and events were held in a variety of venues. All input was recorded as appropriate.

Stakeholders were provided with both qualitative and quantitative data including California State Dashboard data, SMBSD local measure assessment data, reclassification data, CAASPP Smarter Balanced assessment results, attendance rates, suspension rates, expulsion rates, California Healthy Kids Survey data, LCAP Staff Survey results, LCAP Parent and Community Member Survey results, SMBSD school site family engagement data, and district classroom observations/walkthroughs on implementation of California State Standards including English Language Development standards. Stakeholders, including board members, also participated in collective inquiries to review and discuss the data which included: the State Indicators, Local Indicators, Reclassification data, English Learner, and district benchmark assessments. Stakeholders were involved in modifications made to the actions and services in the plan and were given multiple and varied opportunities to provide feedback and provide recommendations for changes and/or modifications that might be made. The LCAP Collaboration Committee, SMBSD Parent Leadership Team and DELAC/LCAP Parent Advisory Committees reviewed feedback, analyzed quantitative data, and engaged in discussion around the trends and patterns identified through all previous actions and services.

**Community Engagement** – The following groups (denoted in BOLD type) were actively involved in the LCAP development process described below:

**LCAP Collaboration Committee** – The SMBSD established a LCAP collaboration committee. The committee was comprised of parents, students, community members, local business leaders, non-profit community partners, district staff (including both classified and certificated, site managers, District English Learner Advisory Committee members, three school board members, the superintendent, and other district staff).

The LCAP Collaboration Committee Meetings (including LCAP Presentations/Discussions/Input Sessions) occurred over a nine-month period (September through May). Superintendent Luke Ontiveros, LCAP Coordinator Rebecca Herrick and members of the Instructional Services Department led and participated in the collaboration that took place at each meeting. District leaders also continued to work together as a team and received continuous staff development at both the county and state levels to ensure that presentations were current and in alignment with updates that were made. Examples of staff development include: California Department of Education Webinars, Professional Learning Network (PLN) through Santa Barbara County Education Office, School Services of California Inc. Workshops, consultation with Santa Barbara County Special Education Local Plan Area (SBCSELPA) and WestEd Webinars.

The LCAP Collaboration Committee met six times: September 17, 2018; October 22, 2018; December 17, 2018; March 11, 2019; April 15, 2019; and May 13, 2019. Multimedia presentations were also sent or shared with specific members or all members of the committee by the superintendent, LCAP coordinator and program specialist. Simultaneous interpretation in both Spanish and Mixtec was provided for all meetings. Both presentations and printed materials were available in English and Spanish. Dates in particular include: September 19, 2018; October 24, 2018; November 2, 2018; November 29, 2018; December 14, 2018; January 18, 2019; January 30, 2019; February 22, 2019; March 27, 2019; and March 29, 2019.

The LCAP draft was presented to the LCAP Collaboration Committee and posted on the district web site on May 29, 2019. Time was allowed for the superintendent to post any written comments to stakeholder questions (if applicable) prior to the June 12, 2019 Public Hearing on the LCAP, LCFF, and budget review.

**Parents and Students** - Parents are an important part of the decision-making process in the Santa Maria-Bonita School District. Our students' parents participate in decision making at the school and district level in a linguistically inclusive space with the appropriate translated materials. School Site Council and English Learner Advisory Meetings are held six times per year and scheduled at each site by school administrators to gather input from parents of English Learners, reclassified students, homeless, Foster Youth, Low-Income and other groups about the student and school needs and recommendations for improvement. These meetings occurred in conjunction with each school site's Back to School Nights and Kindergarten Orientation Meetings. These sessions covered all the following: (1) California State Standards; (2) the LCAP and LCFF; (3) the new state and local indicators; and (4) School Plan for Student Achievement. Several sites invited parents to attend parent education classes through Fighting Back of Santa Maria. At two out of the nine meetings held, the new state funding formula as well as the LCAP were introduced and discussed.

The Parent and Community Member Survey was reviewed by the SMBSD Parent Leadership Team and recommendations were made to improve the understandability of the survey and maximize its impact. In addition, parents participated in an informational campaign to convey the importance of the survey to other parents and community members and encourage them to participate in the survey. The LCAP Parent and Community Member Survey was sent out to parents on March 4, 2019, following the LCAP Parent Advisory Committee/DAC/DELAC meeting. The survey included questions concerning previous actions and services as well as new actions and services within our LCAP. The survey also inquired specifically about family engagement and barriers to participation. The survey was sent out electronically, available on the district's web site and on paper for groups without digital access. The survey was available in both English and Spanish. District Community Liaisons were available to assist parents one-on-one with the survey for the duration of the survey window and were able to verbally communicate the survey in Mixtec when requested during a one-on-one administration.

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

The Instructional Services Team met on a bi-monthly basis. The Instructional Services Team members participated on the LCAP Collaboration Committee. Site managers were given the opportunity to work together in cluster groups in order to collaborate on school site plans and cluster group goals. School site plans have been reviewed and approved by both School Site Councils and English Learner Advisory Committees. District Administrators including the superintendent, assistant superintendents, directors, coordinators, and program specialists met to assess and evaluate implementation and efficacy of actions and services for the 2018-19 school year.

Listed below are the Leadership meeting dates:

Principal Junior High Meetings: August 27, 2018; September 17, 2018; October 22, 2018; November 26, 2018; January 28, 2019; February 25, 2019; March 25, 2019; April 29, 2019; and May 20, 2019.

Feeder Team Meetings: November 8, 2018; December 6, 2018; January 29, 2019; and March 7, 2019.

Joint Administrators Meetings: August 6, 2018; September 11, 2018; October 9, 2018; November 13, 2018; December 11, 2018; January 10, 2019; February 12, 2019; March 12, 2019; April 9, 2019; May 14, 2019; and June 11, 2019.

LCAP Progress Monitoring Meetings: September 4, 2018; January 4, 2019; January 28, 2019; February 15, 2019; April 5, 2019.

**School Site Council and English Learner Advisory Committee** - Meetings are held six times per year and scheduled at each site by school administrators to gather input from parents of English learners, reclassified students, homeless, Foster Youth, Low Income and other groups about the student and school needs and recommendations for improvement. Site administrators worked closely with the LCAP coordinator to ensure that councils were involved in the LCAP process at the site and district level. A LCAP Google Classroom was reopened in 2018-2019 to provide information and communication between site administrators, leadership teams, and the LCAP coordinator. A LCAP bulletin was provided in order to update school administrators and school board members. In particular, School Site Councils and English Language Advisory Councils at each school site reviewed the LCAP and participated in the input process from September 2018 through May 2019.

**District Advisory Council (DAC) and District English Language Advisory Committees (DELAC)** - The DAC and DELAC members met six times and were actively involved in the LCAP by analyzing student data, completing the LCAP survey, evaluating the plan from the previous years, participating in school board meetings, and providing input and recommendations for school-wide and district-wide activities. At the February 27, 2019, meeting, DAC/DELAC members voted to participate in the LCAP process by becoming the LCAP Parent Advisory Committee. The following meetings were held during the 2018-2019 school year: October 24, 2018; November 28, 2018; January 23, 2019; February 27, 2019; March 28, 2019; April 17, 2019; and May 22, 2019.

**The School Board** – The school board members have been involved in the LCAP development and approval process. They are an integral part of the district team. School Board Members Linda Cordero, Veda Alvarez-Flores and Ricky Lara were part of the LCAP Collaboration Committee. The following meetings were held: Board Study Session – October 24, 2018 – LCAP Progress Monitoring and Accountability and Local Indicators; Board Study Session – January 30, 2019 – LCFF Interconnected Elements and LCAP Updates and Progress Monitoring; Board Study Session - March 27, 2019 - LCAP Updates and Considerations for 2019-2020 year, LCAP Surveys and Data, and Primary Grade Data; Regular School Board Meeting - September 4, 2018 - LCAP Discussion Item; Regular School Board Meeting – June 12, 2019 – Public Hearing – Budget Posting; Special School Board Meeting – June 26, 2019 – Board Approval of LCAP and Budget.

The draft of the LCAP goals for 2019-2020 was provided to stakeholders and posted on the district website following the regular school board meeting on May 15, 2019. The public hearing was conducted at the meeting of the SMBSD Board of Education on June 12, 2019. There were positive comments from parents. They appreciated that the parent leaders were able to attend CABE, be involved in the stakeholder meetings, and that there had been an increase in family engagement activities and events and parent education district-wide. One parent, thanked the board members for allowing the District Parent Leadership Team to be involved in the decision making process including allowing the team to make appropriate suggestions leading to modifications of the LCAP Parent Survey. Several stakeholders thanked the district for allowing them to

be such an integral part of the process. The District Parent Leadership Team members shared their support of the new plan as well as their willingness to continue to collaborate as stakeholders as we implement and evaluate the actions and services within the plan. The school board approved the LCAP and adopted the 2019-20 budget at the June 26, 2019, school board meeting. The LCAP Addendum was also approved by the board on June 26, 2019.

The District completed multiple surveys including the California Healthy Kids Survey (CHKS) and LCAP Surveys (Staff and Parent/Community Member). These surveys were for students, classified personnel, certificated personnel, other staff members, management, parents, stakeholder teams, and community members. The survey results were reviewed by the LCAP Collaboration Team, District English Learner Advisory Committee (DELAC)/LCAP Parent Advisory Committee, School Site Councils (SSC) English Learner Advisory Committee (ELAC), Instructional Services Team and Cabinet. The survey results were also shared with the school board during the study session.

The surveys sent out included:

1) The SMBSD Local Control Accountability Plan (LCAP) Parent and Community Member Survey (English and Spanish)

The goal of the survey was to measure the effectiveness of our 2018-19 plan and to give stakeholders a chance to share additional actions and services that might be considered in the new plan in order to improve student achievement.

2) The CHKS - taken by fifth and seventh grade students to assess perceptions of school climate, academic motivation and healthy behaviors.

3) SMBSD Local Control Accountability Plan (LCAP) Staff Survey

The goal of the survey was to measure the effectiveness of our 2018-19 plan and to give stakeholders an opportunity to make suggestions or recommendations for the 2019-20 plan, or additional actions and services that might be considered in the new plan in order to improve student achievement.

Each of the stakeholder groups and their feedback on LCAP surveys contributed valuable input in the development of the LCAP for SMBSD. The continuous input and collaboration through stakeholder engagement was used to collect thoughts and priorities of staff, parents, community, and students. As a result of stakeholder involvement, our updated goals, actions, services and expenditures have been included in our 2019-20 plan.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

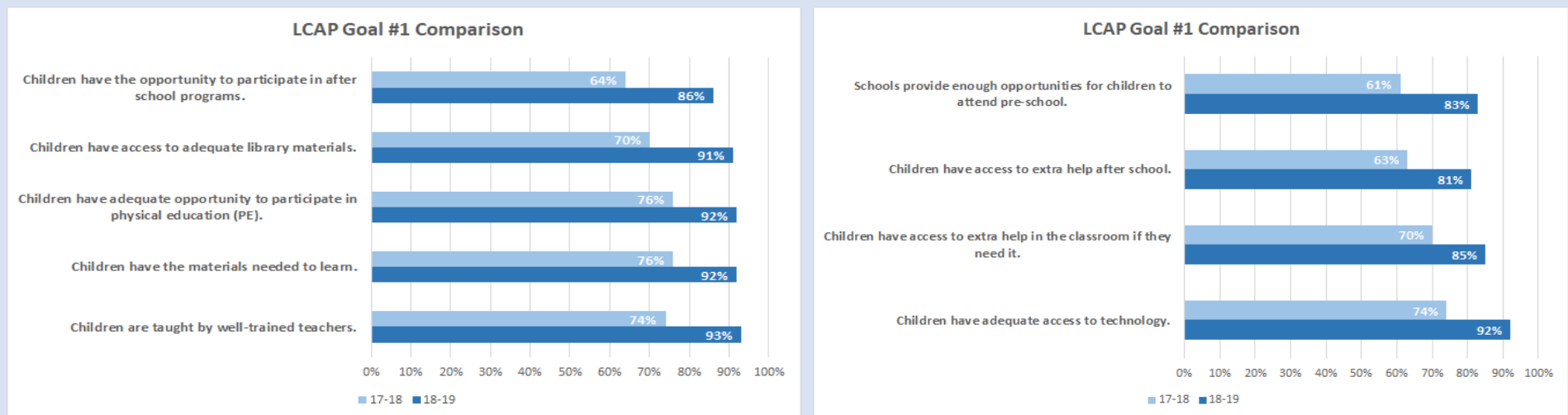
SMBSD values the significant role that all stakeholders play in supporting student achievement. The overall process of stakeholder involvement for the LCAP has been reflective of SMBSD's dedication to establishing educational partnerships with all members of the school community. The input of stakeholders was essential to our review of services and the subsequent modifications made to these actions and services. Each of the stakeholder groups were given multiple and varied opportunities to review the plan, analyze data and recommend modifications to the actions and services in our district LCAP. The Collective Inquiry model was used to inform stakeholders of the actions and services in the LCAP, review the data, and collaborate around the expansion of services to meet the needs of families in our community. The LCAP Stakeholder groups worked as a PLC to deeply explore the data and the desired outcomes. A variety of stakeholders from all areas of the school community collaborated and participated in this process. We were intentional in our efforts to include representatives from all of our student subgroups and ensure their voices were part of the collective. Based on the information collected from LCAP surveys, LCAP Stakeholder meetings, and LCAP Parent Advisory groups, our actions and services in the district LCAP overall were rated highly by stakeholder groups. The following themes and the assessment of effectiveness for each goal emerged from the stakeholder input and helped shape the LCAP for the upcoming year:

**Goal 1:** The actions and services under this goal were rated as highly effective at both the site and district level by stakeholders. Our stakeholders discussed and contributed their input to each of the modified actions and services for Goal 1 through their survey feedback and through their participation in the exploration of data through the inquiry model as part of the LCAP stakeholder meetings. The positive impact made by expanded learning opportunities was recognized by all stakeholder groups and its increase discussed as a means to assist in closing the achievement gap. As a result of stakeholder input and achievement data, the increase of expanded day learning programs will continue. The district will work to meet the needs of our Homeless, Special Education, English Learner and Foster Youth student groups through an increase in Summer School offerings at school sites and expanded day programs. Class size continues to be an area of interest for all of our stakeholders. Through the increase of the action and service providing physical education (PE) teachers and its multidimensionality, we were able to effectively lower class size while at the same time providing the opportunity for students to access the PE standards. Through collaboration and inquiry, stakeholders were able to see how Response to Intervention strategies lowered class size, as did the use of a push-in model which provided the opportunity for co-teaching, one-on-one reteaching and/or small group instruction for students who are English Learners, High Needs, Foster Youth and otherwise considered to be in need of additional support. As a result of this collaboration, the use of data, as well as in consultation with a variety of stakeholders, PE teachers will be added to primary grades to lower class size and assist in closing the achievement gap by providing the opportunity for students to receive one-on-one or small group instruction.

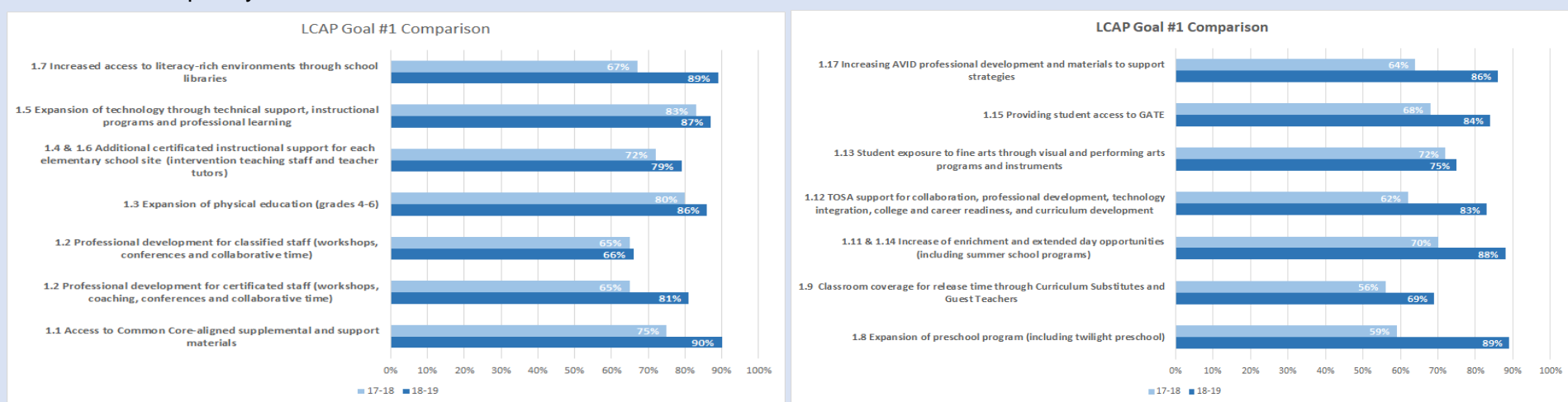
The progress made toward narrowing our focus for professional learning and working toward assessing the outcomes of our professional learning process continued to be discussed at a variety of stakeholder meetings. Our focus on the (Professional Learning Communities) PLC model for teachers, administrators, and classified staff was communicated and demonstrated for the stakeholder groups. The stakeholder group meetings continued to be conducted using the Collective Inquiry Model to help the group not only understand the model, but also to develop as a PLC and engage in deep conversations about the actions and services of the LCAP and their impact on student learning. Professional learning for the 2019-20 school year will continue to have a focus on implementing the PLC model at the site level. There will also be an emphasis on the new social studies and science adoptions in order to build capacity of staff in both areas throughout the school year. An overarching focus will be made to ensure that all teachers are implementing effective Tier 1 Instruction.

At the May 13, 2019, LCAP Stakeholder meeting, all stakeholders were made aware of any further modifications and refinements that will be made under Goal 1 for the 2019-20 school year. These modifications (not mentioned above) include: additional teacher tutors and intervention teachers for all junior high schools, a review of the curriculum substitute and lead learner action and services, and an increase in expanded learning and certificated staff for site interventions.

The following is a summary of the LCAP Parent and Community Member Survey that measures perceptions of the actions and services for Goal 1:



The following are a summary of the LCAP Staff Survey Results for those rating their perceptions of the actions and services for Goal 1 as Satisfied or Completely Satisfied:



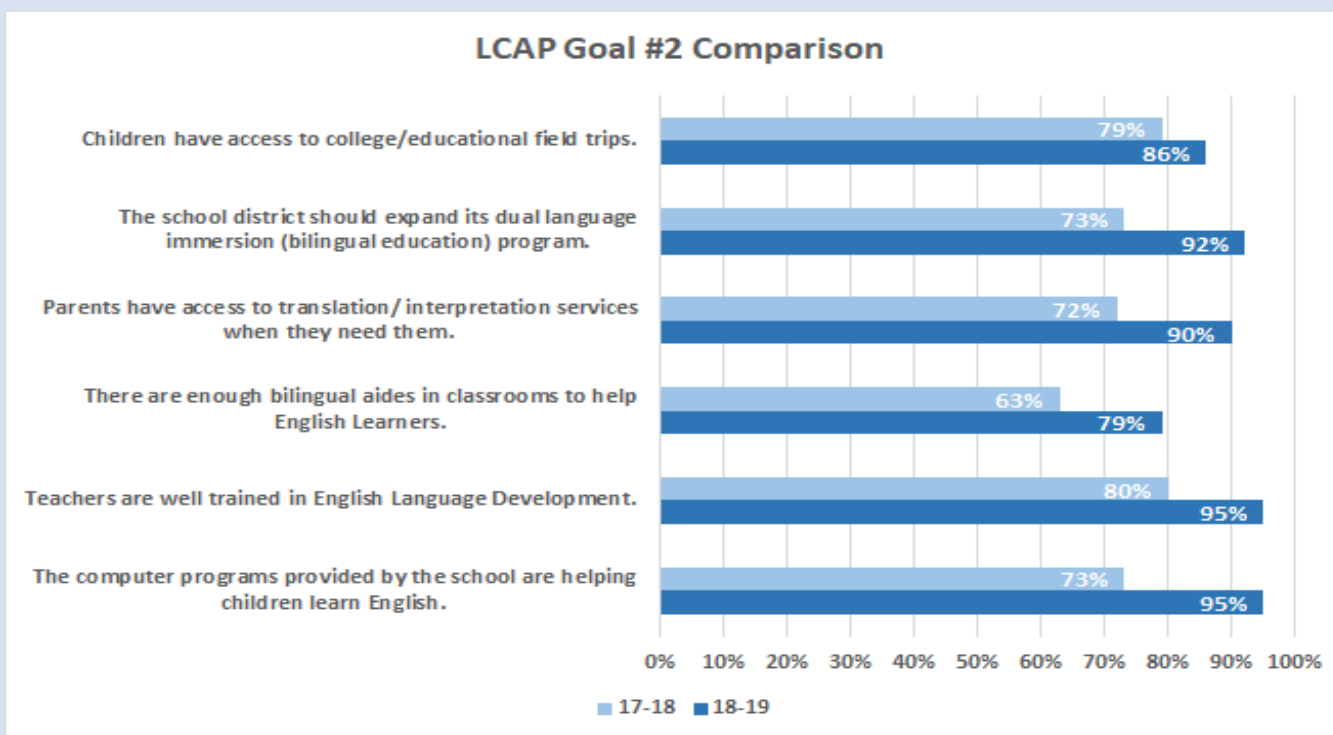
**Goal 2:** Stakeholders were informed and participated in a variety of forums designed to provide input related to the support and achievement of English Learners. Their participation and input has continued to impact and shape our actions and services for English Learners. The achievements of English Learners and academic supports have been the focus of many LCAP Stakeholder and DELAC meetings and a specific point of attention for our LCAP Parent Advisory Group. Stakeholders have been regularly informed of the district's efforts to implement a well-coordinated English Language Development (ELD) plan that includes actions and services that have demonstrated an increase of English Learners' academic growth across the curriculum.

For Goal 2, the action and service providing for Bilingual Instructional Aides in primary grade classrooms has been rated highly by all stakeholder groups. This action and service was increased the previous year, but due to the inability to find a sufficient number of qualified candidates, we

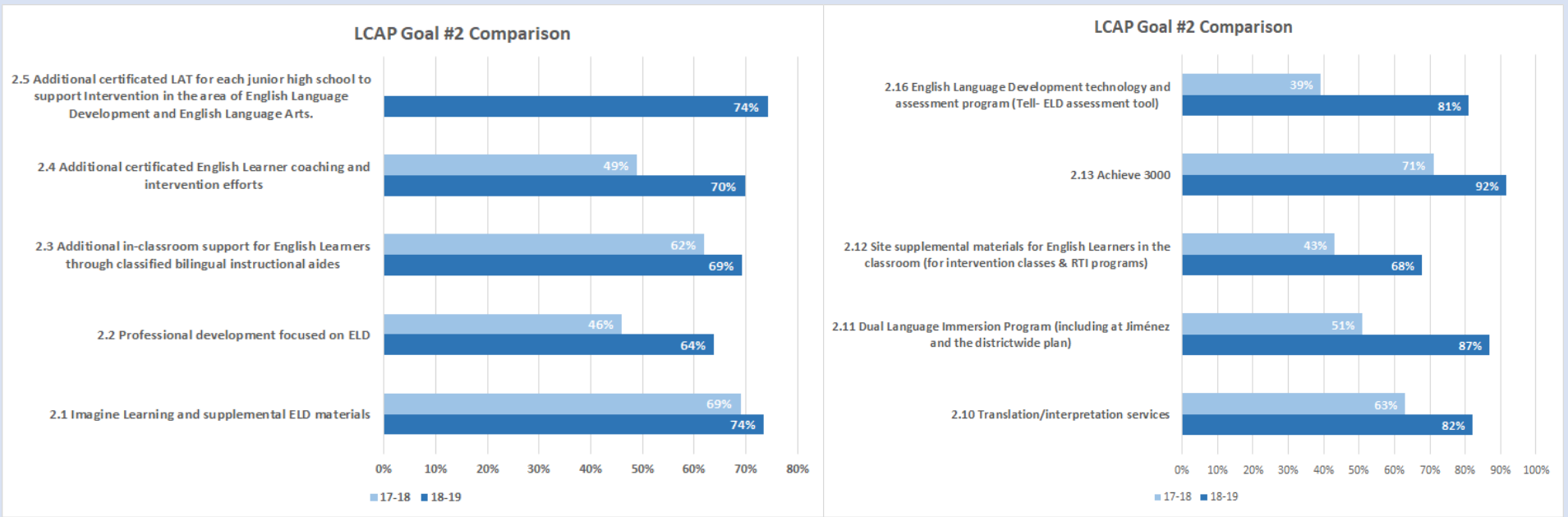
were unable to provide instructional aides for all second and third grade classes. Therefore, second and third grade classes will split bilingual aides equally in the 2019-20 year. Stakeholders were made aware of the personnel dependent nature of this action and service, as well as why it was being modified.

Another modification in response to stakeholder feedback and quantitative data is that the district will increase certificated intervention and instructional support at junior high schools by providing two Teacher Tutors for each of the four junior high schools and two Teacher Tutors for a pilot all-day kindergarten class at Arellanes Elementary school.

Based on data and stakeholder input actions and services for expanded learning opportunities including Saturday School, Winter Intersession, extended-day classes and Summer School will be increased. Our successful recruitment and high rates of participation for English Learners in these programs have contributed to the gains our students have made academically. Professional Learning for teachers and coaching will be expanded based on the feedback from our stakeholders to provide additional opportunities for teachers to learn about instructional strategies for ELD. Other modifications (not mentioned above) include adding the Ellevation program and decreasing the resources for the TELL program. The following is a summary of the LCAP Parent and Community Member Survey that measures perceptions of the actions and services for Goal 2:



The following are a summary of the LCAP Staff Survey Results for those rating their perceptions of the actions and services for Goal 2 as Satisfied or Completely Satisfied:



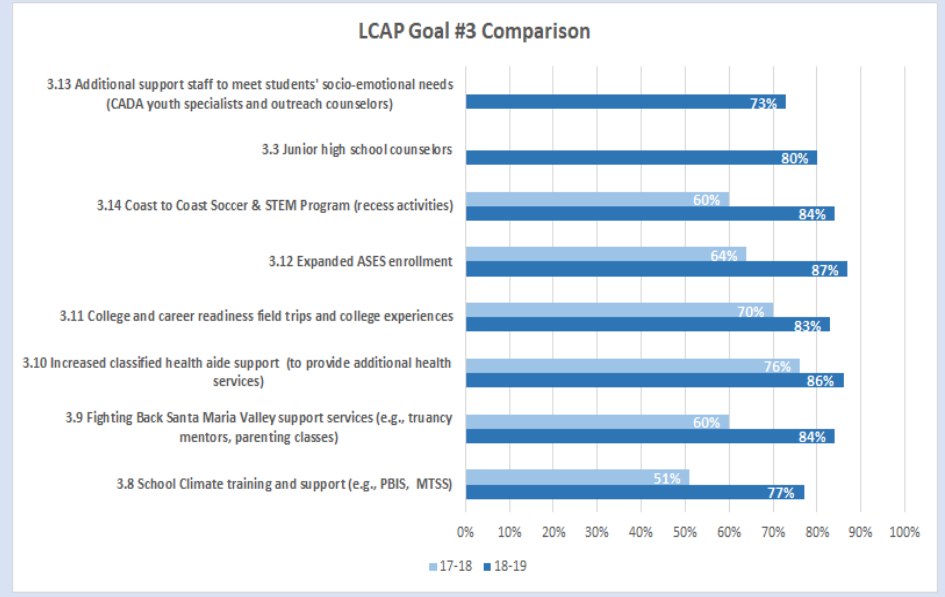
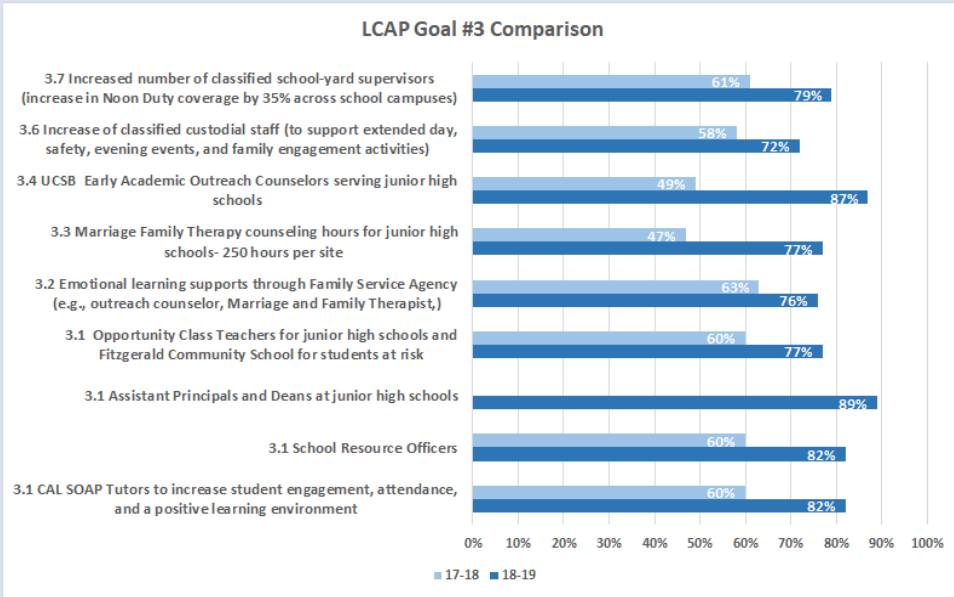
**Goal 3:** Stakeholders felt that the actions and services under Goal 3 all contributed to an increase in the district’s ability to maintain a safe, secure, healthy and positive learning environment. Stakeholders participated in the discussion and provided input for the modification of actions and services in this goal. The implementation and expansion of Multi-Tiered System of Support (MTSS) and Positive Behavior Interventions and Supports (PBIS) at schools were based on positive feedback from stakeholders. Schools are working to develop an integrated and comprehensive framework that focuses on instruction, differentiated learning, alignment of supports and an overall student-centered approach. Stakeholders gained an understanding of how the PBIS and MTSS frameworks are used to meet the social and behavioral needs of our students and support their academic achievement.

Stakeholders discussed concerns regarding student safety, and goals have been modified to reflect their input and the increased desire to meet the safety needs of the students at our school sites. We will continue to provide four School Resource Officers to support each of the four clusters. In addition, based on the input of stakeholders, we will expand the supervision coverage for school sites to promote a safe learning environment for our students.

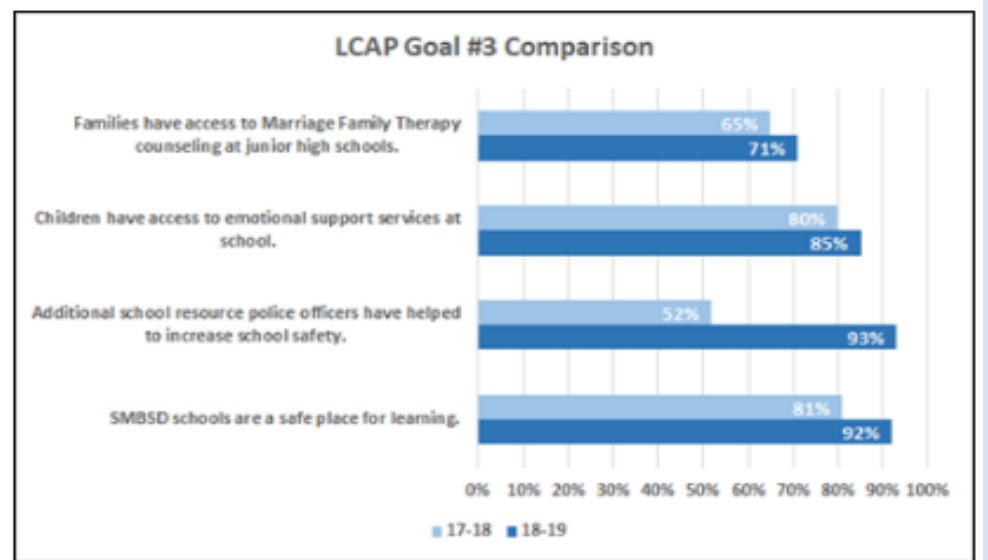
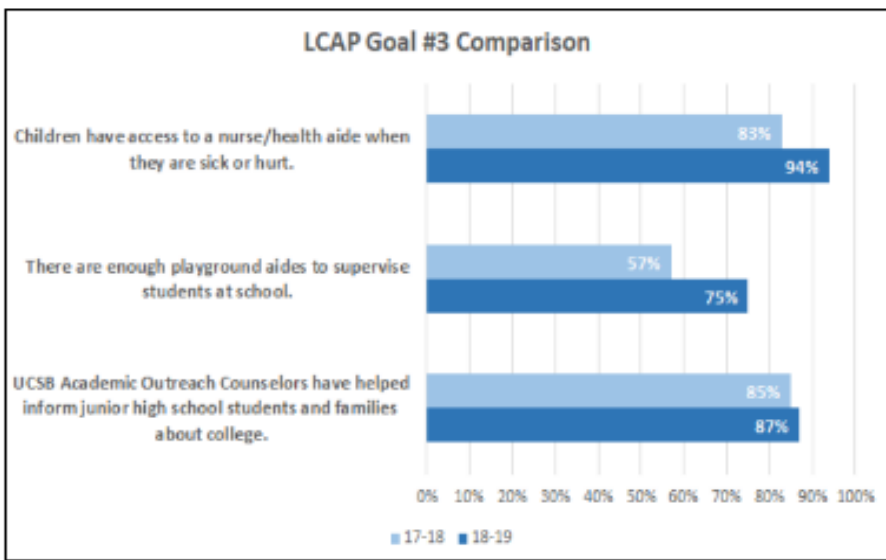
The socioemotional needs of our students and input from stakeholders has led to the modification of our goal and an increase in the services that will be provided by Clinical Youth Service Specialists, Outreach Consultants, and Marriage and Family Therapists.



The following is a summary of the LCAP Staff Survey Results for those rating their perceptions of the actions and services for Goal 3 as Satisfied or Completely Satisfied:



The following is a summary of the LCAP Parent and Community Member Survey that measures perceptions of the actions and services for Goal 3:



**Goal 4:** All stakeholders have contributed to the modifications of this goal through meaningful discussions, authentic interactions and the deep exploration of data. This goal was specifically and intentionally reviewed and discussed on a number of occasions with our LCAP Parent Leadership Team, DELAC and the LCAP Stakeholder Committee.

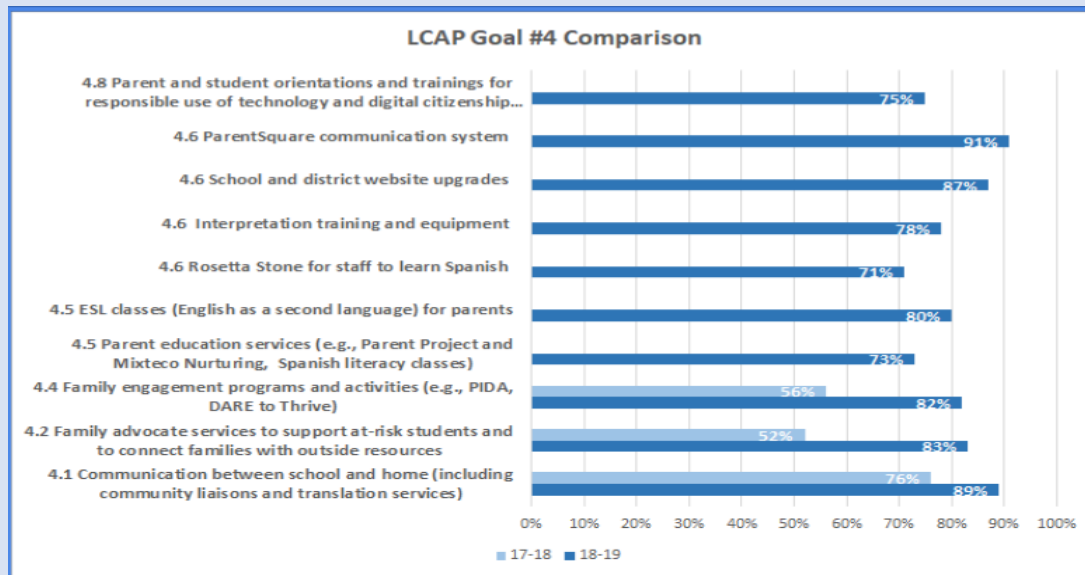
Modifications to the actions and services for Goal 4 have been made based on the input of stakeholders and data collected with the focus of creating opportunities to engage parents as partners in the education of their children. Both the LCAP Staff and LCAP Parent and Community Surveys showed high levels of satisfaction with the services and connection between school and home provided by the community liaisons at both the site and district level. This service will be expanded with the addition of a second community liaison at one of the school sites.

The need for interpretation and translation services is one that has been discussed and reviewed with our stakeholder groups. Based on the input from these groups, the district will continue to seek and recruit qualified candidates, but will also provide a stipend to bilingual staff member(s) at school sites to assist with the communication needs of our families.

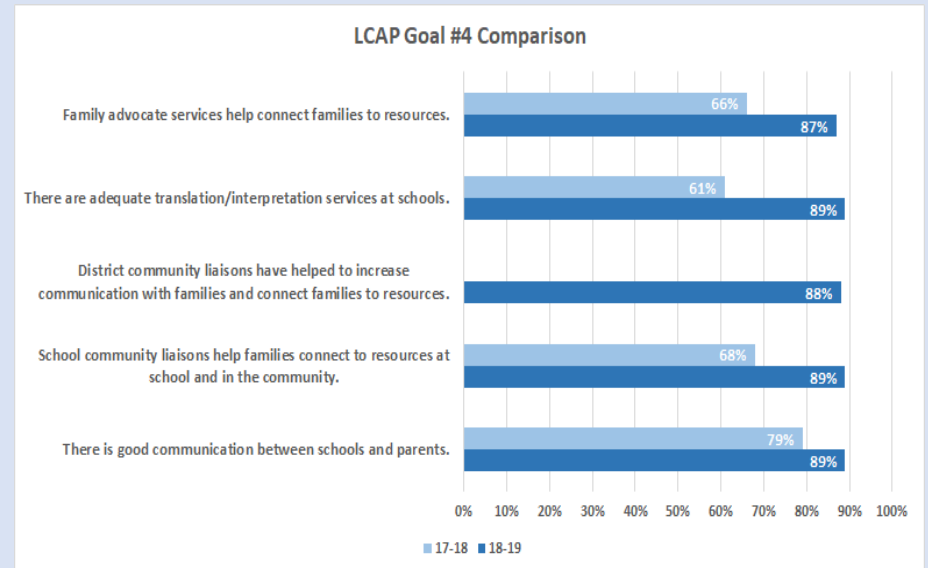
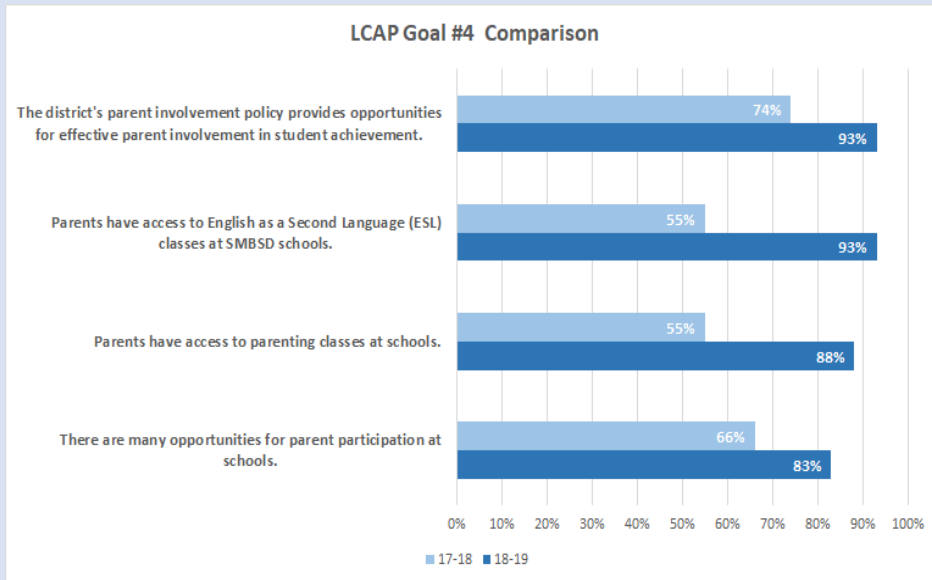
All of our stakeholder groups have listed family engagement and parent programs as important in the process of building a positive stakeholder culture. The modification of this goal is in response to the success of our parent leadership team, the development of strategic planning efforts and input from our stakeholder groups.

Communication is essential to an effective partnership with families. Stakeholders discussed and supported the expansion of parent communication services. They gained an understanding of how the district seeks to bridge the gap using a variety of strategies and resources. Input from stakeholders indicates their continued support for efforts that will include interpretation equipment, language acquisition software for staff and expansion of digital communication platforms. Other modifications not mentioned above that were discussed at the stakeholder meeting include Rosetta stone continuing as a regular program used for professional development, an additional site community liaison and an increase of resources across many of the actions and services due to an employee raise and an increase in outside contracts and services that are being purchased.

The following is a summary of the LCAP Staff Survey Results for those rating their perceptions of the actions and services for Goal 4 as Satisfied or Completely Satisfied:



The following is a summary of the LCAP Parent and Community Member Survey that measures perceptions of the actions and services for Goal 4:



The continuous input, collective inquiry, and collaboration through stakeholder meetings and LCAP surveys (English and Spanish) were all used to collect thoughts and priorities of staff, parents, community members, and students. As a result of stakeholder involvement, the following goals, actions, services and expenditures have been included in our LCAP.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

State Priorities:

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

Local Priorities: Basics (Teachers, Instructional Materials, Facilities) and Implementation of Academic Standards

### Identified Need:

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

- For English Language Arts the academic indicator for students in the district indicates they are scoring at 47.4 points below standard and increased 6.5 points.
- For English Language Arts, the African American, Foster Youth and Students with Disabilities student group performance level is **Orange**, with groups scoring 59.9, 94.7 and 135.8 points below standard, respectively.
- Performance for the African American student group declined by 18.6 points over the previous year. All other groups either maintained or increased their performance level in English Language Arts.
- For Mathematics, the academic indicator for students in the district indicates they are scoring at 67.7 points below standard and increased at 3.2 points.

- For Mathematics, Students with Disabilities student group performance level is Red, 161.2 points below standard. Additionally, the English Learners, Foster Youth and Homeless student group performance level for mathematics is **Orange**, with groups scoring 74, 118.7 and 71 points below standard, respectively.
- All groups either maintained performance level or improved with the exception of the Filipino student group (**Green** to **Yellow**).

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

The Local Indicators Basics (Teachers, Instructional Materials, and Facilities) and Implementation of Academic Standards were marked as MET on the dashboard. For Priority 1, Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional materials, and Safe, Clean and Functional School Facilities, the LEA submission was 0 for number/percentage of misassignments of teachers of English Learners, total teacher misassignments, and vacant teacher positions, 0 for number/percentage of students without access to their own copies of standards-aligned instructional materials for at school and at home, and 0 number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies).

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts (3-8) California School Dashboard	<p>Student Groups - Performance as reported on the California State Dashboard:</p> <p><b>All students - Yellow Status:</b> Low (51.7 points below level 3) Change: Increases + 9.8 points</p> <p><b>English Learners – Yellow Status:</b> Low (61.2 points below level 3) Change: Maintained + 6.8</p> <p>Foster Youth - n/a</p> <p>Homeless - n/a</p> <p><b>Socioeconomically Disadvantaged – Yellow Status:</b> Low (55.7 points below level 3) Change: Increased + 9.5 points</p> <p><b>Students with Disabilities Red Status:</b> Very Low (139 points)</p>	<p>SMBSD students will improve in English Language Arts, as demonstrated by an increase of 18 points per year on the ELA CAASPP district-wide, so that the district average is in the "Standards Met" or level 3 and "Medium" category by the end of Performance on the Dashboard English Language Arts Indicator (grades 3-8) will improve to <b>Green</b> for all student groups.</p>	<p>In 2017-18 changes were made to the cut scores on the State accountability five by five grid. Changes to the metric are reflected in an increase of points for 2018-19 metric. SMBSD students will improve in English Language Arts, as demonstrated by an increase of 27 points per year on the ELA CAASPP district-wide, so that the district average is in the "Standards Met" or level 3 and "Medium" category by the end of 2020. Performance on the Dashboard English Language Arts Indicator (grades 3-8) will improve</p>	<p>In 2017-18 changes were made to the cut scores on the State accountability five by five grid. Changes to the metric are reflected in an increase of points for 2019-20 metric. SMBSD students will improve in English Language Arts, as demonstrated by an increase of 27 points per year on the ELA CAASPP district-wide, so that the district average is in the "Standards Met" or level 3 and "Medium" category by the end of 2020. Performance on the Dashboard English Language Arts Indicator (grades 3-8) will improve</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>below level 3) Change: Maintained + 6.7 points</p> <p><b>African American – Orange Status:</b> Low (47.7 points below level 3) Change: Declined - 1.7 points</p> <p><b>American Indian - Status:</b> Low (26.9 points below level 3) Change: Increased + 15 points</p> <p><b>Asian - Green Status:</b> Medium (4.1 points below level 3) Change: Increased Significantly + 28.7 points</p> <p><b>Filipino – Green Status:</b> Medium (9.7 points above level 3) Change: Increased + 17.6 points</p> <p><b>Hispanic – Orange Status:</b> Low (54.3 points below level 3) Change: Increased +9.6 points</p> <p><b>Pacific Islander - n/a</b></p> <p><b>Two or More Races: Green Status:</b> Medium (4.6 points below level 3) Change: Increased Significantly + 25.4 points</p> <p><b>White – Orange Status:</b> Low (17.6 points below</p>		to <b>Green</b> for all student groups.	to <b>Green</b> for all student groups.
Smarter Balanced English Language Arts State Assessment (3-8)	<p>SBAC Summary (Aggregate percentage for grades 3-8) 2016-2017</p> <p><b>ELA Percentages:</b></p> <p>Standard Not Met: 44%</p> <p>Standard Nearly Met/Met/Exceeds: 56%</p>	By 2018, Grades 3-8 students will decrease the percentage of all students in the "does not meet" by 5% and increase the percentage of all student in the "nearly met" and	By 2019, Grades 3-8 students will decrease the percentage of all students in the "does not meet" by 5% and increase the percentage of all student in the "nearly met" and	By 2020, Grades 3-8 students will decrease the percentage of all students in the "does not meet" by 5% and increase the percentage of all student in the "nearly met" and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Mathematics (3-8) California School Dashboard</p>	<p>Student Groups - Performance as reported on the California State Dashboard:  <b>All students - Yellow Status:</b> Low (70.4 points below level 3)            Change: Increases + 5.2 points  <b>English Learners – Yellow Status:</b> Low (76.1 points below level 3)            Change: Maintained + 2.6            Foster Youth - n/a            Homeless - n/a  <b>Socioeconomically Disadvantaged Yellow Status:</b> Low (73.2 points below level 3)            Change: Increased + 5.3 points  <b>Students with Disabilities Red Status:</b> Very Low (165.6 points below level 3) Change: Maintained - 0.6 points  <b>African American – Orange Status:</b> Low (78.2 points below level 3)            Change: Declined -2.6 points  <b>American Indian - Status:</b> Low (67.4 points below level 3) Change: Increased + 1.5 points</p>	<p>"met" areas by 5% on the Smarter Balanced ELA state assessments.</p> <p>SMBSD students will improve in Mathematics, as demonstrated by an increase of 24 points per year on the Math CAASPP district-wide, so that the district average is in the "Standards Met" or level 3 and "Medium" category by the end of 2020. Performance on the Dashboard Mathematics Indicator (grades 3-8) will improve to <b>Green</b> for all student groups.</p>	<p>"met" areas by 5% on the Smarter Balanced ELA state assessments.</p> <p>In 2017-2018 changes were made to the cut scores on the State accountability five by five grid. Changes to the metric are reflected in an increase of points for 2018-19 metric. SMBSD students will improve in Math, as demonstrated by an increase of 35 points per year on the ELA CAASPP district-wide, so that the district average is in the "Standards Met" or level 3 and "Medium" category by the end of 2020. Performance on the Dashboard English Language Arts Indicator (grades 3-8) will improve to <b>Green</b> for all student groups.</p>	<p>"met" areas by 5% on the Smarter Balanced ELA state assessments.</p> <p>In 2017-2018 changes were made to the cut scores on the State accountability five by five grid. Changes to the metric are reflected in an increase of points for 2019-20 metric. SMBSD students will improve in Math, as demonstrated by an increase of 35 points per year on the ELA CAASPP district-wide, so that the district average is in the "Standards Met" or level 3 and "Medium" category by the end of 2020. Performance on the Dashboard English Language Arts Indicator (grades 3-8) will improve to <b>Green</b> for all student groups.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p><b>Asian – Green Status:</b> Medium (19.8 points below level 3) Change: Increased Significantly + 16.6 points</p> <p><b>Filipino – Green Status:</b> Medium (13.5 points above level 3) Change: Increased + 12.8 points</p> <p><b>Hispanic - Yellow Status:</b> Low (72.5 points below level 3) Change: Increased +5 points</p> <p>Pacific Islander - n/a</p> <p><b>Two or More Races: Green Status:</b> Medium (23.9 points below level 3) Change: Increased Significantly + 32.6 points</p> <p><b>White - Yellow Status:</b> Low (46.4 points below level 3) Change: Increased + 4.1 points</p>			
Smarter Balanced State Mathematics Assessment (3-8)	<p>SBAC Summary (Aggregate percentage for grades 3-8)</p> <p><b>2016 Math Percentages:</b> Standard Not Met: 48% Standard Nearly/Met/Exceeds: 51%</p>	By 2018, Grades 3-8 students will decrease the percentage of all students in the "does not meet" by 5% and increase the percentage of all student in the "nearly met" and "met" areas by 5% on the Smarter Balanced mathematics state assessments.	By 2019, Grades 3-8 students will decrease the percentage of all students in the "does not meet" by 5% and increase the percentage of all student in the "nearly met" and "met" areas by 5% on the Smarter Balanced mathematics state assessments.	By 2020, Grades 3-8 students will decrease the percentage of all students in the "does not meet" by 5% and increase the percentage of all student in the "nearly met" and "met" areas by 5% on the Smarter Balanced mathematics state assessments.
By 2020, Grades TK-1 students will decrease the	The average growth of students in basic and	By 2018, Grades TK-1 students will decrease the	The grading rubric was changed for the 2017-18	The grading rubric was changed for the 2017-18



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>percentage of all students in the "far below basic" and "below basic" areas by 15% and increase the percentage of all student in the "basic" and "proficient" areas by 15% on the District Assessments for ELA and mathematics.</p>	<p>proficient for TK, K, and 1st grade students on the ELA Trimester 2 Benchmark Assessment was 2.51%. The average growth of student in basic and proficient for TK, K, and 1st grade students on the Math Trimester 2 Benchmark Assessment was 2.41%. The growth data from the beginning of the year pretest assessments will also be used as a baseline.</p>	<p>percentage of all students in the "far below basic" and "below basic" areas by 5% and increase the percentage of all student in the "basic" and "proficient" areas by 5% on the District Assessments for ELA and mathematics.</p>	<p>school year for Grades TK-1 from a 1-5 scale to a developmental scale (Beginning, Developing, Secure, and Exceeding). By 2020, Grades TK-1 students will decrease the percentage of all students in the "Beginning" and "Developing" areas by 5% and increase the percentage of all students in the "Secure" and "Exceeding" areas by 5% on the District Assessments for ELA and mathematics.</p>	<p>school year for Grades TK-1 from a 1-5 scale to a developmental scale (Beginning, Developing, Secure, and Exceeding). By 2020, Grades TK-1 students will decrease the percentage of all students in the "Beginning" and "Developing" areas by 5% and increase the percentage of all students in the "Secure" and "Exceeding" areas by 5% on the District Assessments for ELA and mathematics.</p>
<p>By 2020, Grades 2nd grade students will decrease the percentage of all students in the "Standard Not Met" and "Standard Nearly Met" by 15% and increase the percentage of all student in the "Met" and "Exceeds" areas by 15% on the District Assessments for ELA and mathematics.</p>	<p>Growth data from the new 2nd grade beginning of the year assessment (pretest) will be used as a baseline.</p>	<p>By 2018, Grades 2 students will decrease the percentage of all students in the "Standard Not Met" and "Standard Nearly Met" by 5% and increase the percentage of all students in the "Met" and "Exceeds" areas by 5% on the District Assessments for ELA and mathematics</p>	<p>The grading rubric was changed for the 2017-2018 school year for Second grade from a 1-5 scale to a 1-4 scale. By 2019, Second grade students will decrease the percentage of all students in the "Not Met" and "Nearly Met" areas by 5% and increase the percentage of all students in the "Met" and "Exceeding" areas by 5% on the District Assessments for ELA and mathematics.</p>	<p>The grading rubric was changed for the 2017-2018 school year for Second grade from a 1-5 scale to a 1-4 scale. By 2020, Second grade students will decrease the percentage of all students in the "Not Met" and "Nearly Met" areas by 5% and increase the percentage of all students in the "Met" and "Exceeding" areas by 5% on the District Assessments for ELA and mathematics.</p>
<p>State Physical Fitness Healthy Fitness Test - By June 2020, fifth grade students will score in the Healthy Fitness Zone</p>	<p>Tracking the cohort of students as they move from 5th grade to 7th grade shows an increase in the Healthy Fitness</p>	<p>State Physical Fitness Healthy Fitness Test - By June 2020, fifth grade students will score in the Healthy Fitness Zone</p>	<p>State Physical Fitness Healthy Fitness Test - By June 2020, fifth grade students will score in the Healthy Fitness Zone</p>	<p>State Physical Fitness Healthy Fitness Test - By June 2020, fifth grade students will score in the Healthy Fitness Zone</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(HFZ) for all six fitness areas measured by the Physical Fitness Test.	Zone in all areas of the Preliminary PFT testing data the two and a half years: Aerobic Capacity: Increase 5.6%, Body Composition: 2.3%, Abdominal Strength: 36.3%, Trunk Strength: 3.4%, Upper Body Strength: 18.4%, Flexibility: 21.2%	(HFZ) for all six fitness areas measured by the Physical Fitness Test	(HFZ) for all six fitness areas measured by the Physical Fitness Test.	(HFZ) for all six fitness areas measured by the Physical Fitness Test.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

**1.1 Common Core State Standards Aligned Instructional and Supplemental Materials**

**Explanation** - All students will have access to State aligned instructional materials, as measured by the Resolution of Sufficiency, which indicates 100% of students have access to standards-aligned materials. In order to provide staff with additional support in how to better meet the needs of students, the district and school sites will continue to provide Common Core State aligned supplemental instructional materials, including ELA, Math, Social Studies, and Science. Supplemental support materials will be used to support teachers in providing direct instruction, intervention, and extended day classes.

2018-19 Actions/Services

**1.1 CCSS Aligned Supplemental Instructional Materials**

**Explanation** - All students will have access to state aligned instructional materials, as measured by the Resolution of Sufficiency, which indicates 100% of students have access to standards-aligned materials. In order to provide staff with additional support about how to better meet the needs of students, the district and school sites will continue to provide Common Core State aligned supplemental instructional materials, including English language arts, mathematics, social studies and science. Supplemental support materials will be used to support teachers in providing direct instruction, intervention, and extended day classes.

2019-20 Actions/Services

**1.1 CCSS Aligned Supplemental Instructional Materials**

**Explanation** - All students will have access to state aligned instructional materials, as measured by the Resolution of Sufficiency, which indicates 100% of students have access to standards-aligned materials. In order to provide staff with additional support about how to better meet the needs of students, the district and school sites will continue to provide Common Core State aligned supplemental instructional materials, including English language arts, mathematics, social studies and science. Supplemental support materials will be used to support teachers in providing direct instruction, intervention, and extended day classes.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$96,861	\$1,191,478	\$658,757
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies (unit 1806 and partial 1701)	4000-4999: Books And Supplies (unit 1806 and partial 1701) & Resource 0977, Unit 0000	4000-4999: Books And Supplies (unit 1806, partial unit 1701), partial resource 0977, unit 2049, partial unit 2060
Amount			\$22,200
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

#### 1.2 Professional Learning

**Explanation** - The district will provide ongoing Teacher, Paraeducator, and Administrator professional development (workshops, coaching, conferences, and collaborative time) to support the implementation of Professional Learning Communities and to build capacity regarding personnel practices, site management, instructional leadership, and utilization of technology to enhance student

### 2018-19 Actions/Services

#### 1.2 Professional Learning -

**Explanation** - The district will continue to provide ongoing Teacher, Paraeducator, and Administrator professional development (workshops, coaching, conferences, and collaborative time) to support the implementation of Professional Learning Communities (PLC) and to build capacity regarding personnel practices, site management, instructional leadership, and

### 2019-20 Actions/Services

#### 1.2 Professional Learning

**Explanation** - The district will continue to provide ongoing teacher, paraeducator, and administrator professional development (workshops, coaching, conferences, and collaborative time) to support the implementation of Professional Learning Communities (PLC) and to build capacity regarding personnel practices, site management, instructional leadership, and

achievement. Professional Learning Communities (PLC) is an ongoing process in which educators meet regularly, share expertise, and work in collaboration in order to improve teaching skills and academic performance of students. The district will provide professional learning time for teachers and administrators to collaborate on developing and reviewing assessments, lesson planning, content development and improved teaching strategies. The district will provide ongoing Professional Development to ensure staff members are prepared to implement effective Response to Intervention programs at each site. The district will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria-Bonita School District Staff.

utilization of technology to enhance student achievement. PLC is an ongoing process in which educators meet regularly, share expertise, and work in collaboration in order to improve teaching skills and academic performance of students. The district will provide professional learning time for teachers and administrators to collaborate on developing and reviewing assessments, lesson planning, content development and improved teaching strategies. The district will provide ongoing professional development to ensure staff members are prepared to implement effective Response to Intervention programs at each site. The district will provide additional professional development to build the capacity of our teachers and administrators in Guided Reading. Teachers on Special Assignment along with outside consultants will provide professional learning to support and provide job embedded coaching that is on-going and sustainable. The district will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria-Bonita School District Staff. The allocation will be increased in order to cover an increase in cost of professional development services.

utilization of technology to enhance student achievement. PLC is an ongoing process in which educators meet regularly, share expertise, and work in collaboration in order to improve teaching skills and academic performance of students. The district will provide professional learning time for teachers and administrators to collaborate on developing and reviewing assessments, lesson planning, content development and improved teaching strategies. With the new Social Studies and Science adoptions, there will be an emphasis on building capacity of staff in both areas throughout the school year. A focus will be made on professional development to ensure all teachers are implementing effective Tier 1 instruction The district will continue to provide additional professional development to build the capacity of our teachers and administrators in Guided Reading. Instructional Coaches along with outside consultants will provide professional learning to support and provide job-embedded coaching that is ongoing and sustainable. The district will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria-Bonita School District staff. The allocation will be increased to cover an increase in cost of professional development services.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$101,126	\$159,275	\$267,414
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries (unit 1621)	1000-1999: Certificated Personnel Salaries (unit 1621)	1000-1999: Certificated Personnel Salaries partial unit 1621, partial unit 2056, partial unit 1701, partial resource 0977

Amount	\$34,474	\$27,000	\$13,607
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$21,571	\$36,903	\$60,302
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$50,543	\$12,322	\$61,615
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$292,086	\$875,262	\$775,430
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures (unit 1621 & 1701)	5000-5999: Services And Other Operating Expenditures (partial unit 1621 & partial 1701)	5000-5999: Services And Other Operating Expenditures

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	Specific Schools: All elementary schools (16 total) Specific Grade Spans: Kindergarten, first, second, third, fourth, fifth, and sixth
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18      Select from New, Modified, or Unchanged for 2018-19      Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
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2017-18 Actions/Services

**1.3 Physical Education Specialists**  
**Explanation** - The district will provide 4th, 5th, and 6th graders physical education instruction by providing a certificated physical education specialist at each elementary school site. This being an increase of service from eight physical education specialist at each elementary school site. Sixteen total. Grade level teams, administrators, and PE specialist will collaborate in order to ensure that teachers are providing direct instruction, intervention, and/or small group instruction during PE time.

2018-19 Actions/Services

**1.3 Physical Education Specialists for 4th, 5th, and 6th grade students**  
**Explanation** - The district will continue to provide 4th, 5th, and 6th graders physical education instruction by providing a certificated physical education specialist at each elementary school site. Sixteen total. Grade level teams, administrators, and PE specialist will collaborate in order to ensure that teachers are providing direct instruction, intervention, and/or small group instruction during PE time. The district will track interventions provided by classroom teachers during PE instruction.

2019-20 Actions/Services

**1.3 Physical Education Teachers for first through sixth grade students**  
**Explanation** - The district will continue to provide fourth, fifth, and sixth graders physical education instruction by providing a certificated physical education teacher at each elementary school site. In addition, the district will enhance this service by providing sixteen additional PE teachers in order to provide first, second, and third graders physical education instruction. There will be a total of thirty-two PE teachers, two per every elementary school site. Grade level teams, administrators, and PE teachers will collaborate in order to ensure that teachers are providing direct instruction, intervention, and/or small group instruction during PE time. The school sites and the district will track interventions provided by classroom teachers during PE instruction.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,354,985	\$1,587,999	\$3,073,464
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (unit 1517)	3000-3999 - 1000-1999: Certificated Salaries (unit 1517 & partial 1701)	3000-3999 - 1000-1999: Certificated Salaries unit 1517, unit 2047, partial unit 2060
Amount	\$62,500	\$65,000	\$72,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$2,500	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

#### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20



Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**1.4 Response to Intervention and Instruction - One Intervention Teacher per elementary site**

**Explanation** - In order to support the needs of students who are at risk or below grade level and to reduce the learning gaps, the district will continue to provide one Intervention Teacher at each elementary site to assist teachers and administrators with the appropriate placement of students, professional development, data analysis, school site intervention plans, whole group instruction, and small group instruction with students in English Language Arts/English Language Development and Math.

**1.4 Response to Intervention and Instruction - One Intervention Teacher per elementary site**

**Explanation** - In order to support the needs of students who are at risk or below grade level and to reduce the learning gaps, the district will continue to provide one Intervention Teacher (full-time certificated teacher) at each elementary site to assist teachers and administrators with the appropriate placement of students, professional development, data analysis, school site intervention plans, whole group instruction, and small group instruction with students in English Language Arts/English Language Development and Math.

**1.4 Response to Intervention and Instruction - One Intervention Teacher per elementary site**

**Explanation** - In order to support the needs of students who are at risk or below grade level and to reduce the learning gaps, the district will continue to provide one Intervention Teacher (full-time certificated teacher) at each elementary site to assist teachers and administrators with the appropriate placement of students, professional development, data analysis, school site intervention plans, whole group instruction, and small group instruction with students in English Language Arts/English Language Development and Math.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,783,635	\$1,806,494	\$2,196,433
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (unit 1703)	3000-3999 - 1000-1999: Certificated Salaries (unit 1703)	3000-3999 - 1000-1999: Certificated Salaries unit 1703 and partial resource 0977

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

**1.5 Technology**

**Explanation** - The district will continue to expand the ways in which technology is used to support student engagement and learning. The district will continue to provide opportunities for students to become technology literate and to assist students in being College and Career Ready by continuing to provide additional .5 increase time for Computer Lab Technicians at each school site. The district will continue to increase and implement district-wide instructional programs to help all students in technology as it relates to the CCSS by providing access to technology for every student and staff member to support, enhance, and increase knowledge of content standards and to improve motivation in learning. Software programs and curricular licenses purchased will align with the Common Core State Standards and district programs

2018-19 Actions/Services

**1.5 Technology**

**Explanation** - The district will continue to expand the ways in which technology is used to support student engagement and learning. The district will continue to provide opportunities for students to become technology literate and to assist students in being college and career ready by continuing to provide a full time Computer Site Technician at each school site. The district will fully fund these technicians from LCAP. The district will continue to increase and implement district-wide instructional programs to help all students in technology as it relates to the CCSS by providing access to technology for every student and staff member to support, enhance, and increase knowledge of content standards and to improve motivation in learning. Software programs and curricular licenses purchased will align with the Common Core State Standards and district programs

2019-20 Actions/Services

**1.5 Technology**

**Explanation** - The district will continue to expand the ways in which technology is used to support student engagement and learning. The district will continue to provide opportunities for students to become technologically literate and to assist students in being college and career ready by continuing to provide a full-time Computer Site Technician at each school site. The district will fully fund these technicians from LCAP. The district will continue to increase and implement district wide instructional programs to help all students in technology as it relates to the CCSS by providing access to technology for every student and staff member to support, enhance, and increase knowledge of content standards and to improve motivation in learning. Software programs and curricular licenses purchased will align with the Common Core State Standards and

including materials to support Special Ed. Adaptive Technology. A fund for maintenance and operations will be increased in order to ensure appropriate upgrades and repairs are made. Professional Learning including conferences and training experiences will also be allocated through site and district funds.

including materials to support Special Education Adaptive Technology. A fund for maintenance and operations will be increased in order to ensure appropriate upgrades and repairs are made. Professional learning for certificated and classified staff including conferences and training experiences will also be allocated through site and district funds. The district will increase professional learning opportunities which will include online self-paced, individualized training programs.

district programs including materials to support Special Education Adaptive Technology. A fund for maintenance and operations will be increased in order to ensure appropriate upgrades and repairs are made. Professional learning for certificated and classified staff, including conferences and training experiences, will also be allocated through site and district funds. The district will increase professional learning opportunities which will include online, self-paced, individualized training programs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,127	\$29,430	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries (unit 1514,1607, partial 1621)	1000-1999: Certificated Personnel Salaries (unit 1514, 1607, partial 1621)	1000-1999: Certificated Personnel Salaries unit 1514, unit 1607, partial unit 1621, partial resource 0977
Amount	\$277,333	\$601,003	\$609,769
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$314,527	\$406,227	\$442,703
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$110,680	\$46,137	\$67,618
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$58,178	\$112,174	\$79,993
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**1.6 Response to Intervention and Instruction - Teacher Tutor Support**  
**Explanation** - All schools, site administrators, and district staff will provide support in the development and implementation of quality

2018-19 Actions/Services

**1.6 Response to Intervention and Instruction - Teacher Tutor Support**  
**Explanation** - All schools, site administrators, and district staff will continue to provide support in the development and

2019-20 Actions/Services

**1.6 Response to Intervention and Instruction - Certificated Teacher Tutor (TT) Support**  
**Explanation** - All schools, site administrators, and district staff will provide support in the

Response to Intervention Programs and Instruction. The district will provide each elementary school site two Certificated Teacher Tutors to support intervention and small group instruction in the area of English Language Development, English Language Arts, and Mathematics. These additional teacher tutors will support smaller class sizes and provide direct services that will help all students but especially students who are learning English or low income.

implementation of quality Response to Intervention Programs and Instruction. The district will provide each elementary school site **two Certificated Teacher Tutors (hourly paid certificated teacher)** to support intervention and small group instruction in the area of English Language Development, English Language Arts, and Mathematics. These additional teacher tutors will support smaller class sizes and provide direct services that will help all students, but especially students who are English Learners, Foster Youth or Low-Income.

development and implementation of quality Response to Intervention Programs and Instruction. The district will continue to provide each elementary school site two certificated TT (hourly paid certificated teacher, 3.5 hours per day) to support intervention and small group instruction in the area of English Language Development and English Language Arts. In addition, the district will increase the action and service by providing each junior high school with two TT. These additional Teacher Tutors will support smaller class sizes and provide direct services that will help all students but especially students, who are learning English or Low-Income. (duplicate)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$896,865	\$897,050	\$1,120,988
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries Duplicate Expense (unit 1710)	3000-3999 - 1000-1999: Certificated Salaries Duplicate Expense (unit 1710)	3000-3999 - 1000-1999: Certificated Salaries Duplicate Expense unit 1710 and partial resource 0977

### Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

**1.7 Increase Library Media Clerk Positions**  
**Explanation** - The district will continue to increase Library Media Clerk positions to full time. The Library Media Clerks will assist students in learning basic information skills and locating and selecting appropriate materials to enhance their learning. This support will help increase reading scores and provide low-income students and English learners access to high-interest books that are aligned across the curriculum. The district will continue to review schools' library collection, increase software support services within each library, and provide students and their families' access to each school library.

**2018-19 Actions/Services**

**1.7 Increase Library Media Clerk Positions**  
**Explanation** - Library Media Clerk positions will continue to be full-time. The district will fully fund these positions out of LCAP. The Library Media Clerks will assist students in learning basic information skills and locating and selecting appropriate materials to enhance their learning. This support will help increase reading scores and provide Low-Income students and English Learners access to high-interest books that are aligned across the curriculum. The district will continue to review schools' library collection, increase software support services within each library, and provide students and their families access to each school library.

**2019-20 Actions/Services**

**1.7 Increase Library Media Clerk Positions**  
**Explanation** - Library Media Clerk positions will continue to be full-time. The Library Media Clerks assist students in learning basic information skills and locating and selecting appropriate materials to enhance their learning. This support will help increase reading scores and provide Low-Income students and English Learners access to high-interest books that are aligned across the curriculum. In addition, the district will provide one Supervisor, Instructional Materials Center to support all sites. The district will continue to review each school's library collection, increase software support services within each library, and provide students and their families access to each school library.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$604,378	\$1,037,781	\$1,200,479
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Budget Reference	3000-3999 - 2000-2999: Classified Salaries (unit 1615)	3000-3999 - 2000-2999: Classified Salaries (unit 1615)	3000-3999 - 2000-2999: Classified Salaries unit 1615, unit 1907 and partial resource 0977
Amount			\$1,000
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies

### Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

1.8 Preschool Program Support -

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

1.8 Preschool Program Support

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

1.8 Preschool Program Support

**Explanation** - The district will continue to increase access to preschool programs for low-income, English learner, and foster youth students. Preschool support will include bilingual instructional aides, training, and other needed support to maximize the learning potential of all students in the preschool program. In order to better prepare children for Transitional Kindergarten and Kindergarten and to reduce learning gaps, the district will continue to fund bilingual instructional aides for Twilight Preschool Programs and Midday Assistants according to student's need.

**Explanation** - In order to better prepare children for Transitional Kindergarten and Kindergarten and to reduce learning gaps, the district will continue to increase access to preschool programs for Low-Income, English Learner, and Foster Youth students. This includes increasing support by increasing the Twilight Preschool Programs, providing a Child Development Specialist Teacher on Special Assignment to support all preschool programs, hiring one certificated teacher, and one roving substitute teacher to support our preschool classes district-wide. Preschool support will also continue to include the funding of Bilingual Instructional Assistants for Twilight Preschool Programs, Midday Assistants, training, field trips, extended learning, and other needed support to maximize the learning potential of all students in the preschool program.

**Explanation** - In order to better prepare children for Transitional Kindergarten and Kindergarten and to reduce learning gaps, the district will continue to increase access to preschool programs for Low-Income, English Learner, and Foster Youth students. This includes increasing support by increasing the Twilight Preschool Programs, providing a Child Development Director to support all preschool programs, and hiring one certificated teacher and one roving substitute teacher to support our preschool classes district-wide. Preschool support will also continue to include the funding of Bilingual Instructional Assistants for Twilight Preschool Programs, mid-day Assistants, training, field trips, expanded learning, and other needed support to maximize the learning potential of all students in the preschool program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$203,600	\$370,283	\$392,539
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo (unit 1502 & 1719)	7000-7439: Other Outgo (unit 1502 & 1719)	7000-7439: Other Outgo unit 1502 & unit 1719
Amount		\$5,751	\$0
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries



Amount		\$13,042	\$0
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$3,463	\$0
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

**1.9 Curriculum Substitutes**  
**Explanation** - The district will continue to provide sixteen Curriculum substitutes. The substitutes will provide coverage for professional learning opportunities and release time for observing, learning, planning, site leadership teams, collaboration teams, and department chair meetings.

2018-19 Actions/Services

**1.9 Curriculum Substitute Teachers & Site Guest Teachers**  
**Explanation** - The district will provide **twelve Curriculum Substitutes**. The Curriculum Substitutes will provide coverage for professional learning opportunities and release time for observing, learning, planning, site leadership teams, collaboration teams, and department chair meetings. The district will provide a Guest Teacher at each site. Guest Teachers will provide release time/coverage for collaboration with other teachers and site administrative staff. Guest Teachers will provide collaboration time at the site level for staff to develop learning support plans, set goals for students, monitor progress, and evaluate the effectiveness site intervention plans.

2019-20 Actions/Services

**1.9 Curriculum Substitute Teachers**  
**Explanation** - The district will review the Curriculum Substitute Teacher program service and its effect on professional development and the regular education substitute teacher pool to determine how the program will proceed in the 2019-20 year. The district will provide fewer Curriculum Substitutes for and the number will depend on the outcome of the analysis. Curriculum Substitutes provide coverage for professional learning opportunities and release time for observing, learning, planning, site leadership teams, collaboration teams, and department chair meetings.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$549,938	\$1,330,563	\$372,849
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (unit 1508)	3000-3999 - 1000-1999: Certificated Salaries (unit 1508 & 1905)	3000-3999 - 1000-1999: Certificated Salaries unit 1508 and partial resource 0977

**Action 10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
 [Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**1.10 Lead Learners**  
**Explanation** - The district will continue to provide the support of Lead Learners. Lead Learners assist teachers and administrators in the implementation of State Standards. They also support professional learning.

2018-19 Actions/Services

**1.10 Lead Learners (certificated teacher paid at an hourly rate)**  
**Explanation** - The district will restructure the Lead Learner program by decreasing the support of Lead Learners for English language arts, mathematics, science, English Language Development, and social studies. The district will provide two Technology Lead Learners per school site for the beginning half of the school year in order to better assist teachers and administrators in the implementation and integration of the California Computer Science Standards. The district will review the program in December 2018 with stakeholders to determine how the program will proceed for the remainder of the year.

2019-20 Actions/Services

**1.10 Lead Learners (certificated teacher paid at an hourly rate)**  
**Explanation** – Based on the review and analysis in 2018-19 concerning the role of English Language Arts, mathematics, science, English Language Development, social studies and technology Lead Learners and with the input of stakeholders, this action and service will only include technology Lead Learners for the 2019-20 year. The role of the technology Lead Learner will change in order to support the SMBSD Connected Program and other district-led technology programs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$430,503	\$49,000	\$49,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Budget Reference

3000-3999 - 1000-1999: Certificated Salaries (unit 1512 & 1619)

3000-3999 - 1000-1999: Certificated Salaries (unit 1512)

3000-3999 - 1000-1999: Certificated Salaries unit 1512

### Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

**1.11 Enrichment & Extended Day Opportunities**

**Explanation** - The district will continue and increase appropriate and effective Enrichment and Extended Day Learning Opportunities. The district will increase learning opportunities according to our students' needs. The district will provide comprehensive Extended Day

#### 2018-19 Actions/Services

**1.11 Enrichment & Extended Day Opportunities**

**Explanation** - The district will continue and increase appropriate and effective Enrichment and Extended Day Learning Opportunities. The district will increase learning opportunities according to our students' needs. The district will provide comprehensive Extended Day

#### 2019-20 Actions/Services

**1.11 Expanded Learning**

**Explanation** - Provide rich and varied supplemental educational and enrichment experiences. The district will continue to increase appropriate and effective supplemental enrichment and educational experiences. These will include grade-level aligned CCSS

Programs with opportunities for remediation, enrichment, the arts, physical education and homework support. These classes/programs will be monitored throughout the year. Opportunities will include the enrichment STEM College Residential Program For Talented Youth and the SMBSD Robotics Program. The STEM College Residential Program will increase Jr. High students' learning as well as provides a college and career readiness experience. This, in turn, will strengthen the students' critical thinking and decision-making skills as well as assist parents in understanding the university application process, financial aid, and scholarship process.

Programs with opportunities for remediation, enrichment, the arts, physical education and homework support. These classes/programs will be monitored throughout the year. Opportunities will include the enrichment STEM College Residential Program For Talented Youth and the SMBSD Robotics Program. The STEM College Residential Program will increase junior high students' learning as well as provides a college and career readiness experience. This, in turn, will strengthen the students' critical thinking and decision-making skills as well as assist parents in understanding the university application process, financial aid, and scholarship process.

field trips, fine arts activities, assemblies, and guest speakers to support student learning in history/social studies, science, physical education, arts and technology. These will also include enrichment and comprehensive Expanded Learning Programs to include opportunities for remediation, enrichment, the arts, physical education and homework support. These classes/programs will be monitored throughout the year. Opportunities will also include the enrichment STEM College Residential Program For Talented Youth, the SMBSD Robotics Program and Science Camps. The STEM College Residential Program will increase junior high students' learning as well as provide a college and career readiness experience. This, in turn, will strengthen the students' critical thinking and decision-making skills as well as assist parents in understanding the university application process, financial aid, and scholarship process.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,000	\$59,600	\$507,046
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures (unit 1629 & partial 1720)	5000-5999: Services And Other Operating Expenditures (unit 1629 & partial 1720)	5000-5999: Services And Other Operating Expenditures unit 1629, partial unit 1720, and partial resource 0977
Amount	\$14,000	\$0 Zero	\$0 Zero
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (unit 1701)	3000-3999 - 1000-1999: Certificated Salaries (unit 1701)	3000-3999 - 1000-1999: Certificated Salaries

Amount			\$66,597
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$1,796
Source			Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries
Amount			\$16,824
Source			Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits

## Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**1.12 Teacher on Special Assignment (TOSA)**

**Explanation** - The District will provide five additional Teachers On Special Assignment to help support teachers in the teaching of Mathematics, English Language Arts, Science and Technology methodologies, support Professional Development, and collaborate with teachers and administrators districtwide.

2018-19 Actions/Services

**1.12 Teacher on Special Assignment (TOSA)**

**Explanation** - The District will continue to provide five Teachers On Special Assignment (certificated full-time teachers) to help support teachers in the teaching of mathematics, English language arts, science and technology methodologies, support professional development, and collaborate with teachers and administrators district-wide. The district will increase TOSA support by hiring two additional teachers in order to integrate and align college and career readiness efforts across all sites and to promote curriculum integration through technology.

2019-20 Actions/Services

**1.12 Teacher on Special Assignment (TOSA)**

**Explanation** - The district will continue to provide seven Teachers On Special Assignment (certificated full-time teachers) to help support teachers in the teaching of mathematics, English Language Arts, science and technology methodologies. They will also support professional development, integrate and align college and career readiness efforts across all sites, promote curriculum integration through technology and collaborate with teachers and administrators district-wide.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$609,048	\$850,990	\$946,528
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (partial unit 1519)	3000-3999 - 1000-1999: Certificated Salaries (partial unit 1519)	3000-3999 - 1000-1999: Certificated Salaries partial unit 1519
Amount			\$654
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures

**Action 13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

**1.13 Fine Arts Programs**  
**Explanation** - The funding for the district's Visual and Performing Arts Program will assist with the goal of strengthening 21st-century collaboration, communication, innovation, critical thinking skills and academic skills. The district will continue to fund four Band Teachers to support the Elementary and Junior High Band Programs. Visual and Performing Arts Personnel will continue to provide students rich instruction in fine arts (including art, dance, music, and theater). Instructional materials/instruments will be provided to students for instruction. The intent

2018-19 Actions/Services

**1.13 Fine Arts Programs**  
**Explanation** - The funding for the district's Visual and Performing Arts Program will assist with the goal of strengthening 21st-century collaboration, communication, innovation, critical thinking skills and academic skills. The district will continue to fund five band teacher positions that prior to implementation of LCFF were supported by categorical resources. In addition, the district will continue to fund four Band Teachers to support the elementary and junior high band programs. Visual and Performing Arts Personnel will continue to provide students rich instruction in fine arts

2019-20 Actions/Services

**1.13 Fine Arts Programs**  
**Explanation** - The funding for the district's Visual and Performing Arts Program will assist with the goal of strengthening 21st-century collaboration, communication, innovation, critical thinking skills and academic skills. The district will continue to fund five band teacher positions that prior to implementation of LCFF were supported by categorical resources. In addition, the district will continue to fund four Band Teachers to support the elementary and junior high band programs. Visual and Performing Arts Personnel will continue to provide students rich instruction in fine arts



to support school programs is to help students develop social and physical skills, provide students exposure and interest within the Fine Arts program, and increase students involvement in school and community events held throughout the year. The district will continue to develop a districtwide Fine Arts Master Plan that is aligned with CCSS and each school site's SSPA.

(including art, dance, music, and theater). Instructional materials and instruments will be provided to students for instruction. The intent to support school programs is to help students develop social and physical skills, provide students exposure and interest within the Fine Arts program, and increase students involvement in school and community events held throughout the year. The district will continue to develop a district-wide Fine Arts Master Plan that is aligned with CCSS and each school site's SSPA.

(including art, dance, music, and theater). Instructional materials and instruments will be provided to students for instruction. The intent to support school programs is to help students develop social and physical skills, provide students exposure and interest within the Fine Arts program, and increase students involvement in school and community events held throughout the year. The district will continue to develop a district-wide Fine Arts Master Plan that is aligned with CCSS and each school site's SSPA.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$370,206	\$1,028,357	\$1,066,784
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (unit 1516, 1523, 1716)	3000-3999 - 1000-1999: Certificated Salaries (unit 1516, 1523, 1716) & Mgt 7410, Unit 0000	3000-3999 - 1000-1999: Certificated Salaries unit 1516, unit 1523, unit 1716 and partial resource 0977
Amount	\$130,174	\$118,685	\$123,119
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$274,505	\$317,127	\$326,876
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

### Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**1.14 Extended Day Learning**

**Explanation** - In order to ensure English learners, students who are identified as low income, and students who are at-risk are able to have appropriate opportunities for intervention, reteaching and increased learning, the district will provide increased extended day classes and intersession services. The district will provide appropriate and effective Extended Day Learning Opportunities. The district will increase these learning opportunities according to our students' needs. These classes will be monitored throughout the year. Opportunities will include extended day individual school site classes, Primary Jumpstart, Winter

2018-19 Actions/Services

**1.14 Extended Day Learning**

**Explanation** - In order to ensure English learners, students who are identified as Low-Income, and students who are at-risk are able to have appropriate opportunities for intervention, reteaching and increased learning, the district will provide increased extended day classes and intersession services. The district will provide appropriate and effective Extended Day Learning Opportunities. The district will increase these learning opportunities according to our students' needs. These classes will be monitored throughout the year. Opportunities will include extended day individual school site classes, Primary Jumpstart, Winter Intersession, Saturday School, Summer

2019-20 Actions/Services

**1.14 Expanded Learning**

**Explanation** - In order to ensure English Learners, students who are identified as Low-Income, and High Needs students are able to have appropriate opportunities for intervention, reteaching and increased learning, the district will provide increased expanded day classes and intersession services. The district will provide appropriate and effective Expanded Learning Opportunities. The district will increase these learning opportunities according to our students' needs. These classes will be monitored throughout the year. Opportunities will include expanded day individual school site classes, Primary Jumpstart, Winter Intersession, site Saturday Schools, site Summer Schools, and

Intersession, Saturday School, Summer School, and Newcomer classes.

School, and Newcomer classes. The district will expand the current Summer School program by increasing student enrollment at individual school sites throughout the district that participate in the Summer School program.

Newcomer classes. The district will continue to expand the current Summer School program by increasing student enrollment at individual school sites throughout the district that participate in the Summer School program. (duplicate).

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$565,268	\$1,414,954	\$1,129,399
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries (unit 1627,1628 & partial 1720)	1000-1999: Certificated Personnel Salaries Duplicate (unit 1627,1628 & partial 1720, 1701)	1000-1999: Certificated Personnel Salaries (duplicate unit 1627, unit 1628 and unit 1720) and unit 2050, partial unit 1701 and partial resource 0977
Amount	\$227,224	\$350,337	\$222,040
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$157,026	\$374,552	\$312,373
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$149,132	\$307,432	\$595,659
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$176,350	\$365,126	\$367,285
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

### Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

**1.15 Provide student access to GATE Explanation** - The district will continue to provide increased support to the GATE program. The support will include professional development, on-line assessments, parent

2018-19 Actions/Services

**1.15 Provide student access to GATE Explanation** - The district will continue to provide increased support to the GATE program. The support will include professional development, on-line assessments, parent

2019-20 Actions/Services

**1.15 Provide student access to GATE Explanation** - The district will continue to provide increased support to the GATE program. The support will include professional development, online assessments, parent

education, and further enrichment opportunities for our students.

education, and further enrichment opportunities for our students.

education, and further enrichment opportunities for our students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,575	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries (unit 1724)	1000-1999: Certificated Personnel Salaries (unit 1724)	1000-1999: Certificated Personnel Salaries (unit 1724)
Amount	\$100	\$100	\$100
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$308	\$26	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$18,017	\$1,387	\$3,043
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$18,487	\$16,957
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

### Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**1.16 Strengthen districtwide support systems, processes, and practices that support student learning**  
**Explanation** - The district will continue to maintain and strengthen district operations that support systems, process and practices that support student learning. This includes the LCAP office, data management, business management, and other centralized district operations. The district will hire a Curriculum Secretary to assist with clerical maintenance of staff development attendance, sign-ins, registration and confirmation of staff development activities.

2018-19 Actions/Services

**1.16 Strengthen districtwide support systems, processes and practices that support student learning**  
**Explanation** -The district will expand and strengthen functions that support systems, processes and practices that support student learning. This includes the LCAP office (LCAP Coordinator, Curriculum Secretary, and LCAP Secretary II positions), data management, business management, and other centralized district operations. It further includes an expansion of the support provided to school sites which will enhance collaboration that will increase student academic achievement. Additionally, the district will continue to support

2019-20 Actions/Services

**1.16 Strengthen district-wide support systems, processes and practices that support student learning**  
**Explanation** - The district will expand and strengthen functions that support systems, processes and practices that support student learning. This includes the LCAP office (LCAP Coordinator- change title, Curriculum Secretary, and LCAP Secretary II positions), data management, business management, and other centralized district operations. In addition, to more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level, the following roles will continue: Director,

services under the project office. This includes increasing support at the site level by fully funding the Project Clerk position and partially funding **several** positions in the office that support the implementation of LCFF. The Project Clerks assist with categorical programs, data entry and parent communication. To more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level, five specific roles will be established: Director, School Support; Supervisor, Instructional Materials Center; Program Specialist, Health Services; and two Secretary II positions. In addition, two Accounting Technicians Budget Control Positions will be hired to assist with the increased fiscal activity related to the LCAP. **The District anticipates a settlement with all bargaining units. The settlement will affect all certificated and classified salaries that are in the LCAP.**

School Support, two Secretary II positions and two Accounting Technicians Budget Control positions will continue to assist with the increased fiscal activity related to the LCAP. It further includes the continuation of expansion of support provided to school sites which will enhance collaboration that will increase student academic achievement. The district will continue to support services under the project office. This includes increasing support at the site level by continuing to fully fund the Project Clerk positions and partially fund several positions in the Consolidated Projects Office that support the implementation of LCFF. The Project Clerks assist with categorical programs, data entry and parent communication.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$135,024	\$927,092	\$352,042
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries (unit 1636,1704,1705)	1000-1999: Certificated Personnel Salaries (unit 1636,1704,1705, 1901, 1902, 1903, 1907,1908,1909)	1000-1999: Certificated Personnel Salaries units 1636,1704,1705, 1901, 1902, 1903, 1909 and partial resource 0977
Amount	\$152,565	\$1,439,252	\$1,324,478
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$65,224	\$1,275,669	\$896,043
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$14,089	\$46,770	\$63,376
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$4,739	\$25,045	\$33,343
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

## Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Elementary Schools: (9)  
Alvin, Bonita, Bruce, Fairlawn, Liberty, Oakley, Ontiveros, Rice and Sanchez.  
Junior High Schools: (4) Fesler, Tommie Kunst, Arellanes, and El Camino



## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

#### 1.17 Advanced Via Individual Determination - AVID

**Explanation** - Ten school sites will provide AVID professional development for teachers including attendance to the summer institute and other professional development opportunities. The school sites will provide release time to further teacher professional development as it relates to AVID. School sites will purchase supplemental and ancillary materials to support AVID strategies.

### 2018-19 Actions/Services

#### 1.17 Advanced Via Individual Determination - AVID

**Explanation** - Fifteen school sites will provide AVID professional development for teachers including attendance to the summer institute and other professional development opportunities. The school sites will provide release time to further teacher professional development as it relates to AVID. School sites will purchase supplemental and ancillary materials to support AVID strategies.

### 2019-20 Actions/Services

#### 1.17 Advanced Via Individual Determination - AVID

**Explanation** - Thirteen school sites will provide AVID professional development for teachers, including attendance to the summer institute and other professional development opportunities. The school sites will provide release time to further teacher professional development as it relates to AVID. School sites will purchase supplemental and ancillary materials to support AVID strategies.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$127,300	\$137,994	\$165,499
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures (partial unit 1701)	5000-5999: Services And Other Operating Expenditures (partial unit 1701)	5000-5999: Services And Other Operating Expenditures partial unit 2056, partial unit 1701, partial resource 0977
Amount			\$25,400
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies
Amount			\$3,000
Source			Supplemental and Concentration
Budget Reference			3000-3999 - 1000-1999: Certificated Salaries

## Action 18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

#### 1.18 Technology

**Explanation** - The district will continue to expand the ways in which technology is used to support student engagement and learning by promoting the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards. This will include Digital Tools and Digital Curriculum as well as additional content filtering and device

### 2018-19 Actions/Services

#### 1.18 Technology

**Explanation** - The district will continue to expand the ways in which technology is used to support student engagement and learning by promoting the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards. This will include digital tools and digital curriculum as well as additional content-filtering and device-

### 2019-20 Actions/Services

#### 1.18 Technology

**Explanation** - The district will continue to expand the ways in which technology is used to support student engagement and learning by promoting the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards. This will include digital tools and digital curriculum as well as additional content-filtering and device-

management hardware/software. The district will develop a district-wide plan in order to research and implement the ability to provide free or low cost Internet option to Santa Maria-Bonita School District students and parent in the home. This plan will include additional content filtering and device management hardware/software.

management hardware/software. The district will continue to develop and implement a district-wide plan to provide a free or low-cost Internet option to Santa Maria-Bonita School District students and parents in the home, including content-filtering and device-management hardware/software. Professional Learning for certificated and classified staff including conferences and training experiences will also be allocated through site and district funds. Professional learning opportunities will include online self-paced, individualized training programs. Additional classified staff will be hired in order to support after hours technology access for students and their families.

management hardware/software. The district will continue to develop and implement a districtwide plan to provide a free or low-cost Internet option to Santa Maria-Bonita School District students and parents in the home, including content-filtering and device-management hardware/software. The district will increase the number of students participating in the SMBSD Connected Expanded Learning program. The evening technology technician will continue in his position to support after-hours technology access for students and their families. Professional learning opportunities will include online, self-paced, individualized training programs.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$456,245	\$562,818	\$892,242
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies (unit 1807)	4000-4999: Books And Supplies (unit 1807 & 1906)	4000-4999: Books And Supplies unit 1807 and unit 1906
Amount	\$800,000	\$94,716	\$352,830
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$591,349	\$0
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		6000-6999: Capital Outlay	6000-6999: Capital Outlay

Amount		\$2,100	\$0
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$60,014	\$52,741
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$29,435	\$29,558
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

### Action 19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
 [Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
 Foster Youth  
 Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

#### 1.19 Technology

**Explanation** - School sites will continue to increase access to technology in order to support student engagement and learning. Sites will purchase appropriate technology devices for instructional purposes and student use. Sites will continue to purchase student devices for students and staff members to support based instruction. This may include purchase of computers, replacement parts, iPads, Chromebooks, Red Cat Amplifiers, RAZ-Kids, hardware, infrastructure, equipment, and software (including StarFall, Accelerated Reader, BrainPop, Successmaker, Smarty Ants, and others when determined to be beneficial) and other technology replacement parts as needed.

### 2018-19 Actions/Services

#### 1.19 Technology

**Explanation** - School sites will continue to increase access to technology in order to support student engagement and learning. This includes professional development to support technology, communication, and supplemental programs. Sites will purchase appropriate technology devices for instructional purposes and student use. Sites will continue to purchase student devices for students and staff members to support based instruction. This may include purchase of computers, replacement parts, iPads, Chromebooks, Red Cat Amplifiers, RAZ-Kids, hardware, infrastructure, equipment, and software (including StarFall, Accelerated Reader, BrainPop, Successmaker, Achieve3000, SmartyAnts, and others when determined to be beneficial) and other technology replacement parts as needed.

### 2019-20 Actions/Services

#### 1.19 Technology

**Explanation** - School sites will continue to increase access to technology in order to support student engagement and learning. This includes professional development to support technology, communication, and supplemental programs. Sites will purchase appropriate technology devices for instructional purposes and student use. Sites will continue to purchase student devices for students and staff members to support based instruction. This may include purchase of computers, replacement parts, iPads, Chromebooks, Red Cat Amplifiers, RAZ-Kids, hardware, infrastructure, equipment, and software (including StarFall, Accelerated Reader, BrainPop, Successmaker, Achieve3000, SmartyAnts, and others when determined to be beneficial) and other technology replacement parts as needed.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$821,143	\$1,186,390	\$287,162
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies (partial unit 1701)	4000-4999: Books And Supplies (partial unit 1701) & Resource 0977, Unit 0000	4000-4999: Books And Supplies unit 2057, partial unit 2060, partial unit 1701, partial resource 0977
Amount	\$821,143	\$500,000	\$359,681
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Budget  
Reference

4000-4999: Books And Supplies  
(partial unit 1701)

5000-5999: Services And Other  
Operating Expenditures  
Resource 0977, Unit 0000

5000-5999: Services And Other  
Operating Expenditures

## Action 20

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Specific Student Group(s)  
[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Arellanes Elementary, Battles Elementary, Bonita Elementary, Bruce Elementary, Fairlawn Elementary, Jimenez Elementary, Liberty Elementary, Rice Elementary, Sanchez Elementary, and Taylor Elementary

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**1.20 Response to Intervention and Instruction - Increased Certificated Teacher Tutor and Limited Assignment Teacher Support**  
**Explanation** - The following school sites will provide increased support in the development

2018-19 Actions/Services

**1.20 Response to Intervention and Instruction - Increased Certificated Teacher Tutor** (hourly paid certificated teacher), Limited Assignment Teacher (part-time certificated teacher on contract that work 3 hours per day)

2019-20 Actions/Services

**1.20 Response to Intervention and Instruction - Increased Certificated Teacher Tutor** (hourly paid certificated teachers), Limited Assignment Teacher (part-time certificated teachers on contract that work 3

and implementation of quality Response to Intervention Programs and Instruction. The school sites will provide additional Certificated Teacher Tutors (3) and additional Limited Assignment Teachers (3) to support intervention and small group instruction in the area of English Language Development, English Language Arts, and Mathematics. These additional teacher tutors and limited assignment teachers will support smaller class sizes and provide direct services that will support English Learners, Foster Youth, and Low Income students.

and Intervention Teacher (full-time certificated teacher) Support  
**Explanation** - Eight school sites will provide increased support in the development and implementation of quality Response to Intervention Programs and instruction. The increased support includes seven Certificated Teacher Tutors, two additional Intervention Teachers, and five Limited Assignment Teachers to support intervention and small group instruction in the area of English Language Development, English language arts, and mathematics. These additional Teacher Tutors, Intervention Teachers, and Limited Assignment Teachers will support smaller class sizes and provide direct services that will support English Learners, Foster Youth, and Low-Income students.

hours per day) and Intervention Teacher (full-time certificated teachers).  
**Explanation** - School sites will continue to provide increased support in the development and implementation of quality Response to Intervention Programs and instruction. The increased support includes thirteen Certificated Teacher Tutors, sixteen additional Intervention Teachers, and seven Limited Assignment Teachers to support intervention and small group instruction in the area of English Language Development, English Language Arts, and mathematics. These additional Teacher Tutors, Intervention Teachers, and Limited Assignment Teachers will also support smaller class sizes and provide direct services that will support English Learners, Foster Youth, and Low-Income students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$200,236	\$483,543	\$2,289,725
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (partial unit 1701)	3000-3999 - 1000-1999: Certificated Salaries (partial unit 1701)	3000-3999 - 1000-1999: Certificated Salaries unit 2044, unit 2045, unit 2046, partial unit 2060, partial unit 1701

**Action 21**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

**1.21 Site Guest Teachers (moved from 1.9 for transparency)**

**1.9 Curriculum Substitutes**  
**Explanation** - The district will continue to provide sixteen Curriculum substitutes. The substitutes will provide coverage for professional learning opportunities and release time for observing, learning, planning, site leadership teams, collaboration teams, and department chair meetings.

**2018-19 Actions/Services**

**1.21 Site Guest Teachers (moved from 1.9 for transparency)**

**1.9 Curriculum Substitute Teachers & Site Guest Teachers**  
**Explanation** - The district will provide **twelve Curriculum Substitutes**. The Curriculum Substitutes will provide coverage for professional learning opportunities and release time for observing, learning, planning, site leadership teams, collaboration teams, and department chair meetings. The district will provide a Guest Teacher at each site. Guest Teachers will provide release time/coverage for collaboration with other teachers and site administrative staff. Guest Teachers will provide collaboration time at the site level for staff to develop learning support plans, set goals for students, monitor progress, and evaluate the effectiveness site intervention plans.

**2019-20 Actions/Services**

**1.21 Site Guest Teachers**  
**Explanation** - The district will continue to provide a Guest Teacher at each school (20 total). Guest teachers will provide release time/coverage for collaboration time with other teachers and site administrative staff to develop learning support plans, set goals for students, monitor progress and evaluate the effectiveness of site intervention plans. This action and service is not new but was part of action and service 1.9 last year.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
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Amount			\$869,213
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries	3000-3999 - 1000-1999: Certificated Salaries	3000-3999 - 1000-1999: Certificated Salaries unit 1905 and partial resource 0977
Amount			\$1,375
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

State Priorities:

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

Local Priorities: Basic (Conditions of Learning)

### Identified Need:

No Performance Color was issued for the English Learner Progress on the 2018 California Dashboard.

An analysis of the Academic Performance in English Language Arts (ELA) and Mathematics for the **English Learners Subgroup** on the 2018 California Dashboard for **ELA** was **Yellow 57.1 points below standard and Increased 5.7 Points** and for **Mathematics Orange 74 points below standard and Maintained 2.9 Points**. It is important to note that the English Learner Subgroup included all English Learners and Reclassified students in grades 3-8.

The 2018 California Dashboard also provides a comparison of the Academic Performance for **Current English Learners, Reclassified English Learners** and **English Only** student groups. The data shows that **Current English Learners were 118.5 points below standard in ELA and 121.2 points below standard in Mathematics**. The achievement gap between **Current English Learners** and **Reclassified English Learners** and their **English Only** peers increased in 2018. While Reclassified English Learners and English Only Students Maintained or Increased their scores, Current English Learners are still far below standard and Declined 3.6 points in ELA and 7.1 points in Mathematics.

The California Dashboard provided baseline data for English Learner Progress on the English Language Proficiency Assessments for California (ELPAC) results show that out of 9,180 students who took the assessment 17.6% scored at Level 1 (Beginning Stage), 25.7% at Level 2 (Somewhat Developed), 36.8% at Level 3 (Moderately Developed), and 19.9% at Level 4 (Well Developed). We have identified the need to support all English Learners to reach higher proficiency levels on ELPAC with the goal of students moving one level or more per year and for all English Learners to eventually reach overall level 4. Although the ELPAC summative scores cannot be compared since this is a baseline year, a review of the data shows that the greatest need is in the writing domain closely followed by the reading domain.

Santa Maria-Bonita School District met the goal for the annual redesignation rate: 25.9% of English Learners were Redesignated district-wide, compared to 21.7% countywide and 13.8% statewide. The District Redesignation rate for 2018-19 showed an increase of 11% from the 2017-18 rate of 14.9%. The District has identified the need to continue to increase the English Learner Reclassification rate.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>English Learner Progress Indicator - California School Dashboard</b>	The State English Learner Progress Indicator results show the district level at <b>Red</b> (very low less 60.0%) and the district change has declined (by 1.5% to 10.0%).	SMBSD students will improve in English Language Development by increasing performance measures on both AMAO 1 and AMAO 2 district-wide. Performance on the Dashboard English Learner Progress Indicator (grades 3-8) will improve to Green for all student groups.	SMBSD students will improve in English Language Development by increasing performance measures on both AMAO 1 and AMAO 2 district-wide. Performance on the Dashboard English Learner Progress Indicator (grades 3-8) will improve to Green for all student groups.	In 2018 there was no English Learner Progress (ELPI) Indicator color on the dashboard. The fall 2019 ELPI will include ELPAC data and reclassification data that will result in status, but no color. Fall of 2020 we will receive a color reflecting data from both status and change. The goal is to improve to <b>Green</b> for all student groups by 2020.
<b>English Learner Redesignation Rate</b>	The district's overall <b>English learner Redesignation rate</b> stood at 10.0%.	English Learner Redesignation Rate: 25% of English Learners will demonstrate achievement in acquiring English Language Proficiency as evidenced by qualifying for Re-Designation as Fluent English Proficient.	English Learner Redesignation Rate: 25% of English Learners will demonstrate achievement in acquiring English Language Proficiency as evidenced by qualifying for Redesignation as Fluent English Proficient.	English Learner Redesignation Rate: 25% of English Learners will demonstrate achievement in acquiring English Language Proficiency as evidenced by qualifying for Redesignation as Fluent English Proficient.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><b>AMAO 1</b> - Making annual progress in learning English</p> <p><b>AMAO 2</b> - Attaining English proficient level on the California English Language development Test (CELDT):</p>	<p><b>AMAO 1</b> (Percentage of ELs attaining English Language Proficiency): 2016-17 = (4497/8535) 52.7%</p> <p><b>AMAO 2</b> (Percentage of ELs making annual progress in Learning English):</p> <p>2016-17 (&lt; 5 years in US) = (1880/10410) 11.7%%</p> <p>2016-17 (5 + years in US) = (805/1764) 37.2% as of Feb. 2017</p>	<p>All English Learners will increase by at least one proficiency level as demonstrated on the ELPAC.</p> <p>Annual Measurable Achievement Objective AMAO 1 - Making annual progress in learning English: The percentage of ELs making annual progress in learning English for the school year 2017 -2018 is the States targeted at 63.5%.</p> <p>AMAO 2 - The District's percentage of ELs with less than five years in US Schools attaining English proficient is the States targeted at 26.7%</p> <p>The District's percentage of ELs with five years or more in US Schools attaining English proficient is the States targeted at 54.7%.</p>	<p>All English Learners will increase by at least one proficiency level as demonstrated on the ELPAC.</p> <p>Annual Measurable Achievement Objective AMAO 1 - Making annual progress in learning English: The percentage of ELs making annual progress in learning English for the school year 2017 -2018 is the States targeted at 63.5%.</p> <p>AMAO 2 - The District's percentage of ELs with less than five years in US Schools attaining English proficient is the States targeted at 26.7%</p> <p>The District's percentage of ELs with five years or more in US Schools attaining English proficient is the States targeted at 54.7%.</p>	<p>The first year of administration of the ELPAC Summative Assessment was in 2017-18. The ELPAC results show that about 19.9% of English Learners performed at Level 4 (Well Developed) and may be eligible for Reclassification. This will be the baseline data that the district will use to establish the annual progress English Learners in learning English. Currently, the ELPAC data is not disaggregated by number of years in US schools. Future goals may need to be modified to include: (a) Annual Progress in learning English (% of English Learners increasing one performance level per year), and (b) Annual Progress in English Proficiency (% of English Learners performing at Level 4-Well Developed). All English Learners will increase by at least one proficiency level as demonstrated on the ELPAC.</p> <p>The SMBSD has established the goal that All English Learners will increase by at least one</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>California Assessment of Student Performance and Progress (CAASPP) - ELA and Math</p>	<p>SBAC Summary (Aggregate percentage for grades 3-8)  <b>2016 ELA Percentages:</b>            Standard Not Met: 44%            Standard Nearly Met/Met/Exceeds: 56%            And SBAC Summary (Aggregate percentage for grades 3-8)  <b>2016 Math Percentages:</b>            Standard Not Met: 48%            Standard Nearly/Met/Exceeds: 51%</p>	<p>By 2018, Grades 3-8 students will decrease the percentage of all students in the "Does not Meet" by 5% and increase the percentage of all student in the "Nearly Met", "Met", and Exceeds areas by 5% on the Smarter Balanced ELA state assessments.</p>	<p>By 2019, Grades 3-8 students will decrease the percentage of all students in the "Does not Meet" by 5% and increase the percentage of all student in the "Nearly Met", "Met", and Exceeds areas by 5% on the Smarter Balanced ELA state assessments.</p> <p>Data was included in the 2017-2018 annual update to track progress of the English Language Learner growth on the SBAC ELA and Math results.            By 2018 - 2019, English Language Learners Grades 3-8 students will decrease the percentage of all students in the "Does not Meet" by 10% and increase the percentage of all student in the "Nearly Met", "Met", and Exceeds areas by 10% on the Smarter Balanced ELA and Mathematics state assessments.</p>	<p>proficiency level as demonstrated on the ELPAC.</p> <p>By 2020, Grades 3-8 students will decrease the percentage of all students in the "Does not Meet" by 5% and increase the percentage of all student in the "Nearly Met", "Met", and Exceeds areas by 5% on the Smarter Balanced ELA state assessments.</p> <p>Data was included in the 2017-2018 annual update to track progress of the English Language Learner growth on the SBAC ELA and Math results.            By 2019-2020, English Language Learners Grades 3-8 students will decrease the percentage of all students in the "Does not Meet" by 10% and increase the percentage of all student in the "Nearly Met", "Met", and Exceeds areas by 10% on the Smarter Balanced ELA and Mathematics state assessments.</p>

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

#### 2.1 English Language Development Instructional Materials - Imagine Learning Licenses

**Explanation** - The district will continue to increase the purchase of supplemental materials that align with the current California English Language Development Standards, by grade level, English Learner proficiency level, as well as the English Language Arts (ELA) Standards. Supplemental support materials will be used to support teachers in providing English Language Development during both Integrated and Designated instruction. Supplemental materials will provide English

### 2018-19 Actions/Services

#### 2.1 English Language Development Instructional Materials - Imagine Learning Licenses

**Explanation** - The district will continue to purchase Imagine Learning Licenses for our English Learners. The Imagine Learning program aligns with the current California English Language Development Standards, by grade level, English Learner proficiency level, as well as the English Language Arts (ELA) Standards. Supplemental support materials will be used to support teachers in providing English Language Development during both Integrated and Designated instruction. Supplemental materials will provide English

### 2019-20 Actions/Services

#### 2.1 English Language Development Instructional Materials - Imagine Learning Licenses

**Explanation** - The district will continue to purchase Imagine Learning Licenses for our English Learners. The Imagine Learning program aligns with the current California English Language Development Standards, by grade level, English Learner proficiency level, as well as the English Language Arts (ELA) Standards. Supplemental support materials will be used to support teachers in providing English Language Development during both Integrated and Designated instruction. Supplemental materials will provide English

Learners the support they need in developing proficiency in English language and literacy.

Learners the support they need in developing proficiency in English language and literacy.

Learners the support they need in developing proficiency in English language and literacy.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$300,000	\$320,000	\$331,513
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures (partial unit 1606 and partial 1701)	5000-5999: Services And Other Operating Expenditures (partial unit 1606)	5000-5999: Services And Other Operating Expenditures partial unit 1606, partial unit 2060, and partial resource 0977
Amount	\$23,200	\$0	\$36,502
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies (partial unit 1701)	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			\$17,500
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$7,000
Source			Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries
Amount			\$5,455
Source			Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**2.2 English Language Development Professional Development**  
**Explanation** - The district will continue to provide on-going Teacher, Classified, and Administrator Professional Development (workshops, coaching, and collaborative planning time) to support the implementation of the English Language Development Standards. The district will continue to provide professional learning time for teachers and administrators to collaborate on creating and reviewing assessments, lesson planning, content development and improved teaching strategies. The district will continue to provide ongoing Professional Development for paraeducators to include a better understanding of how to support English

2018-19 Actions/Services

**2.2 English Language Development Professional Development**  
**Explanation** - The district will continue to provide on-going Teacher, Classified, and Administrator Professional Development (workshops, coaching, and collaborative planning time) to support the implementation of the English Language Development Standards. The district will continue to provide professional learning time for teachers and administrators to collaborate on creating and reviewing assessments, lesson planning, content development and improved teaching strategies. The district will continue to provide ongoing Professional Development for paraeducators to include a better understanding of how to support English

2019-20 Actions/Services

**2.2 English Language Development Professional Development**  
**Explanation** - The district will continue to provide on-going teacher, classified, and administrator professional development (workshops, coaching, and collaborative planning time) to support the implementation of the English Language Development Standards. The district will continue to provide professional learning time for teachers and administrators to collaborate on creating and reviewing assessments, lesson planning, content development and improved teaching strategies. The district will continue to provide ongoing professional development for paraeducators to include a better understanding of how to support English



Language Learners and improved translating and interpreting skills. The district will continue to provide ongoing Professional Development to ensure staff are prepared to implement effective Response to Intervention programs for our English Language Learners at each site.

Language Learners and improved translating and interpreting skills. The district will continue to provide ongoing Professional Development to ensure staffs are prepared to implement effective Response to Intervention programs for our English Language Learners at each site.

Language Learners and improved translating and interpreting skills. The district will continue to provide ongoing professional development to ensure staff is prepared to implement effective first instruction for our English Language Learners and continued support for our Reclassified students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,658	\$15,000	\$12,808
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (partial unit 1606)	1000-1999: Certificated Personnel Salaries (partial unit 1606 & 1701)	1000-1999: Certificated Personnel Salaries partial unit 1606 & partial resource 0977
Amount	\$5,542	\$12,845	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$17,800	\$410,461	\$67,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Resource 0977, Unit 0000	5000-5999: Services And Other Operating Expenditures
Amount		\$10,000	\$0
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$5,462	\$3,092
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**2.3 Bilingual Instructional Assistants for Primary Grades**  
**Explanation** - The district will continue to provide Bilingual Instructional Assistants for all Transitional Kindergarten, Kindergarten, and First grade students. The aides work 3.5 hours per day. In addition, the district will increase support by hiring additional Bilingual Instructional Assistants (3.5 hours per day) to provide aide time for Second and Third-grade students. The additional aides will be split between the second and third-grade classes. Bilingual Instructional Aides provide instructional support for our English Language Learners, students who are At-Risk, and

2018-19 Actions/Services

**2.3 Bilingual Instructional Assistants for Primary Grades**  
**Explanation** - The district will continue to provide Bilingual Instructional Assistants time for all Transitional Kindergarten, Kindergarten, and first grade classes. The assistants work 3.5 hours per day. The district will expand efforts to provide additional Bilingual Instructional Assistants for second and third grade classes. In a modification to this service, the number of Bilingual Instructional Assistants will increase to provide one Bilingual Instructional Assistant per second and third grade class. Bilingual Instructional Assistants will work 3.5 hours per day and

2019-20 Actions/Services

**2.3 Bilingual Instructional Assistants for Primary Grades**  
**Explanation** - The district will continue to provide each elementary school site and two junior high school sites one ELD Intervention Teacher/Coach. In addition, the district will provide two additional ELD Intervention Teacher/Coaches for the other two junior high schools. There will be one per site, 20 total. The ELD Intervention Teacher/Coaches provide direct instruction for our English Learner students as well as any additional intervention that might be needed. They assist in the accurate placement of students in the various proficiency levels, collaborate with

Newcomers. The aides will assist certificated teachers in providing instruction, reteaching, and intervention. In addition, they will assist in providing guidance in the student's primary language. The aides will support the certificated teacher by monitoring and reporting student progress regarding performance; translating and interpreting for students, parents, counselors, teachers, and others as assigned.

provide instructional support for our English Language Learners, students who are at-risk, and Newcomers. The Bilingual Instructional Assistants assist certificated teachers in providing instruction, reteaching, and intervention. In addition, they assist in providing guidance in the student's primary language. The Bilingual Instructional Assistants support the certificated teacher by monitoring and reporting student progress regarding performance; translating and interpreting for students, parents, counselors, teachers, and others as assigned.

grade level and administrator teams, and participate on Student Study Teams. They provide the necessary support for our Newcomers, Long Term English Learners and Reclassified students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,539,770	\$4,364,739	\$3,799,021
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 2000-2999: Classified Salaries (unit 1616,1707,1801, partial 1701)	3000-3999 - 2000-2999: Classified Salaries (unit 1616,1707,1801, 1911, partial 1701)	3000-3999 - 2000-2999: Classified Salaries units 1616,1707,1801, 2048, partial unit 1701, and partial resource 0977

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18      Select from New, Modified, or Unchanged for 2018-19      Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Modified Action
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2017-18 Actions/Services

**2.4 One Intervention Teacher/ English Learner Coach per Elementary Site**  
**Explanation** - The district will provide each elementary school site one Certificated Intervention Teacher/English Language Development Coach to assist in the delivery and instruction of English Language Development. They will support each school site's Response to Intervention Model and provide direct instruction to our English Learner students. They will assist in the accurate placement of students in the various proficiency levels, collaborate with grade level and administrator teams, and be members of our Student Study Teams. They will provide the necessary support for our Newcomers students as well.

2018-19 Actions/Services

**2.4 One Intervention Teacher/ English Learner Coach (full-time certificated teacher) per Elementary Site**  
**Explanation** - The district will provide each elementary school site and **two junior high school sites one Intervention Teacher/English Learner Coach of English Language Development.** The district will increase support at the junior high level according to our English Learner needs. The Intervention Teacher/English Learner Coaches support each school site's Response to Intervention Model and provide direct instruction to our English Learner students. They will assist in the accurate placement of students in the various proficiency levels, collaborate with grade level and administrator teams, and be members of our Student Study Teams. They will provide the necessary support for our Newcomers and Long Term English Learners.

2019-20 Actions/Services

**2.4 One Intervention Teacher/ English Learner Coach (full-time certificated teacher) per Elementary Site**  
**Explanation** - The district will continue to provide each elementary school site and two junior high school sites one ELD Intervention Teacher/Coach. In addition, the district will provide two additional ELD Intervention Teacher/Coaches for the other two junior high schools. There will be one per site, twenty total. The ELD Intervention Teacher/Coaches provide direct instruction for our English Learner students as well as any additional intervention that might be needed. They assist in the accurate placement of students in the various proficiency levels, collaborate with grade level and administrator teams, and participate on Student Study Teams. They provide the necessary support for our Newcomers, Long Term English Learners and Reclassified students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,037,366	\$2,167,810	\$2,530,327
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Budget Reference

3000-3999 - 1000-1999: Certificated Salaries (unit 1702)

3000-3999 - 1000-1999: Certificated Salaries (unit 1702)

3000-3999 - 1000-1999: Certificated Salaries unit 1702

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Students not Meeting State Standards  
[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

**2.5 Response to Intervention and Instruction - Limited Assignment Teachers (a certificated teacher with a work day of fewer than three hours and fifteen minutes)**  
**Explanation** - All schools, site administrators, and district staff will provide support in the development and implementation of quality

2018-19 Actions/Services

**2.5 Response to Intervention and Instruction - Limited Assignment Teachers (part time certificated teachers on contract that work 3 hours per day)**  
**Explanation** - All schools, site administrators, and district staff will provide support in the development and implementation of quality

2019-20 Actions/Services

**2.5 Response to Intervention and Instruction - Limited Assignment Teachers (part time certificated teachers on contract that work 3 hours per day)**  
**Explanation** - All schools, site administrators, and district staff will provide support in the development and implementation of quality

Response to Intervention Programs and Instruction. The district will provide each Jr. High school site one Certificated Limited Assignment Teacher (a certificated teacher with a work day of fewer than three hours and fifteen minutes) to support intervention and small group instruction in the area of English Language Development and English Language Arts.

Response to Intervention Programs and Instruction. The district will continue to provide each junior high school site one certificated Limited Assignment Teacher to support intervention and small group instruction in the area of English Language Development and English language arts.

Response to Intervention Programs and Instruction. The district will continue to provide each junior high school site one certificated Limited Assignment Teacher to support intervention and small group instruction in the areas of English Language Development and English Language Arts.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$132,180	\$130,413	\$154,683
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (unit 1802)	3000-3999 - 1000-1999: Certificated Salaries (unit 1802)	3000-3999 - 1000-1999: Certificated Salaries (unit 1802)

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

#### 2.6 Response to Intervention and Instruction - Teacher Tutor Support

**Explanation** - All schools, site administrators, and district staff will provide support in the development and implementation of quality Response to Intervention Programs and Instruction. The district will provide each elementary school site two Certificated Teacher Tutors (3.15 hours per certificated teacher tutor per day) to support intervention and small group instruction in the area of English Language Development and English Language Arts. These additional teacher tutors will support smaller class sizes and provide direct services that will help all students but especially students who are learning English or low income.

### 2018-19 Actions/Services

#### 2.6 Response to Intervention and Instruction - Teacher Tutor Support

**Explanation** - All schools, site administrators, and district staff will provide support in the development and implementation of quality Response to Intervention Programs and Instruction. The district will continue to provide each elementary school site two certificated Teacher Tutors (hourly paid certificated teacher 3.15 hours per day) to support intervention and small group instruction in the area of English Language Development and English language arts. These additional Teacher Tutors will support smaller class sizes and provide direct services that will help all students but especially students who are learning English or Low-Income.

### 2019-20 Actions/Services

#### 2.6 Response to Intervention and Instruction - Teacher Tutor Support

**Explanation** - All schools, site administrators, and district staff will provide support in the development and implementation of quality Response to Intervention Programs and Instruction. The district will continue to provide each elementary school site two certificated TT (hourly paid certificated teacher 3.5 hours per day) to support intervention and small group instruction in the area of English Language Development and English language arts. In addition, the district will increase the action and service by providing each junior high school with two TT (hourly paid certificated teacher 3.5 hours per day). These additional Teacher Tutors will support smaller class sizes and provide direct services that will help all students but especially students who are learning English or Low-Income.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$896,865	\$897,050	\$1,118,488
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries duplicate (unit 1710)	3000-3999 - 1000-1999: Certificated Salaries duplicate (unit 1710)	3000-3999 - 1000-1999: Certificated Salaries duplicate unit 1710

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

**2.7 English Learner Coordinator**  
**Explanation** - The SMBSD will enhance English Learner achievement and language proficiency by providing an English Learner Coordinator to oversee the implementation and continuous development of the English Learner Master Plan. The Coordinator will provide direction with the implementation of our English Language Development Program at each school site. The EL Coordinator will collaborate with teachers and administrators concerning English Language professional development and best strategies for teaching our English Language Learners.

2018-19 Actions/Services

**2.7 English Learner Coordinator**  
**Explanation** - The SMBSD will enhance English Learner achievement and language proficiency by continuing to provide an English Learner Coordinator to oversee the implementation and continuous development of the English Learner Master Plan. The Coordinator will continue to provide direction with the implementation of our English Language Development Program at each school site. The EL Coordinator will continue to collaborate with teachers and administrators concerning English Language professional development and best strategies for teaching our English Language Learners.

2019-20 Actions/Services

**2.7 English Learner Coordinator**  
**Explanation** - The SMBSD will enhance English Learner achievement and language proficiency by continuing to provide an English Learner Coordinator to oversee the implementation and continuous development of the English Learner Master Plan. The Coordinator will continue to provide direction with the implementation of our English Language Development Program at each school site. The EL Coordinator will continue to collaborate with teachers and administrators concerning English Language professional development and best strategies for teaching our English Language Learners.

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount	\$153,641	\$158,921	\$159,338
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (unit 1602)	3000-3999 - 1000-1999: Certificated Salaries (unit 1602)	3000-3999 - 1000-1999: Certificated Salaries (unit 1602)

### Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

**2.8 Extended Day Learning Opportunities Explanation** - In order to ensure English learners, students who are identified as low income, and students who are at-risk are able to have increased opportunities for intervention, reteaching and increased

#### 2018-19 Actions/Services

**2.8 Extended Day Learning Opportunities (duplicated) Explanation** - In order to ensure English Learners, students who are identified as Low-Income, and students who are at-risk are able to have appropriate opportunities for

#### 2019-20 Actions/Services

**2.8 Expanded Learning Opportunities Explanation** - In order to ensure English Learners, students who are identified as low income, and students with high needs are able to have appropriate opportunities for intervention, reteaching, increased learning,

learning, the district will continue to increase extended day classes and intersession services. The district will provide appropriate and effective Extended Day Learning Opportunities. The district will increase these learning opportunities according to our students' needs. These classes will be monitored throughout the year. Opportunities will include extended day individual school site classes, Primary Jumpstart, Winter Intersession, Saturday School, Summer School, and Newcomer classes.

intervention, reteaching and increased learning, the district will provide increased extended day classes and intersession services. The district will provide appropriate and effective Extended Day Learning Opportunities. The district will increase these learning opportunities according to our students' needs. These classes will be monitored throughout the year. Opportunities will include extended day individual school site classes, Primary Jumpstart, Winter Intersession, Saturday School, Summer School, and Newcomer classes. The district will expand the current Summer School program by increasing student enrollment at individual school sites throughout the district that participate in the Summer School program.

and enrichment, the district will continue to provide appropriate and effective Expanded Learning Opportunities. The district will increase these learning opportunities according to our students' needs. These classes will be monitored throughout the year. Opportunities will include extended day classes, Primary Jumpstart, Winter Intersession, Saturday School, Summer School, and Newcomer classes.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$647,716	\$1,414,954	\$1,028,834
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries duplicate (unit 1627,1628, partial 1720, partial 1701)	1000-1999: Certificated Personnel Salaries duplicate (unit 1627,1628, partial 1720)	1000-1999: Certificated Personnel Salaries duplicate (unit 1627, unit 1628, and partial unit 1720)
Amount	\$227,224	\$350,337	\$221,015
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$172,388	\$374,552	\$287,833
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$149,132	\$307,432	\$593,359
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$176,350	\$303,126	\$363,585
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

### Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

**2.9 Teachers on Special Assignment (TOSA) for English Learner Support Services**

2018-19 Actions/Services

**2.9 Teachers on Special Assignment (TOSA) for English Learner Support Services**

2019-20 Actions/Services

**2.9 Teachers on Special Assignment (TOSA) for English Learner Support Services**

**Explanation** - The district will provide two district level TOSAs to help support teachers in the teaching of Designated English Language Development, coordinate English Learner methodologies, support Professional Development, and collaborate with teachers and administrators district wide.

**Explanation** - The district will continue to provide two district level TOSAs (full-time certificated teacher) to help support teachers in the teaching of Designated English Language Development, coordinate English Learner methodologies, support Professional Development, and collaborate with teachers and administrators districtwide.

**Explanation** - The district will continue to provide two district level TOSAs (full-time certificated teachers) to help support teachers in the teaching of Designated English Language Development, coordinate English Learner methodologies, support Professional Development, and collaborate with teachers and administrators districtwide.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$243,620	\$243,138	\$270,437
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (partial unit 1519)	3000-3999 - 1000-1999: Certificated Salaries (partial unit 1519)	3000-3999 - 1000-1999: Certificated Salaries partial unit 1519
Amount			\$186
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures

**Action 10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
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2017-18 Actions/Services

**2.10 Translation/Interpreter Services**  
**Explanation** - The district will dedicate resources to improve translation services. Translation services will be used to provide equitable language access for students and families. The district will continue to increase services by providing two trilingual translators and three bilingual translators. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level.

2018-19 Actions/Services

**2.10 Translation/Interpreter Services**  
**Explanation** - The district will dedicate resources to improve translation/interpreter services. Translation/interpreter services will be used to provide equitable language access for students and families. The district will continue to provide two Trilingual Translators/Interpreters and three Bilingual Translators/Interpreters. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level. In addition, a stipend will be provided to designated bilingual staff member(s) at each school site and department to provide translation and interpretation support for students and families.

2019-20 Actions/Services

**2.10 Translation/Interpretation Services**  
**Explanation** - The district will dedicate resources to improve translation/interpretation services. Translation/interpretation services will be used to provide equitable language access for students and families. The district will continue to provide two Trilingual Translators/Interpreters and three Bilingual Translators/Interpreters. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level. In addition, a stipend will be provided to designated bilingual staff member(s) at each school site and department to provide translation and interpretation support for students and families.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$320,386	\$345,062	\$351,569
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 2000-2999: Classified Salaries duplicate (unit 1524,1635,1721)	3000-3999 - 2000-2999: Classified Salaries duplicate (unit 1524,1635,1721, 1910)	3000-3999 - 2000-2999: Classified Salaries duplicate (unit 1524,1635,1721, 1910)
Amount			\$700

Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies
Amount			\$300
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures

### Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

**2.11 Dual Language Immersion Program Explanation** - The SMBSD will continue to implement, increase, strengthen, and monitor

2018-19 Actions/Services

**2.11 Dual Language Immersion Program Explanation** - The SMBSD will continue to implement, increase, strengthen, and monitor

2019-20 Actions/Services

**2.11 Dual Language Immersion Program Explanation** - The SMBSD will continue to implement, increase, strengthen, and monitor

our Dual Language Immersion Program. The district will continue to implement and evaluate the Jiménez Elementary School Dual Language Immersion Master Plan. The district will continue to provide and increase supplemental materials and professional development in order to support the Dual Immersion program, research, and practices. The district will develop a districtwide Dual Language Immersion Master Plan that is aligned with the English Learner Master Plan.

our Dual Language Immersion Program. The district will continue to implement and evaluate the Jiménez Elementary School Dual Language Immersion Master Plan. The district will continue to provide and increase supplemental materials and professional development in order to support the Dual Immersion program, research and practices. The district will continue to develop and implement the district wide Dual Language Immersion Master Plan that is aligned with the English Learner Master Plan.

our Dual Language Immersion Program. The district will continue to implement and evaluate the Jiménez Elementary School Dual Language Immersion Master Plan. The district will continue to provide and increase supplemental materials and professional development in order to support the Dual Immersion Program, research and practices. The district will continue to develop and implement the district-wide Dual Language Immersion Master Plan that is aligned with the English Learner Master Plan.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,750	\$3,900	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries (unit 1521)	1000-1999: Certificated Personnel Salaries (unit 1521)	1000-1999: Certificated Personnel Salaries unit 1521
Amount	\$483	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$103	\$728	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$27,664	\$45,372	\$42,535
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount			\$15,465
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies

## Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: n/a

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

**2.12 Response to Intervention Programs Explanation** - The district will continue to support specific school site's intervention programs including supplemental materials and intervention services, to increase the achievement of all students and identified subgroups. Purchases will be made including assessment programs (eg: Dibels, Accelerated Reader, Successmaker, SWUN

### 2018-19 Actions/Services

**2.12 Response to Intervention Programs Explanation** - The district will continue to support specific school site's intervention programs including supplemental materials and intervention services, to increase the achievement of all students and identified subgroups. Purchases will be made including assessment programs (eg: Dibels, Go Math supplemental, Benchmark Advanced

### 2019-20 Actions/Services

**2.12 Response to Intervention Programs Explanation** - Although specific school sites provided additional intervention programs last year, this year, school sites will not be providing additional supplemental programs through LCFF.



Math Inc.) and supplemental support materials. Training for intervention teachers, teachers, and instructional aides, will be provided in order to implement the assessment tool.

supplemental materials, Reasoning Minds, Successmaker, SWUN Math Inc.) and supplemental support materials. Training for intervention teachers, teachers, and instructional aides will be provided in order to implement the assessment tool.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$57,827	\$13,000	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures (partial unit 1701)	5000-5999: Services And Other Operating Expenditures (partial unit 1701)	5000-5999: Services And Other Operating Expenditures

**Action 13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**2.13 Achieve3000**

**Explanation** - Fifteen out of twenty schools will continue to purchase or update their implementation of Achieve3000 for students in 2nd through 6th grades. The goal of the program is to accelerate literacy and language gains for ELLs through targeted instruction in general classrooms or specialized classrooms. The Achieve3000 program will be used to supplement the CCSS in English Language Arts and English Language Development. Students using the acceleration program will learn grade-level content written with grade appropriate text complexity. The program can be used at home and is in both English and Spanish.

2018-19 Actions/Services

**2.13 Achieve3000**

**Explanation** - Eight out of twenty schools will continue to purchase or update their Achieve3000 for students in 2nd through 6th grades. The goal of the program is to accelerate literacy and language gains for ELLs through targeted instruction in general classrooms or specialized classrooms. The Achieve3000 program will be used to supplement the CCSS in English language arts and English Language Development. Students using the acceleration program will learn grade-level content written with grade appropriate text complexity. The program can be used at home and is in both English and Spanish.

2019-20 Actions/Services

**2.13 Achieve3000**

**Explanation** - The district will support all school sites by purchasing or updating their Achieve3000 licenses for students in 2nd through 6th grades. The goal of the program is to accelerate literacy and language gains for ELLs through targeted instruction in general classrooms or specialized classrooms. In addition, seven elementary school sites will continue to use Smarty Ants which is used for Kindergarten and first grade students. The Achieve3000 and Smarty Ants programs will be used to supplement the CCSS in English Language Arts and English Language Development. Students using the acceleration program will learn grade-level content written with grade appropriate text complexity. The program can be used at home and is in both English and Spanish.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$126,000	\$153,368	\$15,867
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies (partial unit 1701)	4000-4999: Books And Supplies (partial unit 1701)	4000-4999: Books And Supplies partial unit 1701, unit 2051, partial unit 2060, and partial resource 0977
Amount			\$269,205
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures

**Action 14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Adam, Sanchez and Fesler Jr. High

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

## 2017-18 Actions/Services

**2.14 Professional Development****Explanation** - Two school sites will continue to provide teachers with English language Development (ELD) professional development, including strategies for scaffolding instruction that enables English Learners to access core and ELD standards. Ongoing professional development and coaching will be used to build staff to provide differentiated instruction, using data to guide and meet the needs of all students.

## 2018-19 Actions/Services

**2.14 Professional Development****Explanation** - Three school sites will continue to provide teachers with English Language Development (ELD) professional development, including strategies for scaffolding instruction that enables English Learners to access core and ELD standards. Ongoing professional development and coaching will be used to build staff to provide differentiated instruction using data to guide and meet the needs of all students.

## 2019-20 Actions/Services

**2.14 Professional Development****Explanation** - Although specific school sites will provide additional professional development, this year school sites will not be providing additional supplemental programs through LCFF.**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$10,000	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Budget  
Reference

5800: Professional/Consulting Services  
And Operating Expenditures  
(partial unit 1701)

5800: Professional/Consulting Services  
And Operating Expenditures  
(partial unit 1701)

5800: Professional/Consulting Services  
And Operating Expenditures

## Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth,  
and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to  
Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or  
Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Modified Action

2017-18 Actions/Services

### 2.15 Literacy-Rich Environments

**Explanation** - School sites will continue to better meet the needs of students by providing a literacy-rich environment in order to increase the exposure for low-income students, English learners, and foster youth. School sites will purchase additional supplemental instructional resources including text sets, guided reading books, magazine subscriptions, school site and classroom library books, and electronic on-line books.

Select from New, Modified, or Unchanged  
for 2018-19

Modified Action

2018-19 Actions/Services

### 2.15 Literacy-Rich Environments

**Explanation** - School sites will continue to better meet the needs of students by providing a literacy-rich environment to increase the exposure for Low-Income students, English Learners, and Foster Youth. School sites will purchase additional supplemental instructional resources including text sets, guided reading books, magazine subscriptions, school site and classroom library books, and electronic on-line books.

Select from New, Modified, or Unchanged  
for 2019-20

Unchanged Action

2019-20 Actions/Services

### 2.15 Literacy-Rich Environments

**Explanation** - School sites will continue to better meet the needs of students by providing a literacy-rich environment to increase the exposure for Low-Income students, English Learners, and Foster Youth. School sites will purchase additional supplemental instructional resources including text sets, guided reading books, magazine subscriptions, school site and classroom library books, and electronic on-line books.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$95,864	\$29,000	\$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies (partial unit 1701)	4000-4999: Books And Supplies (partial unit 1701)	4000-4999: Books And Supplies partial unit 1701 and partial resource 0977

**Action 16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

**2.16 English Language Development Technology and Assessment Program (Tell - ELD Assessment Tool)**

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

**2.16 English Language Development Technology and Assessment Program (Tell - ELD Assessment Tool)**

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

**2.16 Test of English Language Learning (TELL)**  
**Explanation** - Technology and supplemental materials for the TELL program including

**Explanation** - Additional technology and supplemental materials including iPads will provide support to students struggling academically and linguistically. iPads will be used to provide academic learning through student projects that include research, classroom presentations, access to translators and educational software which enhances academic instruction. iPads will also be used for English Language Development assessments which are crucial in having accurate and timely information about the linguistic levels of each English learner. Knowing the areas and levels of language growth will allow the teachers to modify their instruction to meet the students' needs with a high level of accuracy; increasing the levels of language and academic achievement will lead to a higher number of students being reclassified.

**Explanation** - Additional technology and supplemental materials including iPads and Chrome Notebooks will provide support to students struggling academically and linguistically. iPads will be used to provide academic learning through student projects that include research, classroom presentations, access to translators and educational software which enhances academic instruction. iPads will also be used for English Language Development assessments which are crucial in having accurate and timely information about the linguistic levels of each English learner. Knowing the areas and levels of language growth will allow the teachers to modify their instruction to meet the students' needs with a high level of accuracy; increasing the levels of language and academic achievement will lead to a higher number of students being reclassified.

licenses, iPads and Chrome Notebooks will be purchased and updated according to site needs. These Chrome Notebooks and iPads will also continue to be used to support academic learning and ELD assessments explicitly for English Learners.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$250,000	\$285,000	\$105,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies (unit 1809)	4000-4999: Books And Supplies (unit 1809)	4000-4999: Books And Supplies unit 1809

**Action 17**

OR

**Actions/Services**

		New Action
		2.17 English Language Development Assessment Program

**Explanation** - Ellevation software will be purchased and used as a tool to streamline workflows and digitize processes for English Learner data. The program will be used to track English Learners' growth over time and improve responsiveness. It will also help to ensure the accuracy of reclassification rates and the ability to group students, and implement instructional strategies for teachers at all grade levels.

**Budgeted Expenditures**

Amount			\$95,000
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures unit 2055

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:      Local Climate Survey

### Identified Need:

The district has identified the need to maintain good attendance rates, reduce suspensions and implement strategies to promote positive school culture, physically and emotionally positive/appropriate behavior, and overall safety.

The California Dashboard indicates the Chronic Absenteeism performance for all students was **Yellow**. 6% of students were chronically absent and the "Maintained" with a slight increase of 0.2%.

Of eleven student groups, the performance levels are as follows:

- One student group had a performance level of **Blue** (Asian)
- Two student groups' performance levels were **Green** (English Learners and Filipino).
- Three student groups' performance levels were **Yellow** (Hispanic, African American and Foster Youth).
- Five student groups' performance levels were **Orange** (Students with Disabilities, Homeless, Socioeconomically Disadvantaged, Two or More Races and White).

The details of student groups in this performance level are as follows:



- 11.6% of students in the Students with Disabilities student group were chronically absent and their rate “maintained” with a decrease of 0.1%
- 5.3 % of students in the Homeless student group were chronically absent and their rate increased by 0.7%
- 6% of students in the Socioeconomically Disadvantaged student group were chronically absent and their rate increased by 0.5%
- 12.7% of students in the Two or More Races student group were chronically absent and their rate increased by 1.8%
- 11.8% of students in the White student group were chronically absent and their rate “maintained” with a decrease of 0.4%

The California Dashboard indicates the suspension performance for all students in the district was **Orange**. 3.4% of students were suspended at least once and the rate “Maintained” with a decrease of 0.2%.

Of eleven student groups, the performance levels are as follows:

- Two student groups’ performance levels were **Green** (English Learners and Two or More Races).
- Three student groups’ performance levels were **Yellow** (Hispanic, Homeless, Socioeconomically Disadvantaged and Students with Disabilities).

Three student groups’ performance levels were **Orange** (Asian and Filipino).

Three student groups’ performance levels were **Red** (African American, Foster Youth and White).

The details of student groups in this performance level are as follows:

- 8.3% of students in the African American student group had been suspended at least once, an increase of 3.8%
- 12.9% of students in the Foster Youth student group were suspended at least once and the rate “Maintained” with a 0.1% increase.
- 6.6% of students in the White student group were suspended at least once, an increase of 3.1%.

Stakeholder input indicates a need to increase social emotional support for students and an increase of trauma-informed practices and supports during the regular school day and expanded learning for students. This includes the need for a Multiple Tier System of Support (MTSS) at all levels.

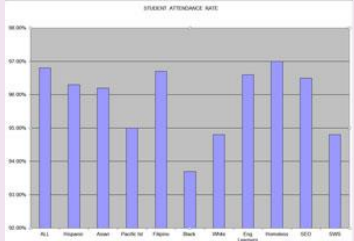
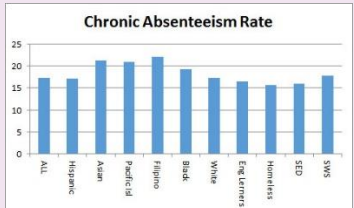
Survey results from both staff and parent surveys and data results indicate the need for students to continue to demonstrate improvement in social and learning outcomes, as demonstrated by the California Healthy Kids Survey, student attendance, and student discipline records.

Survey results from student, staff, and parent surveys, along with suspension, attendance, and discipline data indicate the need for Santa Maria-Bonita School District to continue to provide a safe learning environment.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><b>California School Dashboard Student Suspension Rates</b> for all and applicable Student Groups (Priority 6)</p>	<p>Performance on Dashboard:  <b>All students - ORANGE</b>            Status: High (5.4%)            Change: Maintained + 0.2%</p> <p><b>English Learners - ORANGE</b>            Status: High (4.7%)            Change: Increased + 0.7%</p> <p>Foster Youth - n/a            Homeless - n/a</p> <p><b>Socioeconomically Disadvantaged - ORANGE</b>            Status: High (5.5%)            Change: Maintained + 0.2%</p> <p><b>Students with Disabilities - ORANGE</b>            Status: Very High (8.9%)            Change: Declined - 0.3%</p> <p><b>African American - RED</b>            Status: Very High (14%)            Change: Increased + 1.9%</p> <p><b>American Indian - ORANGE</b>            Status: Medium (2.7%)            Change: Increased + 0.3%</p> <p><b>Asian - RED</b>            Status: Very High 8.1%            Change: Increased Significantly + 5%</p> <p><b>Filipino - ORANGE</b>            Status: Medium (2%)            Change: Increased + 0.4%</p> <p><b>Hispanic - ORANGE</b></p>	<p>Performance on the Dashboard - Suspension Performance Indicator (grades 3-8) will improve to <b>GREEN</b> for all student groups.</p>	<p>Performance on the Dashboard - Suspension Performance Indicator (grades 3-8) will improve to <b>GREEN</b> for all student groups.</p>	<p>Performance on the Dashboard - Suspension Performance Indicator (grades 3-8) will improve to <b>GREEN</b> for all student groups.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Status: High (5.4%) Change: Maintained + 0.2%</p> <p><b>Pacific Islander</b> Status: Very Low (0%) Change: Maintained 0%</p> <p><b>Two or More Races:</b> <b>GREEN</b></p> <p>Status: Medium (1.8%) Change: Declined Significantly -2.2%</p> <p><b>White - YELLOW</b> Status: High (5.5%) Change: Declined -1%</p>			
<p><b>Student expulsion rates</b> for all and applicable Student Groups</p>	<p>Student Expulsion Rates ALL - 0.0005%</p>	<p>The expected annual outcome for the expulsion rate for the District is to be less than 0.5%.</p>	<p>The expected annual outcome for the expulsion rate for the District is to be less than 0.5%.</p>	<p>The expected annual outcome for the expulsion rate for the District is to be less than 0.5%.</p>
<p><b>California Healthy Kids Survey</b></p>	<p>* The California Healthy Kids Survey indicated that 67 percent of 5th graders and 63 percent of 7th graders experienced high levels of school connectedness. * The survey also revealed that 83 percent of 5th graders and 70 percent of 7th graders feel safe at school. * Students reported academic motivation at 45 percent (5th) and 42 percent (7th).</p>	<p>By June 2020, 90% of students in grade 5 will report high/moderate levels of engagement and support on the 15 key indicators of School Engagement and Supports, School Safety, Disciplinary Environment and Lifetime Substance Use School measured by the California Healthy Kids Survey.</p>	<p>By June 2020, 90% of students in grade 5 will report high/moderate levels of engagement and support on the 15 key indicators of School Engagement and Supports, School Safety, Disciplinary Environment and Lifetime Substance Use School measured by the California Healthy Kids Survey.</p>	<p>By June 2020, 90% of students in grade 5 will report high/moderate levels of engagement and support on the 15 key indicators of School Engagement and Supports, School Safety, Disciplinary Environment and Lifetime Substance Use School measured by the California Healthy Kids Survey.</p>
<p><b>Student attendance rates</b> for all and applicable Student Groups (Priority 5)</p>	<p>Student Attendance Rates</p>	<p>Maintain above 96.75% for all and applicable Student Groups</p>	<p>Maintain above 96.75% for all and applicable Student Groups</p>	<p>Maintain above 96.75% for all and applicable Student Groups</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> <li>ALL – 96.75%</li> </ul> 			
<p><b>Chronic absenteeism rates</b> for all and applicable Student Groups (Priority 5)</p>	<p>Chronic Absenteeism Rates</p> <ul style="list-style-type: none"> <li>ALL – 6.6%</li> </ul> 	<p>Maintain and/or improve levels for all and applicable Student Groups</p>	<p>Maintain and/or improve levels for all and applicable Student Groups</p>	<p>Maintain and/or improve levels for all and applicable Student Groups</p>
<p><b>School climate from local indicator tool</b></p>	<p>Will establish baseline data from local indicator tool</p>	<p>Will establish baseline data from local indicator tool</p>	<p>The Facility Inspection Tool (FIT) results will be used as the metric to measure school facility conditions. The baseline will be used from the 2017 – 2018 inspection results. In 2017-2018 all District Facilities were well maintained as measured by the Facilities Inspection Tool with an average of 95.082%. The district met the goal to maintain a rate of, "Good Standing" (90% to 98.99%). For 2018-2019 the district will remain in</p>	<p>The Facility Inspection Tool (FIT) results will be used as the metric to measure school facility conditions. The baseline will be used from the 2017 – 2018 inspection results. In 2017-2018 all District Facilities were well maintained as measured by the Facilities Inspection Tool with an average of 95.082%. The district met the goal to maintain a rate of, "Good Standing" (90% to 98.99%). For 2019-2020 the district will remain in</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			good standing as measured by FIT.	good standing as measured by FIT.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

**3.1 School Safety and Student Support Services Explanation** - The district will continue to implement, strengthen, and monitor a tiered system of support for students in need of behavioral and academic interventions and/or support services. The

#### 2018-19 Actions/Services

**3.1 School Safety and Student Support Services Explanation** - The district will continue to implement, strengthen, and monitor a tiered system of support for students in need of behavioral and academic interventions and/or support services. The

#### 2019-20 Actions/Services

**3.1 Santa Maria Police Department – School Resource Officers (SROs) - Explanation:** The district will continue to provide four SROs serviced through law enforcement agencies. Safety training support for administrators, teachers, and other staff

district will continue to provide a safe school environment for all students.

Increases in support services will include:

- 1) Two School Resource Officers - serviced through law enforcement agencies
- 2) One Certificated Teacher for each Jr. High Opportunity Class
- 3) Fitzgerald Community School - serviced through SBCEO Jr. High At-Risk Class
- 4) Student Connections Programs (Second Step Pilot, Foster Youth Liaison, and Teen Court)
- 5) CAL-SOAP Tutors

These supports will continue to help increase student engagement, attendance, and a positive learning environment. They will assist students with behavioral challenges at school and provide smaller group settings that will meet their instructional needs.

district will continue to provide a safe school environment for all students. The district will continue to provide an Assistant Principal at nineteen school sites and one Dean at each Jr. High site. These positions have been ongoing qualitative services that prior to the implementation of LCFF were supported by unrestricted funds and continue in support of school site provisions of services to all students including English Learners, Foster Youth and Low-Income students. These positions have grown in quantity and quality in order to improve the academics, safety and climate at school sites.

Increases in support services will also include:

- 1) Three School Resource Officers - serviced through law enforcement agencies
- 2) One Certificated Teacher for each Jr. High Opportunity Class
- 3) Fitzgerald Community School - serviced through Santa Barbara County Education Office (SBCEO) Junior High At-Risk Class
- 4) Student Connections Programs (Second Step Pilot, Foster Youth Liaison, and Teen Court)
- 5) CAL-SOAP Tutors - These supports will continue to help increase student engagement, attendance, and a positive learning environment. They will assist students with behavioral challenges at school and provide smaller group settings that will meet their instructional needs.

will be provided through conferences, SROs and site meetings. (all other actions and services in 3.1 were moved to 3.15, 3.16, 3.17, 3.18, 3.19)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$423,835	\$3,841,593	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (unit 1509,1712,1510,1624,1612)	3000-3999 - 1000-1999: Certificated Salaries (unit 1509,1712,1510,1624,1612) & Resource 0000, Mgt 7410	3000-3999 - 1000-1999: Certificated Salaries (unit 1509, partial unit 2060, and partial resource 0977)
Amount	\$1,388,515	\$1,442,600	\$402,341
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures (unit 1509,1712,1510,1624,1612, partial 1701)	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount			\$500
Source			Supplemental and Concentration
Budget Reference			3000-3999 - 2000-2999: Classified Salaries

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18      Select from New, Modified, or Unchanged for 2018-19      Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Modified Action
-----------------	------------------	-----------------

2017-18 Actions/Services

**3.2 Continue to Increase Santa Maria Valley Youth Outreach Consultant Services from part time to full time**  
**Explanation** - To maintain a safe, secure, and healthy learning environment for our low income, foster youth, and English learner students, the district will continue to implement and expand counseling services and socio-emotional, psychological, and academic support. The district will continue to increase services by providing one full time Outreach Consultant to each school site. Outreach Consultants conduct individual and group sessions at all schools pertaining to issues relating to school attendance, academics, behavior, and developing resiliency. Classroom presentations are also conducted as they relate to asset building (self-esteem) and anti-bullying. Outreach Consultants help students with peer interactions and build their self-esteem so they have positive relationships with others.

2018-19 Actions/Services

**3.2 Continue to Increase Santa Maria Valley Youth Outreach Consultant Services from part time to full time**  
**Explanation** - To maintain a safe, secure, and healthy learning environment for our Low Income, Foster Youth, and English Learner students, the district will continue to implement and expand counseling services and socio-emotional, psychological, and academic support. The district will continue to increase services by providing one full-time Outreach Consultant to each school site. Outreach Consultants conduct individual and group sessions at all schools pertaining to issues relating to school attendance, academics, behavior, and developing resiliency. Classroom presentations are also conducted as they relate to asset building (self-esteem) and anti-bullying. Outreach Consultants help students with peer interactions and build their self-esteem so they have positive relationships with others.

2019-20 Actions/Services

**3.2 Family Service Agency Youth Outreach Mentors**  
**Explanation** - To maintain a safe, secure, and healthy learning environment for our Low Income, Foster Youth, and English Learner students, the district will continue to implement and expand counseling services and socio-emotional, psychological, and academic support. The district will continue to increase services by providing one full-time Outreach Mentor to each school site. Outreach Mentors conduct individual and group sessions at all schools pertaining to issues relating to school attendance, academics, behavior, and developing resiliency. Classroom presentations are also conducted as they relate to asset-building (self-esteem) and anti-bullying. Outreach Mentors help students with peer interactions and build their self-esteem so they have positive relationships with others.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,021,643	\$1,120,000	\$1,123,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration



Budget Reference

5000-5999: Services And Other Operating Expenditures (unit 1511)

5000-5999: Services And Other Operating Expenditures (unit 1511)

5000-5999: Services And Other Operating Expenditures (unit 1511)

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

**3.3 MFT Counseling Hours - 250 hours per Jr. High Site**

**Explanation** - The district will continue to provide 250 hours of Marriage Family Therapist Counseling services to each Jr. High School. MFT Counselors assist students with emotional needs that occur during the school day and throughout the school year.

#### 2018-19 Actions/Services

**3.3 Junior High Counselors and MFT Counseling Hours**

**Explanation**  
1) The district will continue to provide nine Junior High Counselors. These positions have been ongoing qualitative services that prior to the implementation of LCFF were supported by categorical resources and continue in support of school site provisions of services to all students including English Learners, Foster Youth and Low-Income students. These

#### 2019-20 Actions/Services

**3.3 Junior High Counselors and Junior High MFT Counseling Hours - Explanation:**

1) The district will continue to provide nine Junior High Counselors. Junior High Counselors prepare and assist students to be successful, lifelong learners. They provide career, academic, and personal/social counseling to enable students to make informed decisions toward achieving their future goals.

positions have grown in both quantity and quality. Jr. High Counselors prepare and assist students to be successful, lifelong learners. They provide career, academic, and personal/social counseling to enable students to make informed decisions toward achieving their future goals.

2) The district will continue to contract with Family Service Agency to provide 250 hours of Marriage Family Therapist Counseling services to each junior high school. MFT Counselors assist students with emotional needs that occur during the school day and throughout the school year.

2) The district will continue to contract with Family Service Agency to provide 250 hours of Marriage Family Therapist Counseling services to each junior high school. MFT Counselors assist students with emotional needs that occur during the school day and throughout the school year.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$67,000	\$67,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures (unit 1711)	5000-5999: Services And Other Operating Expenditures (unit 1711)	5000-5999: Services And Other Operating Expenditures (unit 1711 and unit 2042)
Amount		\$1,153,334	\$0
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999 - 1000-1999: Certificated Salaries (Mgt 7410, Unit 0000)	3000-3999: Employee Benefits
Amount			\$1,231,842
Source			Supplemental and Concentration
Budget Reference			3000-3999 - 1000-1999: Certificated Salaries

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

## 2017-18 Actions/Services

**3.4 UCSB Academic Outreach Counselors Explanation** - to support students in the classroom with presentations and provide college and career ready opportunities. Two Outreach Counselors share knowledge with students in order to provide students with ideas and options concerning opportunities beyond elementary and Junior High School.

## 2018-19 Actions/Services

**3.4 UCSB Academic Outreach Counselors Explanation** –The district will continue to contract with UCSB to provide two Outreach Counselors to support students in the classroom with presentations and provide college and career ready opportunities. The two Outreach Counselors will continue to share knowledge with students in order to provide students with ideas and options concerning opportunities beyond elementary and junior high school.

## 2019-20 Actions/Services

**3.4 UCSB Academic Outreach Counselors Explanation** - The district will continue to contract with UCSB to provide two Outreach Counselors to support students in the classroom with presentations and provide college and career ready opportunities. The two Outreach Counselors will continue to share knowledge with students in order to provide students with ideas and options concerning opportunities beyond elementary and junior high school.**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$103,000	\$120,000	\$120,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Budget Reference

5000-5999: Services And Other Operating Expenditures (unit 1643)

5000-5999: Services And Other Operating Expenditures (unit 1643)

5000-5999: Services And Other Operating Expenditures (unit 1643)

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**3.5 Program Specialist of School Based Services and Family Engagement Activities**  
**Explanation** - The district will hire a full time Program Specialist to serve as a liaison between district leaders, school site administrators and SMBSD families. The Program Specialist will work with the LCAP Coordinator and Director of Pupil Services to help provide and align Behavior Support Intervention Services (PBIS), Multi-Tier Support Services, Outreach Counselor

2018-19 Actions/Services

**3.5 Program Specialist of School Based Services and Family Engagement Activities**  
**Explanation** - The district will continue to provide a full-time Program Specialist to serve as a liaison between district leaders, school site administrators and SMBSD families. The Program Specialist will work with the LCAP Coordinator and Director of Pupil Services to help provide and align Behavior Support Intervention Services (PBIS), Multi-Tier Support Services, Outreach Counselor

2019-20 Actions/Services

**3.5 District Program Specialists**  
**Explanation** - The district will continue to provide one full-time Program Specialist (PS) of Health Services. This PS will serve under the Director of Pupil Support Services. The district will also continue to have three full-time Program Specialists (PS) of Special Education (25%) and High-Needs Students (75%) and hire a fourth Program Specialist for the 2019-2020 year. These PS assist in planning, developing and implementing support

Services, Family Advocate Services, Family Engagement Activities, and College and Career Ready Services.

Services, Family Advocate Services, Family Engagement Activities, and College and Career Ready Services.

programs and provide support for professional development, co-teaching and other supplemental services for students who are identified as high needs.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$134,156	\$137,900	\$613,154
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (unit 1803)	3000-3999 - 1000-1999: Certificated Salaries (unit 1803)	3000-3999 - 1000-1999: Certificated Salaries (unit 1908 and unit 2043)
Amount		\$5,059	\$3,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			\$1,000
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures

### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

**3.6 Two Night Custodians, Extended Day and Family Engagement Activities Safety and Transportation**

**Explanation** - The district will continue to provide the support of two night custodians. The district will increase the support according to the need of our additional extended learning opportunities for our English Learner, Foster Youth, and Low Income Students. The district will continue to align district structures to support and maintain facilities, operations, and staffing levels, including but not limited to night custodians, maintenance, transportation, and operational costs. These services will continue to provide a safe, clean and productive learning environment that promotes student learning and safety. The addition support staff help to ensure that school site campuses are clean, functioning, and safe during the extended day classes, activities, and family engagement events. The district will also provide increased transportation in order to ensure that students are able to attend extended day classes, intersession classes, and extracurricular activities.

2018-19 Actions/Services

**3.6 Increase Night Custodians for Extended Day and Family Engagement Activities**

**Explanation** - The district will continue to provide the support of night custodians according to the need of our additional extended learning opportunities for English Learner, Foster Youth, and Low-Income students, additional family engagement activities and parent education classes. Two night custodians will continue in their positions and two additional night custodians will be hired. These services will continue to provide a safe, clean and productive learning environment that promotes student learning and safety. Night custodians help to ensure that school site campuses are clean, functioning, and safe during the extended day classes, activities, and family engagement events.

2019-20 Actions/Services

**3.6 Expanded Learning Support - Increase Night Custodians**

**Explanation** - The district will continue to provide the support of night custodians according to the need of our additional expanded learning opportunities for English Learner, Foster Youth, and Low-Income students, additional family engagement activities and parent education classes. The four night custodians will continue in their positions and two additional custodians will be hired. These services will continue to provide a safe, clean and productive learning environment that promotes student learning and safety. Night custodians help to ensure that school site campuses are clean, functioning, and safe during the expanded day classes, activities, and family engagement events.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	\$130,198	\$242,899	\$446,625
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 2000-2999: Classified Salaries (unit 1645)	3000-3999 - 2000-2999: Classified Salaries (unit 1645)	3000-3999 - 2000-2999: Classified Salaries (unit 1645)
Amount			\$10,000
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies

### Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

**3.7 Student Supervision and Safety**

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

**3.7 Student Supervision and Safety**

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

**3.7 Student Supervision and Safety**

**Explanation** - The district will continue to provide each school site increased supervision. Noon Duty Aide coverage will be increased by 25% to support a safe and secure learning environment. This extra support provides greater coverage across the campuses during both recess and lunchtime.

**Explanation** - The district will continue to provide each school site increased supervision. Noon Duty Aide coverage will continue at the increased rate of 25% to support a safe and secure learning environment. The district will increase this coverage by additional rate of 10% for the 2018-2019 school year. This extra support provides greater coverage across the campuses during both recess and lunchtime.

**Explanation** - The district will continue to provide each school site increased supervision. Noon Duty Aide coverage will continue to be increased rate of 35% to support a safe and secure learning environment. This extra support provides greater coverage across the campuses during both recess and lunchtime.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$180,000	\$250,276	\$558,506
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 2000-2999: Classified Salaries (unit 1709)	3000-3999 - 2000-2999: Classified Salaries (unit 1709)	3000-3999 - 2000-2999: Classified Salaries (unit 1709, unit 2052, and partial resource 0977)

**Action 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools



## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

#### 3.8 School Climate Training and Support Services

**Explanation** - The district will sustain and increase the implementation of a Positive Behavior Interventions and Supports (PBIS) framework at all school sites for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. The framework will continue to be supplemented by a Restorative Justice system focused on positive reinforcement, relationship-reparation, and alternatives to a punitive punishment response. Appropriate professional learning will be provided to staff and supplies that reinforce the PBIS and Restorative Justice message will be purchased with this fund.

### 2018-19 Actions/Services

#### 3.8 School Climate Training and Support Services

**Explanation** - The district will sustain and increase the implementation of a Positive Behavior Interventions and Supports (PBIS) framework at all school sites for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. The framework will continue to be supplemented by a Restorative Justice system focused on positive reinforcement, relationship-reparation, and alternatives to a punitive punishment response. Appropriate professional learning will be provided to staff and supplies that reinforce the PBIS and Restorative Justice message will be purchased with this fund.

### 2019-20 Actions/Services

#### 3.8 Multi-Tiered Systems of Support (MTSS) and Positive Behavior Interventions and Supports (PBIS)

**Explanation** - School Sites will utilize Multi-Tiered Systems of Support (MTSS). They will develop an integrated, comprehensive framework that focuses on instruction, differentiated learning, student centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. All school sites will sustain and increase the implementation of a Positive Behavior Interventions and Supports (PBIS) framework for assisting school personnel in maintaining and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$97,000	\$76,100	\$157,793
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures (unit 1727 and partial 1701)	5000-5999: Services And Other Operating Expenditures (unit 1727 and partial 1701)	5000-5999: Services And Other Operating Expenditures (unit 1727, partial unit 1701, and partial resource 0977)
Amount	\$30,500	\$5,370	\$90,634
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Budget Reference	4000-4999: Books And Supplies (partial unit 1701)	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$24,460	\$356	\$22,240
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (partial unit 1701)	3000-3999 - 1000-1999: Certificated Salaries	3000-3999 - 1000-1999: Certificated Salaries

### Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**3.9 Safe, Secure, Healthy and Positive Learning Environment**  
**Explanation** - To maintain a safe, secure, healthy and positive learning environment for all students and staff, the district will continue

2018-19 Actions/Services

**3.9 Safe, Secure, Healthy and Positive Learning Environment**  
**Explanation** - To maintain a safe, secure, healthy, and positive learning environment for all students and staff, the district will continue

2019-20 Actions/Services

**3.9 Fighting Back Santa Maria Valley (FBSMV) Services - including Foster Youth services -**

to implement and expand counseling services and socio-emotional, psychological, and academic support for students and families and collaborate with community resources, local colleges, and industry. These actions and services include:

- Bilingual(2)/Trilingual(2) Healthy Start Advocates dedicated to SMBSD to assist parents and families in connecting with services so that they are healthy and prepared for school each day.
- Parent Project Classes/Mixteco Nurturing Parenting Class to support parents with skills to help their children at home so they are more successful in school.
- Fighting Back of Santa Maria Services (eg: foster youth services, Dental Program, Healthy Kids Program, Healthy School Pantry and Operation School Bell).

to implement and expand counseling services and socio-emotional, psychological, and academic support for students and families and collaborate with community resources, local colleges, and industry. These actions and services include:

- Bilingual(2)/Trilingual(2) Healthy Start Advocates dedicated to SMBSD to assist parents and families in connecting with services so that they are healthy and prepared for school each day.
- Parent Project Classes/Mixtec Nurturing Parenting Class to support parents with skills to help their children at home so they are more successful in school.
- Fighting Back Santa Maria Services (Foster Youth services).

**Explanation-** The district will continue to contract with FBSMV to support students through the Multi-Tiered Systems of Support.

These actions and services include:

- Two full-time homeless liaisons dedicated to SMBSD to assist homeless students and families with their basic needs.
- Parenting classes: Conduct parenting classes in the evening including Parent Project, Nurturing Skills for Parents and Joven Noble. These are culturally competent classes to assist parent engagement and student overall social-emotional health
- Foundations for Success: one-part time staff to case manage foster students to improve educational outcomes. Students receive individual tutoring at their home, a two-day college trip for the junior high students and resources to participate in extracurricular activities.
- Safe Havens - One Full-time Program Specialist to provide restorative interventions to prevent bullying behavior.
- Check Connect Respect - Check Connect Respect, four full-time Program Specialists that work with truant students using evidence-based interventions to assist them to get to school every day and on time

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$682,150	\$696,023	\$716,023
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures (unit 1503,1604,1625)	5000-5999: Services And Other Operating Expenditures (unit 1503,1604,1625)	5000-5999: Services And Other Operating Expenditures (unit 1625, 1604, 1503)

**Action 10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

**3.10 Full time Health Assistants**  
**Explanation** - The district will continue to support an increase in coverage of Health Assistants. Each school site will continue to have a full time health aide on campus. Health

2018-19 Actions/Services

**3.10 Full-time Health Assistants**  
**Explanation** - The district will continue to support an increase in coverage of Health Assistants. Each school site will continue to have a full time health aide on campus. Health

2019-20 Actions/Services

**3.10 Full-time Health Assistants**  
**Explanation** - The district will continue to support an increase in coverage of Health Assistants. Each school site will continue to have a full-time health aide on campus. Health

Assistants will continue to help students with health issues on campus and work with families to make sure their needs are addressed. School Nurses will continue to provide an increase in support of health care services, case management, and health care plans.

Assistants will continue to help students with health issues on campus and work with families to make sure their needs are addressed. School Nurses will continue to provide an increase in support of health care services, case management, and health care plans.

Assistants will continue to help students with health issues on campus and work with families to make sure their needs are addressed. School Nurses will continue to provide an increase in support of health care services, case management, and health care plans.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$584,000	\$594,073	\$625,416
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 2000-2999: Classified Salaries (unit 1515)	3000-3999 - 2000-2999: Classified Salaries (unit 1515)	3000-3999 - 2000-2999: Classified Salaries (unit 1515)

**Action 11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Modified Action

2017-18 Actions/Services

**3.11 College and Career Ready**  
**Explanation** - To enhance college and career opportunities of low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, resources will be allocated to support College and Career Ready Field Trips. College and Career Ready field trips provide students the opportunity to explore and see the college atmosphere that may lead to career development opportunities at secondary levels.

2018-19 Actions/Services

**3.11 College and Career Ready**  
**Explanation** - To enhance college and career opportunities of low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, resources will be allocated to support College and Career Ready Field Trips. College and Career Ready field trips provide students the opportunity to explore and see the college atmosphere that may lead to career development opportunities at secondary levels.

2019-20 Actions/Services

**3.11 College and Career Ready**  
**Explanation** - To enhance college and career opportunities of Low-Income pupils, English Learners, Redesignated Fluent English Proficient pupils, Foster Youth, and other identified subgroups, resources will be allocated to support College and Career Ready field trips to close achievement gaps. College and Career Ready field trips provide students the opportunity to explore and experience the college atmosphere which may lead to career development opportunities at secondary levels.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$764	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (unit 1603)	3000-3999 - 1000-1999: Certificated Salaries (unit 1603 & partial 1701)	3000-3999 - 1000-1999: Certificated Salaries (unit 1603 and partial unit 1701)
Amount	\$82,236	\$101,000	\$109,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures (unit 1603 and partial 1701)	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

**Action 12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**3.12 Extended Day ASES Support**

**Explanation** - The district will continue to provide additional increase support to the ASES program. The ASES program has been implemented at each school site and community centers in partnership with local community organizations. A variety of academic and enrichment activities are provided to students in the ASES program. The increase of support will be based on Low Income, Foster Youth, and English Learners needs at each at each school site. The increase will be from eighty to one hundred students (per site).

2018-19 Actions/Services

**3.12 Extended Day - ASES Support**

**Explanation** - The district will continue to provide additional increased support to the ASES program. The ASES program has been implemented at each school site and community centers in partnership with local community organizations. A variety of academic and enrichment activities will be provided to students in the ASES program. The increase of support will be based on Low Income, Foster Youth, and English Learners needs at each school site. The increase will include continuing to expanded enrollment. We will expand the enrollment at four more sites from eighty to one hundred students. The increase support will also include the ASES office, data management, and extended learning operation expenses.

2019-20 Actions/Services

**3.12 Expanded Learning - After School Education and Safety Program (ASES) Support**

**Explanation** - The district will continue to provide additional increased support to the ASES program. The ASES program has been implemented at each school site and community centers in partnership with local community organizations. A variety of academic and enrichment activities will be provided to students in the ASES program. We will continue to maintain the expanded enrollment at four sites. In addition, we will increase the expanded enrollment at two more sites. The increase support will also include the ASES office, data management, and expanded learning operation expenses. ASES will be implementing a grade level appropriate, researched-based Second Step Social Emotional Learning and Bullying curriculum at all sites for the 2019-20 year. All

ASES staff will be trained in order to implement the program.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,069	\$31,186	\$32,390
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 2000-2999: Classified Salaries (unit 1630)	3000-3999 - 2000-2999: Classified Salaries (unit 1630)	3000-3999 - 2000-2999: Classified Salaries (unit 1630 and partial unit 2060)
Amount	\$38,006	\$22,483	\$10,699
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$140,425	\$218,831	\$289,411
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

### Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)



English Learners  
Foster Youth  
Low Income

Schoolwide

Specific Schools: Adam Elementary, Alvin Elementary, Battles Elementary, Bruce Elementary, Arellanes Elementary, Jimenez Elementary, El Camino Junior High, Fesler Junior High, Arellanes Junior High School, Miller Elementary, Ontiveros Elementary, Tommie Kunst Junior High, Taylor Elementary, Tunnell Elementary, Rice Elementary, Sanchez Elementary and Liberty Elementary

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**3.13 Additional staff will be hired or services utilized to contribute to safe, healthy school environment conducive to learning:**  
**A Clinical Youth Service Specialist (CADA)** will be hired at Arellanes Junior High School, Jimenez Elementary (to be split between the schools), Adam, El Camino Junior High, and Tommie Kunst Junior High.  
**Explanation** - Students will receive services needed for trauma, drug addiction and any other mental service needed.  
**\* Additional Outreach Consultants will be hired at Alvin, Battles, and Liberty (2)**  
**Explanation** - Outreach Consultants will conduct increased individual and group sessions at pertaining to issues relating to school attendance, academics, behavior and developing resiliency.  
**Additional Fighting Back Santa Maria Attendance Liaison** will be hired at Rice,

2018-19 Actions/Services

**3.13 The district will contract with community services in order to hire additional staff to contribute to safe, healthy school environment conducive to learning. The district will contract with the following agencies:**  
**1) CADA – Santa Barbara County Council on Alcoholism and Drug Abuse**  
Additional Staff: Clinical Youth Service Specialist (CADA) will be hired at Arellanes Elementary, Jimenez Elementary, El Camino Jr. High, Fesler Jr. High, Arellanes Jr. High, Ontiveros Elementary, Tommie Kunst Jr. High, Taylor Elementary/Tunnell Elementary, Rice Elementary, Sanchez Elementary and Liberty Elementary (12 total).  
**Explanation** - Students will receive services needed for trauma, drug addiction and any other mental service needed.  
**2) Santa Maria Family Service Agency**  
Additional Staff:

2019-20 Actions/Services

**3.13 School sites will contract with community services in order to determine school sites need concerning hiring additional staff to contribute to safe, healthy school environment conducive to learning.**  
**1) CADA – Clinical Youth Service Specialist (CADA)** will be hired at 12 school sites.  
**Explanation** - Students will receive services needed for trauma, drug addiction, and any other mental-health services needed.  
**2) Santa Maria Family Service Agency -**  
Additional Staff:  
**a) Outreach Mentors** will be hired at ten school sites.  
**Explanation** - Outreach Mentors will conduct increased individual and group sessions at school sites pertaining to issues relating to school attendance, academics, behavior and developing resiliency.  
**b) Marriage and Family Therapists** will be hired at three school sites.

Ontiveros, Tunnell, and Tommie Kunst Jr. High (to be split between the schools).  
 Explanation - Attendance Liaison will conduct increase individual sessions pertaining to issues relating to attendance, behavior and academics.

**Additional Marriage and Family Therapist at Fesler Junior High and Rice Elementary**

**Explanation** - Marriage Family Therapist Counseling assist students with emotional needs that occur during the school day and throughout the school year.

a) Outreach Consultants will be hired at Adam Elementary, Alvin Elementary, Bruce Elementary, Ontiveros Elementary, El Camino Jr. High, Arellanes Elementary, Miller Elementary, Battles Elementary, and Liberty Elementary (9 total).

Explanation - Outreach Consultants will conduct increased individual and group sessions at school sites pertaining to issues relating to school attendance, academics, behavior and developing resiliency.

b) Marriage and Family Therapists will be hired at Bruce Elementary, Rice Elementary and Oakley Elementary.

Explanation - Marriage Family Therapist Counseling assists students with emotional needs that occur during the school day and throughout the school year.

**Explanation** –Marriage and Family Therapist Counseling assists students with emotional needs that occur during the school day and throughout the school year.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$423,332	\$1,674,909	\$1,521,490
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures (partial unit 1701)	5000-5999: Services And Other Operating Expenditures (partial unit 1701) & Res 0977, unit 0000	5000-5999: Services And Other Operating Expenditures (partial unit 1701, unit 2053, and partial resource 0977)
Amount			\$11,277
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries

Amount			\$39,602
Source			Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries
Amount			\$19,121
Source			Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits

**Action 14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Adam, Alvin, Battles, Taylor, Oakley, Ontiveros, and Rice

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**3.14 Coast to Coast Soccer & STEM Program**

2018-19 Actions/Services

**3.14 Coast to Coast Soccer & STEM Program**

2019-20 Actions/Services

**3.14 Sports for Learning Activity Program**

**Explanation** - The following school sites Adam, Alvin, Battles, Taylor, Oakley, Ontiveros, and Rice will provide lunchtime soccer coaching and supervision for elementary students in 2nd through 6th grades through Coast 2 Coast Soccer & STEM Program.

**Explanation** - The following school sites Adam Elementary, Alvin Elementary, Battles Elementary, Taylor Elementary, Oakley Elementary, Ontiveros Elementary, and Rice Elementary will provide lunchtime soccer coaching and supervision for elementary students in 2nd through 6th grades through Coast 2 Coast Soccer & STEM Program.

**Explanation** - Ten school sites will provide lunchtime soccer and basketball coaching and supervision for elementary students in 2nd through 6th grades through the Cal Poly University activity program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$77,000	\$185,840	\$276,067
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures (partial unit 1701)	5000-5999: Services And Other Operating Expenditures (partial unit 1701)	5000-5999: Services And Other Operating Expenditures (partial unit 1701 and partial resource 0977)

**Action 15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Modified Action

2017-18 Actions/Services

(This action and service was previously in 3.1. It was split up in order to provide transparency.)

2018-19 Actions/Services

(This action and service was previously in 3.1. It was split up in order to provide transparency.)

2019-20 Actions/Services

**3.15 One Certificated Teacher for each Junior High Opportunity Class**  
**Explanation** - Each junior high school will continue to have one opportunity teacher on its campus. Schools will continue to determine the best use of this teacher, whether it provides instruction for students who receive on-campus suspensions at school, suspension from class, or who would benefit from small group instruction in a self-contained class. Class sizes will remain at a maximum of 8-10 students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			\$455,838
Source			Supplemental and Concentration
Budget Reference			3000-3999 - 1000-1999: Certificated Salaries (unit 1712)

**Action 16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

(This action and service was previously in 3.1. It was split up in order to provide transparency.)

**2018-19 Actions/Services**

(This action and service was previously in 3.1. It was split up in order to provide transparency.)

**2019-20 Actions/Services**

**3.16 Santa Barbara County Council on Alcoholism and Drug Abuse (CADA)**  
**Explanation-** The district will continue to contract with CADA for services to support students through the Multi-Tiered Systems of Support. District-wide CADA services include: Teen Court and The Boys Council.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			\$141,000
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures (unit 1624)

**Action 17**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

(This action and service was previously in 3.1. It was split up in order to provide transparency.)

**2018-19 Actions/Services**

(This action and service was previously in 3.1. It was split up in order to provide transparency.)

**2019-20 Actions/Services**

**3.17 Fitzgerald Community School**  
**Explanation-** Serviced through Santa Barbara County Education Office (SBCEO), Junior High At-Risk Classes will be offered to High Needs students on an as needed basis.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			\$694,070
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures (unit 1510)

**Action 18**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

(This action and service was previously in 3.1. It was split up in order to provide transparency.)

**2018-19 Actions/Services**

(This action and service was previously in 3.1. It was split up in order to provide transparency.)

**2019-20 Actions/Services**

**3.18 Assistant Principals and Deans Explanation-** The district will continue to implement, strengthen, and monitor a tiered system of support for students in need of behavioral and academic interventions and/or support services. The district will continue to provide one Assistant Principal at nineteen school sites and one Dean at each junior high site to increase school safety and support services.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			\$3,526,910
Source			Supplemental and Concentration
Budget Reference			3000-3999 - 1000-1999: Certificated Salaries



(unit 2040 and unit 2041)

### Action 19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

(This action and service was previously in 3.1. It was split up in order to provide transparency.)

(This action and service was previously in 3.1. It was split up in order to provide transparency.)

**3.19 Cal-SOAP Tutors contracted through Allan Hancock College – Explanation:** Cal-SOAP Tutors will continue to be assigned to elementary school sites to assist students with behavioral challenges at school and provide smaller group settings that will meet their instructional needs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			\$226,057
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures (unit 1612)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 4

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:    Parent Engagement

### Identified Need:

- The District has identified a need to increase school community involvement and create a culture of respect and caring that supports positive relationships among all stakeholders. (Metric: LCAP Parent and Community Member Survey)
- The District has identified a need to increase parent education and parent involvement as demonstrated by the California Family Engagement Framework Rubric. (Metric: LCAP Parent and Community Member Survey)
- Qualitative data collected from parents and parent groups including DAC/DELAC, School Site Councils, English Language Advisory Councils, and LCAP Stakeholder Collaboration Team indicate a need to increase and enhance Family Engagement. (Metric: LCAP Parent and Community Member Survey)
- Parent Attendance at site and district events indicates a need to increase attendance rates and parent participation (eg: parent education classes, family engagement activities, special events, presentations)
- The District has identified a need to increase communication between schools/district and parents/community members. (Metric: LCAP Parent and Community Member Survey)

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California Family Engagement Framework Rubric	Baseline to be establish in the fall 2017	SMBSD will maintain high levels of parent involvement, as demonstrated by the California Family Engagement Framework Rubric. By June 2020, SMBSD will demonstrate a Basic or Progressive Implementation Level of the 18 principles within the five action areas outlined in the California Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access and Equity)	SMBSD will maintain high levels of parent involvement, as demonstrated by the California Family Engagement Framework Rubric. By June 2020, SMBSD will demonstrate a Basic or Progressive Implementation Level of the 18 principles within the five action areas outlined in the California Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access and Equity)	SMBSD will maintain high levels of parent involvement, as demonstrated by the California Family Engagement Framework Rubric. By June 2020, SMBSD will demonstrate a Basic or Progressive Implementation Level of the 18 principles within the five action areas outlined in the California Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access and Equity)
Parent and Community Member Surveys, Parent attendance reporting, and analysis of family engagement opportunities and parent education opportunities.	Baseline to be establish in the fall 2017	SMBSD will maintain high levels of parent involvement, as demonstrated by the California Family Engagement Framework Rubric. By June 2020, SMBSD will demonstrate a Basic or Progressive Implementation Level of the 18 principals within the five action areas outlined in the California	The metrics for this expected measureable outcome has been refined.  For the metrics, we will monitor eight specific data points from the LCAP Parent and Community Member survey to demonstrate its maintenance of high levels of parent involvement for the	SMBSD will continue to increase perceptions of all specific data points using LCAP survey results from the 2019-20 year. These include perceptions of: <ul style="list-style-type: none"> <li>• District parent involvement policy</li> <li>• Communication between home and school</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access and Equity).</p>	<p>2018-2019 school year. These include perceptions of:</p> <ul style="list-style-type: none"> <li>• District parent involvement policy</li> <li>• Communication between home and school</li> <li>• Community Liaison services</li> <li>• Family Advocate services</li> <li>• Family Engagement Activities</li> <li>• Parenting classes</li> <li>• ESL Classes</li> <li>• Scheduling of events</li> </ul> <p>The data collected from the 2017-2018 LCAP survey including these specific data points will be used as the baseline. The expected outcome for the 2018-2019 year is to increase positive perceptions of all specific data points.</p>	<ul style="list-style-type: none"> <li>• Community Liaison services</li> <li>• Family Advocate services</li> <li>• Family Engagement Activities</li> <li>• Parenting classes</li> <li>• ESL Classes</li> <li>• Scheduling of events</li> </ul>

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

**4.1 Increase Community Liaisons**

**Explanation** - The district will continue to provide increased Bilingual Community Liaison services at each school site to connect families with school, encourage attendance at parent education events, refer them to district/school programs, and connect them with community organizations to access resources available. The district will increase services by hiring a full time Bilingual Community Liaison for district level student services and family outreach services. The Bilingual Community Liaison will provide education services and link

2018-19 Actions/Services

**4.1 Increase Community Liaisons**

**Explanation** - The district will continue to provide one full-time Bilingual Community Liaison at each school site. The Bilingual Community Liaisons connect families with school, encourage attendance at parent education events, refer families to district/school programs, and connect them with community organizations to access resources available. The district will continue to provide a district-level Bilingual Community Liaison for district-level student services and family outreach services. The district will hire three additional Bilingual Community Liaisons

2019-20 Actions/Services

**4.1 Increase Community Liaisons**

**Explanation** - The district will continue to provide one full-time Community Liaison at each school site. In addition, one school site will hire an additional Community Liaison. School site Community Liaisons connect families with schools, encourage attendance at parent education events, refer families to district/school programs, and connect them with community organizations to access available resources. The district will continue to provide four full-time, district-level Community Liaisons for district-level student services and family outreach

students and families to community support systems, encourage attendance at parent education events, refer them to district/school programs, and connect them with community organizations to access resources available.

for district-level student services and family outreach services. All four district-level Bilingual Community Liaisons will provide additional school site support as well as evening support at the Parent Resource Center and at district-wide parent events.

services. These district-level Community Liaisons will provide additional school site support as well as evening support at the Parent Resource Center and at district-wide parent events.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$647,220	\$1,062,077	\$1,223,845
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 2000-2999: Classified Salaries (unit 1633 & 1804)	3000-3999 - 2000-2999: Classified Salaries (unit 1633 & 1804)	3000-3999 - 2000-2999: Classified Salaries unit 1633, unit 1804, partial unit 1701, partial resource 0977
Amount			\$3,660
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies
Amount			\$340
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**4.2 Increase Family Advocates**

**Explanation** - The district will continue to provide one Family Advocate to provide advocacy, assist with parent outreach and support services for students at risk. The district will increase Family Advocate Services by providing one Family Advocate per Junior High and feeder group cluster (4 total) to provide advocacy, assist with parent outreach and support services for students at risk.

2018-19 Actions/Services

**4.2 Increase Family Advocates**

**Explanation** – The district will continue to contract with Family Service Agency for one Family Advocate to provide advocacy and assist with parent outreach and support services for students at risk. Additionally, the district will continue to contract with Family Service Agency to provide four Family Advocate Services (one Family Advocate per junior high and feeder group cluster). These advocates work to provide advocacy and assist with parent outreach and support services for students at risk.

2019-20 Actions/Services

**4.2 Family Advocates**

**Explanation** - The district will contract with Family Service Agency in order to continue to provide five Family Outreach Advocates (FOA). One FOA will work at the district-level and the other four will work at the site level (one FOA per junior high and feeder group cluster). These advocates will continue to work to provide advocacy and to assist with parent outreach and support services for students at risk. They will provide a continuum of prevention/ intervention services designed to maximize the protective factors inherent in a positive school experience and increase students' resiliency.



## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$245,175	\$277,191	\$285,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures (unit 1722)	5000-5999: Services And Other Operating Expenditures (unit 1722)	5000-5999: Services And Other Operating Expenditures unit 1722

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

### 4.3 Translation/Interpreter Services

**Explanation** - The district will dedicate resources to improve translation services. Translation services will be used to

2018-19 Actions/Services

### 4.3 Translation/Interpreter Services

**Explanation** -. The district will dedicate resources to improve translation/interpreter services.

2019-20 Actions/Services

### 4.3 Translation/Interpretation Services

**Explanation** - The district will dedicate resources to improve translation/interpretation services.

provide equitable language access for students and families. The district will continue to increase services by providing two trilingual translators and three bilingual translators. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level.

Translation/interpreter services will be used to provide equitable language access for students and families. The district will continue to provide two Trilingual Translators/Interpreters and three Bilingual Translators/Interpreters. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level. In addition, a stipend will be provided to designated bilingual staff member(s) at each school site and department to provide translation and interpretation support for students and families.

Translation/interpretation services will be used to provide equitable language access for students and families. The district will continue to provide two Trilingual Translators/Interpreters and three Bilingual Translators/Interpreters. Although the translators will be stationed at the district office, their services will be provided at the school sites and district level. In addition, a stipend will be provided to designated bilingual staff member(s) at each school site and department to provide translation and interpretation support for students and families.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$320,386	\$345,062	\$388,069
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 2000-2999: Classified Salaries duplicate (unit 1524,1635,1721)	3000-3999 - 2000-2999: Classified Salaries duplicate (unit 1524,1635,1721, 1910)	3000-3999 - 2000-2999: Classified Salaries (duplicate unit 1524,1635,1721, and 1910) and partial resource 0977
Amount			\$700
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies
Amount			\$300
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

**4.4 Family Engagement Programs, Parent and Community Involvement**  
**Explanation** - The District will increase and strengthen a culture of respect and caring that supports positive relationships among all stakeholders. Resources will be allocated to develop the concept of Just Communities and Parent University Programs (eg: PIDA, Dare to Thrive). These resources will help increase parent involvement, especially for low-income families and parents of English Learners and foster youth, by providing the skills

### 2018-19 Actions/Services

**4.4 Family Engagement Programs, Parent and Community Involvement**  
**Explanation** - The district will increase and strengthen a culture of respect and caring that supports positive relationships among all stakeholders. Resources will be allocated to develop the concept of Just Communities and Parent University Programs (e.g., PIDA, Factor). Expansion of opportunities will include: offsite parent training, cluster parent education events, family focus on reading events, and expansion of Parent Resource Center. These resources will help increase parent

### 2019-20 Actions/Services

**4.4 Family Engagement Programs, Parent and Community Involvement**  
**Explanation** - The district will continue to work with school sites and parent leaders to build capacity among parent groups, reach out to the families of our students, promote engagement at the site level and provide access and equity. Resources will be allocated to continue to develop the district Parent Leadership Team. Expansion of opportunities will include: offsite parent training, cluster parent education events, family focus on reading events, assistance and development off-

necessary to support their children's health, safety, and academic success.

involvement, especially for Low-Income families and parents of English Learners and Foster Youth, by providing the skills necessary to support their children's health, safety, and academic success.

site parent leadership teams (including CABE) and expansion of outreach and support available for parents.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$109,428	\$103,254	\$21,985
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies (unit 1805 and partial 1701)	4000-4999: Books And Supplies (unit 1805)	4000-4999: Books And Supplies unit 1805, partial unit 2060, and partial resource 0977
Amount		\$231,902	\$305,315
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$525	\$7,652
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$1,043	\$5,516
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount		\$293	\$4,131
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

**4.5 Parent Education Services**

**Explanation** - The district will continue to increase parent education classes at both the district and school site level. The district/school will provide the following parent education programs to prepare parents to be involved in their children's education:

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

**4.5 Parent Education Services**

**Explanation** - The district will continue to increase parent education classes at both the district and school site level. The district/school will provide the following parent education programs to prepare parents to be involved in their children's education:

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

**4.5 Parent Education Services**

**Explanation** - The district will continue to increase parent education classes at both the district and school site level. The district/schools will provide the following parent education programs to prepare parents to be involved in their children's education:

- Parent Project and Mixteco Nurturing Parenting classes for parents of students at risk will be provided three times per year
- Dare to Thrive (Atreviendose a Prosperar) Family Engagement program will be conducted at schools sites every year.
- English as Second Language classes will be provided for parents and children at schools every year.
- Spanish Literacy classes will be provided for parents at two elementary schools every year.
- Parent Programs, Workshops, and Family Conferences to enhance parenting skills, literacy, math, technology, and leadership (Love and Logic, Home Instruction for Parents of Preschool Youngsters, Mixteco Nurturing Parenting, Family Literacy/Math nights, Computer Literacy).

The district will provide parents child care, translation, materials, and resources to facilitate their involvement in parent education classes. Interpreters and child care will be provided for all parent classes.

- Parent Project and Mixteco Nurturing Parenting classes for parents of students at risk will be provided three times per year.
- English as a Second Language classes will be provided for parents and children at schools every year.
- Spanish Literacy classes will be provided for parents at two elementary schools every year.
- Parent Programs, Workshops, and Family Conferences to enhance parenting skills, literacy, math, technology, and leadership (Love and Logic, Home Instruction for Parents of Preschool Youngsters, Mixteco Nurturing Parenting, Family Literacy/Math nights, Computer Literacy).

The district will continue to provide parents child care, translation, materials, and resources to facilitate their involvement in parent education classes. Interpreters and child care will be provided for all parent classes.

- Parent Project and Mixteco Nurturing Parenting classes for parents of students at risk will be provided three times per year. (Fighting Back Santa Maria Valley)
- English as a Second Language classes (ESL) will be provided for parents and children at schools every year. (Allan Hancock College contract)
- Spanish Literacy classes will be provided for parents at two elementary schools every year.

The district will continue to provide parents with child care, translation, materials, and resources to facilitate their involvement in parent education classes. Interpreters and child care will be provided for all parent classes.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$263,816	\$277,569	\$279,240
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries (partial unit 1520)	1000-1999: Certificated Personnel Salaries (partial unit 1520)	1000-1999: Certificated Personnel Salaries partial unit 1520 and partial resource 0977
Amount	\$127,494	\$141,989	\$140,567
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$83,377	\$103,653	\$114,233
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$138,935	\$94,009	\$66,358
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$5	\$10,700	\$16,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**4.6 Increased Parent Communication Services**

**Explanation** - The district will increase parent communication between schools/district and parents/community members. The district will use various means to provide parents with timely information, such as letters, flyers, handouts, audiovisuals, phone calls, home visits, and informational meetings. The district will continue to increase our communications via electronic forms by purchasing ParentSquare.

2018-19 Actions/Services

**4.6 Increased Parent Communication Services**

**Explanation** - The district will increase parent communication between schools/district and parents/community members. The district will use various means to provide parents with timely information, such as letters, flyers, handouts, audiovisuals, phone calls, home visits, and informational meetings. The district will expand communication by improving the delivery of multi-language content on the district's website through video communications and additional leveraging through social media to support the entire community. The district will continue to increase our communications via:

2019-20 Actions/Services

**4.6 Increased Parent Communication Services**

**Explanation** - The district will increase parent communication between schools/district and parents/community members. The district will use various means to provide parents with timely information, such as letters, flyers, handouts, audiovisuals, phone calls, texts, home visits, and informational meetings. The district will expand communication by improving the delivery of multi-language content on the district's website through video communications and additional leveraging through social media to support the entire community. The district will continue to increase our communications via:



- Purchasing ParentSquare
- Piloting Rosetta Stone Software for certificated and classified staff
- Improving district and site Web pages for content and ease of use
- Purchasing Simultaneous Interpretation equipment for school sites
- Providing expanded Interpretation training for district staff

- Purchasing ParentSquare
- Rosetta Stone language learning software for staff
- Improving district and site Web pages for content and ease of use
- Interpretation Equipment for school sites
- Providing expanded interpretation training for district staff

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$39,200	\$128,000	\$120,747
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures (partial unit 1520)	5000-5999: Services And Other Operating Expenditures (partial unit 1520 and 1904)	5000-5999: Services And Other Operating Expenditures partial unit 1520, partial unit 2060, unit 1904, partial resource 0977
Amount		\$29,000	\$86,526
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			\$1,000
Source			Supplemental and Concentration
Budget Reference			3000-3999 - 2000-2999: Classified Salaries

### Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**4.7 Parent and Community Involvement****Explanation** - School sites will continue to increase parent education classes at the school site level. The schools will provide site-specific parent education programs to prepare parents to be involved in their children's education (eg: Technology Classes, Math and Literacy Nights, Fighting Back of Santa Maria-Atreviendose a Prosperar). School sites will plan and conduct parent events involving community resources.

2018-19 Actions/Services

**4.7 Parent and Community Involvement Explanation**

- School sites will continue to increase parent education classes at the school site level. The schools will provide site specific parent education programs to prepare parents to be involved in their children's education (eg: Technology Classes, Math and Literacy Nights, Fighting Back of Santa Maria-Atreviendose a Prosperar). School sites will plan and conduct parent events involving community resources.

2019-20 Actions/Services

**4.7 Parent and Community Involvement Explanation**

- School sites will continue to increase parent education classes at the school site level. The schools will provide site specific parent education programs to prepare parents to be involved in their children's education (eg: Technology Classes, Math, Literacy, and STEAM nights, AVID parent meetings and Reclassification ceremony). School sites will plan and conduct parent events involving community resources.

**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Amount	\$43,862	\$79,080	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999 - 1000-1999: Certificated Salaries (partial unit 1701)	3000-3999 - 1000-1999: Certificated Salaries (partial unit 1701)	3000-3999 - 1000-1999: Certificated Salaries unit 2054, partial unit 1701, partial resource 0977
Amount	\$20,000	\$0	\$2,521
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			\$46,357
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures
Amount			\$11,419
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$21,296
Source			Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries
Amount			\$7,216
Source			Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits

## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

### 4.8 Increased Technology

**Explanation** - The district will provide parent and student orientations and trainings on responsible digital citizenship and internet safety. This will include parent, student and teacher training and after hours tech support to parents and students.

2018-19 Actions/Services

### 4.8 Increased Technology

**Explanation** - The district will provide parent and student orientations and trainings on responsible digital citizenship and Internet safety. This will include parent, student and teacher training and after hours tech support to parents and students.

2019-20 Actions/Services

### 4.8 Increased Technology

**Explanation** - The district will provide parent and student orientations and trainings on the use of technology including responsible digital citizenship and Internet safety along with the required support.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$37,705	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies (unit 1808)	4000-4999: Books And Supplies (unit 1808)	4000-4999: Books And Supplies unit 1808
Amount	\$25,000	\$12,295	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

**Action 9**

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

	LEA-wide	All Schools
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**Actions/Services**

	New Action	Modified Action
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	(this action and service was previously in goal 3)	<b>4.9 District Program Specialist (PS) Explanation</b> -The district will continue to provide one full-time Program Specialist (PS) of School Based Services and Family Engagement. This PS will continue to serve as a liaison between district leaders, school site administrators and SMBSD families. The Program Specialist will work with the LCAP Coordinator and Director of Pupil Services to help provide and align Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), Family Advocate
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		Services, Family Engagement Activities, community resources, research-based programs, initiatives and strategies and College and Career Ready Services to develop and expand educational partnerships.
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**Budgeted Expenditures**

Amount			\$151,103
Source			Supplemental and Concentration
Budget Reference			3000-3999 - 1000-1999: Certificated Salaries unit 1803
Amount			\$2,000
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$50,067,084

Percentage to Increase or Improve Services

37.33%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

As a result of Santa Maria-Bonita School District's 92.61% unduplicated count for Low-Income, English Learners, and Foster Youth, we are receiving supplemental and concentration grant funds for the 2019-20 school year. The total allocation of supplemental and concentration grant funds for the 2019-20 school year is \$50,067,084. These funds will be utilized district-wide to increase or improve services for all students with attention being given to the neediest students who are identified as Low-Income, English Learner, and/or Foster Youth.

SMBSD will provide increased or improved services for Low-Income, Foster Youth, and English Learner students through the LCAP. The increased services are at least equal to the 37.33% (minimum proportionality percentage) of the total LCFF budget. This proportionality percentage is met by analyzing the difference between the LCFF base program and the additional or improved services articulated in the LCAP that are designed to meet the needs of the district's unduplicated count. These supplemental and concentration grant resources that (per state regulation) are used to increase services (grow services in quantity) or improve services (grow services in quality) for unduplicated pupils district wide are aligned in the district LCAP as well as the Single School Plans for Student Achievement. In addition, further supplemental resources provided to the Comprehensive Support and Improvement school will be included in the school site plan as well as the LCAP and will be monitored accordingly. SMBSD has proportionally increased and/or improved services for its unduplicated pupils on a districtwide and school wide level. The funded amount and the support services provided have been included below in the "Action and/or Services being funded and provided on a school-wide or LEA-Wide basis".

As data utilized in the annual update is primarily based on performance measures that reflect 2017-18 measures, the effectiveness of those actions and services designed for implementation in 2018-19 must be analyzed against more current data to progress monitor the impact of the identified actions and services throughout the 2019-20, and adjustments to actions and services made in response to information gathered and applied accordingly. Consequently, a schedule and process for ongoing progress monitoring has been established and maintained through which data will continue to be collected and applied to each element within each action and service identified within the LCAP. Adjustments and

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

enhancements to actions and services will be applied through the process of progress monitoring, which will also serve as the basis for the Annual Update of the 2019-20 plan as well as the next three-year plan.

**Actions and/or Services to increase and/or improve services for Low-Income, Foster Youth, and English Learner students include the following:**

- 1) The district will continue to provide one English Language Development (ELD) Intervention Teacher/Coach (full-time certificated teacher) per elementary site and to two junior high school sites. The district will also provide two additional ELD Intervention Teacher/Coaches for two junior high schools, in an expansion of the service to provide support for Newcomers, Long Term English Learners and Reclassified Students at all twenty schools. ELD Intervention Teacher/Coaches will support each site's English Learners and Reclassified Students by assisting teachers and administrators with the appropriate placement of students, data analysis, whole group instruction, and small group intervention and instruction. They will also support professional development at each site.
- 2) The district will continue to increase the ability to provide small group instruction and necessary one-on-one interventions by re-employing two certificated Teacher Tutors (TT) (hourly paid certificated teacher 3.15 hours per day) at all 16 elementary school sites. In addition, the district will provide two TTs at junior high schools and one for all-day kindergarten at Arellanes elementary school to close the achievement gap by supporting smaller class sizes and providing direct services to individual students who are below grade level and specific student groups that are furthest from standard (as displayed on the State Dashboard) in English Language Arts or mathematics. These groups include Students with Disabilities, African American, English Learners, and Foster Youth.
- 3) The district will re-employ three and a half hours per day Bilingual Instructional Assistants for Kindergarten and first grade. The district will continue to provide Bilingual Instructional Assistants for second and third grade classes but the service will be modified. Each assistant will be equally split between two classes. The Bilingual Instructional Assistants assist certificated teachers in providing instruction, reteaching, and intervention to our English Learners and Reclassified Students. In addition, they assist in providing guidance in the student's primary language. The Bilingual Instructional Assistants support the certificated teacher by monitoring and reporting student progress regarding performance, translating and interpreting for students, parents, counselors, teachers, and others as assigned.
- 4) The district will increase Response to Intervention and instruction at each junior high school by continuing to employ one Certificated Limited Assignment Teacher (a certificated teacher with a work day of fewer than three hours and fifteen minutes) to support intervention and small group instruction in the area of English Language Development and English Language Arts. There will be a focus on supporting student groups that are furthest from standard as displayed on the State Dashboard in English Language Development and English Language Arts and as displayed on site's formative assessments and ELPAC data.
- 5) The district will continue to provide family advocate services by rehiring five additional Family Advocates to provide advocacy and support services for students who are considered at-risk. There will be a focus on students who are chronically absent and on student groups including Foster Youth, African American, and White that are reported on the State Dashboard, Suspension Indicator at the Red performance level.



Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- 6) The district will increase services by continuing to employ four full-time Community Liaisons for district level services including supporting parents in filling out paperwork and understanding support services. The district will also continue to provide one Community Liaison for at each school site. The district will increase this service by providing two additional Community Liaisons (one through Title 1 site allocations and one through LCFF site allocations) at two junior high school sites that according to their needs assessment found it necessary to increase this service at their school site. Community Liaisons will continue to increase the communication between school and home for all students with an emphasis on students and families with high needs.
- 7) The district will expand the Achieve3000 action and service by allocating funds to provide all twenty school sites the supplemental English Language Arts Achieve3000 program. The program is a technology accelerator program for reading comprehension. This program will allow students to read grade level material at their specific reading level which in turn will enable them to spend more time engaged in practicing literacy skills. In addition, the program will allow Newcomer Students and English Learner Students who are struggling to read core material in English the ability to read core material in their primary language as appropriate both at home and in the classroom.
- 8) The district increase expanded learning opportunities to students through rich and varied supplemental educational experiences by allocating funds for site-specific expanded learning. This will allow school sites to best meet the needs of students. The expansion will include Summer School, Intersession, extended day classes, Saturday School, and Primary Jumpstart. In addition, the district will continue to support our Low-Income, Foster Youth, and English Learners who are in the Migrant expanded learning programs and/or Special Education expanded learning programs by allocating funds to support these services. The district will continue to increase all expanded learning programs in order to provide students additional time to work with certificated teachers to accelerate learning and close the achievement gap. The district will also increase enrichment opportunities and extracurricular activities to support Low-Income, Foster Youth, and English Learners.
- 9) The district will re-employ 16 Physical Education Teachers for fourth, fifth, and sixth grades. In addition, the district will hire 16 more Physical Education Teachers for grades first, second and third. This service is intended to support each elementary school site's Multi-Tiered System of Support and to develop and align systems to support Tier 1 instruction and each school site's Response to Intervention Model by lowering the class sizes during the PE block. This will be accomplished through a collaborative model in order to ensure that classroom teachers are able to provide small group instruction, one-on-one instruction, and intervention in order to close the achievement gap. This in turn, will better meet the needs of our Low-Income, Foster Youth, and English Learner students. It will also increase our ability to provide all students with a well-rounded physical education and health curriculum program.
- 10) Technology - the district will increase supplemental support materials for Low-Income, Foster Youth and English Learners by purchasing Imagine Learning licenses for ELD and other support software materials. In addition, the district will also continue to increase access for students who might not have access to technology outside of the school day through the SMBSD Connected Program, expanded learning programs, Newcomer's Program, home healthcare program, and the by building district towers. The district will also continue to implement our technology plan in order to extend student's learning through technology by continuing to increase and expanded STEAM opportunities, parent technology education, parent education including conferences and at-home access for all students and their families.
- 11) The district will provide additional support for monitoring English Learners progress and ensure accuracy of reclassification of English Learners through the implementation of Ellevation software.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- 12) The district will utilize the Multi-Tiered System of Support to develop an integrated framework and alignment of systems to support student-centered learning and behavioral interventions designed to support positive outcomes for students and to close the achievement gap for our Low-Income, Foster Youth, and English Learner students.
- 13) Literacy-Rich Environment - School sites will continue to better meet the needs of students by providing a literacy-rich environment in order to increase the exposure for Low-Income students, English Learners, and Foster Youth. School sites will purchase additional supplemental instructional resources including text sets, guided reading books, magazine subscriptions, school site and classroom library books, and electronic online books.
- 14) College and Career Ready - To support students in the classroom with presentations and provide college and career ready opportunities, the district will re-employ two UCSB Outreach Counselors to share knowledge with students in order to provide students with ideas and options concerning opportunities beyond elementary and junior high school. To enhance college and career opportunities of Low-Income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, resources will continue to be allocated to support College and Career Ready field trips. College and Career Ready field trips provide students the opportunity to explore and see the college atmosphere that may lead to career development opportunities at secondary levels.
- 15) The district will continue to increase Santa Maria Valley Youth and Family Outreach Consultant Services from part-time to full-time. Outreach Consultants conduct individual and group sessions at all schools pertaining to issues relating to school attendance, academics, behavior, and developing resiliency. Outreach Consultants will continue to focus on High Needs students in order to support a Multi-Tiered System of Support at all school sites. Classroom presentations are also conducted as they relate to asset building (self-esteem) and anti-bullying. Outreach Consultants help students with peer interactions and build their self-esteem so they have positive relationships with others.
- 16) The district will continue to employ a full-time Program Specialist of School Based Services and Family Engagement Activities. The district will provide a Program Specialist to serve as a liaison between district leaders, school site administrators and SMBSD families. The Program Specialist will work with the LCAP Coordinator and Director of Pupil Services to help provide and align Behavior Support Intervention Services (PBIS), Multi-Tier Support Services, Outreach Counselor Services, Family Advocate Services, Family Engagement Activities, and College and Career Ready Services. In addition, the Program Specialist will continue to build the District Parent Leadership Team in order to increase parent collaboration and involvement at the both site and district level.
- 17) The district will continue to provide increased night custodian support services. The district will increase the support according to the needs of our additional expanded learning opportunities for our English Learner, Foster Youth, and Low-Income students. The district will continue to align district structures to support and maintain facilities, operations, and staffing levels, including but not limited to night custodians, maintenance, and operational costs. These services will continue to provide a safe, clean and productive learning environment that promotes student learning and safety. The additional support staff will help to ensure that school site campuses are clean, functioning, and safe during the extended day classes, activities, and family engagement events. The district will also provide increased transportation in order to ensure that students are able to attend extended day classes, intersession classes, and extracurricular activities.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

18) To maintain a safe, secure, healthy and positive learning environment for all students and staff, the district will continue to implement and expand counseling services and socioemotional, psychological, and academic support for students and families and collaborate with community resources, local colleges, and industry. These actions and services include: two bilingual and two trilingual Healthy Start Advocates dedicated to SMBSD to assist parents and families in connecting with services so that they are healthy and prepared for school each day, and Parent Project Classes/Mixtec Nurturing Parenting Class to support parents with skills to help their children at home so they are more successful in school. In addition, Fighting Back of Santa Maria Services will include a Foster Youth Consultant who will work specifically with our Foster Youth students in order to provide support including tutoring, mentoring, and other needed family foster youth support services which in turn will help close the achievement gap for our Foster Youth student group.

19) School site allocations will be used to continue to hire additional support personnel including Intervention Teachers, Teacher Tutors, Limited Assignment Teachers, Outreach Consultants, and Clinical Youth Specialists in order to provide site specific additional support to services for Low-Income, Foster Youth and English Learners. In addition, these services will be targeted specifically according to the State Dashboard results as it pertains to performance gaps between the All Student group and other student groups.

20) The district will continue to provide a Multi-Tiered System of Support through services under Goal 3 in order help increase student engagement, attendance, and a positive learning environment: Fitzgerald Community School-serviced through Santa Barbara County Education Office Junior High At-Risk Class, Student Connections Programs (Second Step Pilot, Foster Youth Liaison, and Teen Court), Cal-SOAP Tutors, Marriage Family Therapist Counseling Hours - 250 hours per junior high Site.

21) The district will continue to provide one full-time Program Specialist (PS) of Health Services. This PS will continue to serve under the Director of Pupil Support Services. The district will also continue to have three full-time Program Specialists (PS) of Special Education (25%) and High-Needs Students (75%) and hire a fourth Program Specialist for the 2019-2020 year. These PS assist in planning, developing and implementing support programs and provide support for professional learning, co-teaching and other supplemental services for students with high needs and in order to target specific student groups including Students with Disabilities, Foster Youth, and High Needs students.

**Actions and/or Services being funded and provided on a school-wide or LEA-Wide basis include the following:**

1) The district will continue to provide Common Core State Standards aligned supplemental support materials to be used to support teachers in providing direct instruction, intervention, STEAM, English Language Development, expanded learning and enrichment activities.

2) The district will provide ongoing teacher, paraeducator, and administrator professional Learning (workshops, coaching, conferences, and collaborative time) to support the implementation of Professional Learning Communities and to build capacity regarding personnel practices, site management, instructional leadership, and utilization of technology to enhance student achievement. There will be an emphasis on Tier one instruction in order to provide a consistent and coherent instructional program district wide.

3) The district will continue to fund full-time positions at every school site to support school-wide support systems, procedures, and processes that support student learning: Computer Lab Technicians, Library Media Clerk Positions, Project Clerks, and Bilingual Community Liaisons. These positions are now fully funded by LCAP.

4) The district will continue to re-employ the following positions to implement, strengthen, and monitor a tiered system of support for students and to provide a safe school environment for all students: four School Resource Officers (serviced through the City of Santa Maria), one Certificated Teacher for each Junior High Opportunity Class, and full-time Health Assistants at all school sites.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- 5) The district will continue to increase the support of student supervision and safety by increasing noon duty supervision at all sites by 35%.
- 6) The district will continue to provide an increase of all family engagement activities, parent education services, and necessary communications in order to demonstrate a Basic or Progressive Implementation Level of the eighteen principles within the five action areas outlined in the California Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access, and Equity).
- 7) The district will continue to dedicate resources to improve translation/interpretation services. The district will continue to increase translator and interpreter services as needed (including bilingual and trilingual services).
- 8) The district will continue to increase Fine Arts services at all sites by re-employing nine certificated Band Teachers and by providing each elementary school site additional fine arts lessons and materials.
- 9) Technology - the district will continue to expand the ways in which technology is used to support student engagement and learning. The SMBSD Connected program will continue to expand in order to eventually provide one-to-one take-home devices for all students thus expanding access to technology and the internet both at school and home.
- 10) The district will only re-employ seven Curriculum Substitutes following a review of the service that is provided and its effects on the curriculum substitute pool. The district will re-employ twenty Guest Teachers, one per school site and five per cluster team (including the school site teacher). These Guest Teachers will provide coverage time for teachers to collaborate, attend site specific professional learning, and increase collective inquiry time in order to improve Tier 1 academic instruction, intervention services, and to help close the achievement gap for our High Needs students.
- 11) The district will re-employ seven additional Teachers on Special Assignment (TOSA) for the 2018-19 school year. There TOSAs continue their work as Instructional Coaches in the 2019-20 school year.
- 12) The district will continue to maintain and strengthen district operations that support systems, processes and practices that support student learning. This includes the LCAP office, the Curriculum Secretary, data management, business management, and other centralized district operations. It further includes an expansion of the support provided to school sites which will enhance collaboration that will increase student academic achievement. Additionally, the district will increase support at the site level by fully funding the Project Clerk position. The Project Clerks assist with categorical programs, data entry and parent communication. To more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level, five specific roles will continue: Director, School Support; Supervisor, Instructional Materials Center; Program Specialist, Health Services; and two Secretary II position. In addition, two Accounting Technicians Budget Control Positions will continue to assist with the increased fiscal activity related to the LCAP. In addition, the 2019-20 there will continue to be further restructuring of the LCAP office and Consolidated Projects Department (CPO). Several positions including the Clerk Typist III position, the Program Specialist under CPO position, and the Coordinator of State and Federal Programs positions will be partially funded out of LCFF supplemental concentration funds. There will be ongoing coordination of services between the LCAP and CPO department in order to better align the LCAP and school site plans. The continued implication of financial processes-purchasing, requisitions, facilitation of actions and budget development, generated by the additional augmentation of services will continue to be offset by the addition of two Accounting Technicians Budget Control positions for fiscal activity directly related to the LCAP and will be reviewed in order to further support school sites and transitions between the LCAP and CPO department that will need to be made. This will include the review of the second Secretary II position that was not filled this past year within the action and service and the expansion of learning program that is being restructured and put into place in the 2019-20 school year.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

13) The district will continue to enhance English Learner achievement and language proficiency by providing an English Learner Coordinator to oversee the implementation and continuous development of the English Learner Master Plan. The Coordinator will provide direction with the implementation of our English Language Development Program at each school site. The English Learner Coordinator will collaborate with teachers and administrators concerning English Language professional development and best strategies for teaching our English Language Learners.

14) Dual Language Immersion Program - The district will continue to implement, increase, strengthen, and monitor our Dual Language Immersion Program.

15) The district will continue to support services under the project office. The expansion of service has increased in order to continue to provide support services under the project office to the school sites. The project office maintains and strives to enhance school support through systems, process and practices that bolster student learning. Although, the Consolidated Project office will continue to provide support to all schools to manage the use of LCFF Supplemental and Concentration funds that are allocated to school sites, as mentioned above, the LCAP office will oversee the LCFF Supplemental and Concentration funds and the alignment of the LCAP, school site plans, Comprehensive Support and Improvement Plans and Additional Targeted Support and Improvement plans that are within identified school site plans.

16) The district continues to allocate supplemental and concentration funds to provide ongoing services that prior to the implementation of LCFF were supported by categorical resources and continue in support of school site provision of services to all students, including English Learner, Foster Youth, and Low-Income students. The amount is outline in our Single School Plans for Student Achievement and the LCAP. All plans were approved by the School Board of Education at the June 2019. Data utilized in each school site's annual update of services (within each school's plan) is primarily based on performance measures that reflect 2017-2018 measures, the effectiveness of those actions and services, designed for implementation in 2018-2019 must be analyzed against more current data to more efficiently warrant the allocation of individual school sites supplemental and concentration grant resources. School site needs continue to be identified through individual needs assessment. All services support and align with the actions and services in the LCAP. Aligned actions and service continue to be directly written into the LCAP plan according to school site's individual status on the California State Dashboard.

17) The district will continue to allocate supplemental and concentration funds to provide ongoing qualitative services that prior to the implementation of LCFF were supported by categorical resources and continue in support of school site provision of services to all students including English Learners, Foster Youth and Low-Income students. The addition and increase of Assistant Principals has increase the service and improved the academics, safety and climate at school sites. All nineteen Assistant Principals will continue in their assigned positions for the 2019-20 school year.

18) The district will continue to allocate supplemental and concentration funds to provide ongoing qualitative services that support all students including English Learners, Foster Youth and Low-Income students. Additional Pupil Personnel Services credentialed Junior High School Counselors will continue in their position in order to increase students' academic learning. Counselors assist administration with scheduling and balancing class sizes and transferring students as needed. Counselors provide academic career and personal/social counseling to enable students to make informed decisions toward achieving their future goals.

19) The district has allocated supplemental and concentration funds to provide ongoing qualitative services that support all students including English Learners, Foster Youth and Low-Income students. Administrative Junior High Deans will continue in their positions to provide service to school sites according to their need.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

20) The district will continue to allocate supplemental and concentration funds to provide ongoing qualitative services that prior to implementation of LCFF were supported by categorical resources and continue in support of school site provision of services to all students, including English Learner, Foster Youth and Low-Income student to cover the cost of one band teacher per junior high school site.

**LCAP Year: 2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$46,534,320

37.28%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

As a result of Santa Maria-Bonita School District's 92.55% unduplicated count for Low-Income, English Learners, and Foster Youth, we are receiving supplemental and concentration grant funds for the 2018-19 school year. The total allocation of supplemental and concentration grant funds for the 2018-19 school year is \$46,534.320. These funds will be utilized district-wide to increase or improve services for all students with attention being given to the neediest students who are identified as Low-Income, English Learner, and/or Foster Youth.

SMBSD will provide increased or improved services for Low Income, Foster Youth, and English Learner students through the LCAP. The increased services are at least equal to the 37.28% (minimum proportionality percentage) of the total LCFF budget. This proportionality percentage is met by analyzing the difference between the LCFF base program and the additional or improved services articulated in the LCAP that are designed to meet the needs of the district's unduplicated count. These supplemental and concentration grant resources that (per state regulation) are used to increase services (grow services in quantity) or improve services (grow services in quality) for unduplicated pupils district wide are aligned in the district LEA plan as well as the Single School Plans for Student Achievement. Although the SMBSD tracks the funds as supplemental or concentration grant resources at the local level, the amount of supplemental and concentration grant resources have been identified as a fund source for budgeted expenditures to implement and support actions and services. The SMBSD has proportionally increased and/or improved services for its unduplicated pupils on a districtwide and school wide level. The funded amount and the support services provided have been included below in the "Action and/or Services being funded and provided on a school-wide or LEA-Wide basis"

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

As data utilized in the annual update is primarily based on performance measures that reflect 2016-2017 measures, the effectiveness of those actions and services designed for implementation in 2017-18 must be analyzed against more current data to progress monitor the impact of the identified actions and services throughout the 2018-2019, and adjustments to actions and services made in response to information gathered and applied accordingly. Consequently, a schedule and process for ongoing progress monitoring has been established and maintained through which data will be collected and applied to each element within each action and service identified within the LCAP. Adjustments and enhancements to actions and services will be applied through the process of progress monitoring, which will also serve as the basis for the Annual Update of the 2018-2019 LCAP.

**Actions and/or Services to increase and/or improve services for Low-Income, Foster Youth, and English Learner students include the following:**

- 1) The district will continue to employ one Intervention Teacher/English Learner Coach (full-time certificated teacher) per elementary site and an English Language Development Intervention Teacher/Coach (one at every school site including Jr. High) in order support the needs of students who are at-risk or below grade level and to reduce the learning gaps of our Low-Income, Foster Youth, and English Learners. Intervention Teachers will support each site's Response to Intervention Model by assisting teachers and administrators with the appropriate placement of students, data analysis, whole group instruction, and small group intervention and instruction. They will also support professional development at each site.
- 2) The district will continue to increase the ability to provide small group instruction and necessary one-on-one interventions by re-employing two certificated Teacher Tutors (hourly paid certificated teacher 3.15 hours per day) at all twenty school sites.
- 3) The district will re-employ three and a half hours per day Bilingual Instructional Assistants for Kindergarten and first grade. The district will reemploy the Bilingual Instructional Assistants for second and third grade classrooms. In addition, the district will increase support by providing each second and third grade classroom additional time. Each class will receive three and a half hours per day versus the one hour and forty-five minutes per day from the prior year. The district will hire more Bilingual Instructional Assistants in order to fill all positions. This service will continue to be increased as needed in order to support Low-Income, Foster Youth, and English Learners.
- 4) The district will increase Response to Intervention and instruction at each junior high school by continuing to employ one Certificated Limited Assignment Teacher (a certificated teacher with a work day of fewer than three hours and fifteen minutes) to support intervention and small group instruction in the area of English Language Development and English Language Arts.
- 5) The district will continue to provide family advocate services by rehiring five additional Family Advocates to provide advocacy and support services for students who are at risk.
- 6) The district will increase services by continuing to employ one full-time Community Liaison for district level services including supporting parents in filling out paperwork and understanding support services. The district will increase this service by adding three full-time Community Liaison positions.
- 7) Fifteen out of 20 sites will continue to provide the supplemental service by purchasing Achieve3000 as a technology accelerator for reading comprehension. This service allows unduplicated students to spend more time engaged in practicing literacy skills.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- 8) The district will continue to increase all extended day services to provide more time for unduplicated students to work with certificated teachers to accelerate learning. The district will also increase enrichment opportunities and extracurricular activities to support Low-Income, Foster Youth, and English Learners.
- 9) The district will re-employ 16 Physical Education Specialists. This service is intended to support each elementary school site's Response to Intervention Model by lowering the class sizes through a collaborative model of providing physical education and health curriculum, small group instruction and intervention during PE time.
- 10) Technology - the district will increase supplemental support materials for Low-Income, Foster Youth and English Learners by purchasing Imagine Learning licenses for ELD, Achieve3000 (15 out of 20 schools), and other support software materials. The district will also increase access for students who might not have access to technology outside of the school day. The district will continue to create implement our technology plan in order to extend student's learning through technology by continuing to increase extended day hours, parent technology education, and at-home access.
- 11) Literacy-Rich Environment - School sites will continue to better meet the needs of students by providing a literacy-rich environment in order to increase the exposure for Low-Income students, English Learners, and Foster Youth. School sites will purchase additional supplemental instructional resources including text sets, guided reading books, magazine subscriptions, school site and classroom library books, and electronic on-line books.
- 12) College and Career Ready - To support students in the classroom with presentations and provide college and career ready opportunities, the district will re-employ two UCSB Outreach Counselors to share knowledge with students in order to provide students with ideas and options concerning opportunities beyond elementary and junior high school. To enhance college and career opportunities of Low-Income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, resources will continue to be allocated to support College and Career Ready field trips. College and Career Ready field trips provide students the opportunity to explore and see the college atmosphere that may lead to career development opportunities at secondary levels.
- 13) The district will continue to increase Santa Maria Valley Youth and Family Outreach Consultant Services from part-time to full-time. Outreach Consultants conduct individual and group sessions at all schools pertaining to issues relating to school attendance, academics, behavior, and developing resiliency. Classroom presentations are also conducted as they relate to asset building (self-esteem) and anti-bullying. Outreach Consultants help students with peer interactions and build their self-esteem so they have positive relationships with others.
- 14) The district will continue to employ a full-time Program Specialist of School Based Services and Family Engagement Activities. The district will provide a Program Specialist to serve as a liaison between district leaders, school site administrators and SMBSD families. The Program Specialist will work with the LCAP Coordinator and Director of Pupil Services to help provide and align Behavior Support Intervention Services (PBIS), Multi-Tier Support Services, Outreach Counselor Services, Family Advocate Services, Family Engagement Activities, and College and Career Ready Services.
- 15) The district will continue to provide increased night custodian support services. The district will increase the support according to the needs of our additional extended learning opportunities for our English Learner, Foster Youth, and Low-Income students. The district will continue to align district structures to support and maintain facilities, operations, and staffing levels, including but not limited to night custodians, maintenance, and operational costs. These services will continue to provide a safe, clean and productive learning environment that promotes student learning and safety. The additional support staff will help to ensure that school site campuses are clean, functioning, and safe during the extended day classes,



Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

activities, and family engagement events. The district will also provide increased transportation in order to ensure that students are able to attend extended day classes, intersession classes, and extracurricular activities.

16) To maintain a safe, secure, healthy and positive learning environment for all students and staff, the district will continue to implement and expand counseling services and socioemotional, psychological, and academic support for students and families and collaborate with community resources, local colleges, and industry. These actions and services include: two bilingual and two trilingual Healthy Start Advocates dedicated to SMBSD to assist parents and families in connecting with services so that they are healthy and prepared for school each day, Parent Project Classes/Mixtec Nurturing Parenting Class to support parents with skills to help their children at home so they are more successful in school and Fighting Back of Santa Maria Services (e.g.: Foster Youth services, Dental Program, Healthy Kids Program, Healthy School Pantry and Operation School Bell).

17) School site allocations will be used to hire additional support personnel including Teacher Tutors, Limited Assignment Teachers, Outreach Consultants, and Clinical Youth Specialists in order to provide site specific additional support to services for Low-Income, Foster Youth and English Learners.

18) The district will continue to provide the following services under Goal 3 in order help increase student engagement, attendance, and a positive learning environment: Fitzgerald Community School-serviced through Santa Barbara County Education Office Junior High At-Risk Class, Student Connections Programs (Second Step Pilot, Foster Youth Liaison, and Teen Court), CAL-SOAP Tutors, Marriage Family Therapist Counseling Hours - 250 hours per junior high Site.

**Actions and/or Services being funded and provided on a school-wide or LEA-Wide basis include the following:**

1) The district will continue to provide Common Core State Standards aligned supplemental support materials to be used to support teachers in providing direct instruction, intervention, English Language Development, and extended day classes.

2) The district will provide ongoing Teacher, Para-educator, and Administrator professional development (workshops, coaching, conferences, and collaborative time) to support the implementation of Professional Learning Communities and to build capacity regarding personnel practices, site management, instructional leadership, and utilization of technology to enhance student achievement.

3) The district will continue to fund full-time positions at every school site to support school-wide support systems, procedures, and processes that support student learning: Computer Lab Technicians, Library Media Clerk Positions, and Bilingual Community Liaisons. These position are now fully funded by LCAP.

4) The district will continue to re-employ the following positions to implement, strengthen, and monitor a tiered system of support for students and to provide a safe school environment for all students: two School Resource Officers (serviced through the City of Santa Maria), one Certificated Teacher for each Junior High Opportunity Class, and full-time Health Assistants at all school sites. In addition, the district will contract for services with one additional School Resource Officer.

5) The district will continue to increase the support of student supervision and safety by increasing noon duty supervision at all sites by 25%. The district will increase this support by 10% in the 2018-2019 year.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- 6) The district will continue to provide an increase of all family engagement activities, parent education services, and necessary communications in order to demonstrate a Basic or Progressive Implementation Level of the eighteen principles within the five action areas outlined in the California Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access, and Equity).
- 7) The district will continue to dedicate resources to improve translation/interpretation services. The district will continue to increase translator and interpreter services as needed (including bilingual and trilingual services).
- 8) The district will continue to increase Fine Arts services at all sites by re-employing four certificated Band Teachers and by providing each elementary school site additional fine arts lessons and materials.
- 9) Technology - the district will continue to expand the ways in which technology is used to support student engagement and learning. The SMBSD Connected piloting of one-to-one take-home devices provided students with expanded access to technology and the internet. This will be expanded in the 2018-2019 school year.
- 10) The district will re-employ 12 of the Curriculum Substitutes in order to provide coverage time for teachers to collaborate, attend professional development, and increase their collective inquiry time in order to improve intervention services. In addition, the district will hire one Guest Teacher per school site.
- 11) The district will re-employ five additional Teachers on Special Assignment (TOSA) and increase the service by adding two additional TOSAs for the 2018-2019 school year.
- 12) The district will continue to maintain and strengthen district operations that support systems, processes and practices that support student learning. This includes the LCAP office, the Curriculum Secretary, data management, business management, and other centralized district operations. It further includes an expansion of the support provided to school sites which will enhance collaboration that will increase student academic achievement. Additionally, the district will increase support at the site level by partially funding the Project Clerk position. The Project Clerks assist with categorical programs, data entry and parent communication. To more effectively support and facilitate actions and services and to maximize impact at school sites down to the student level, five specific roles will be established: Director, School Support; Supervisor, Instructional Materials Center; Program Specialist, Health Services; and two Secretary II positions. In addition, two Accounting Technicians Budget Control Positions will be hired to assist with the increased fiscal activity related to the LCAP.
- 13) The district will continue to enhance English Learner achievement and language proficiency by providing an English Learner Coordinator to oversee the implementation and continuous development of the English Learner Master Plan. The Coordinator will provide direction with the implementation of our English Language Development Program at each school site. The English Learner Coordinator will collaborate with teachers and administrators concerning English Language professional development and best strategies for teaching our English Language Learners.
- 14) Dual Language Immersion Program - The district will continue to implement, increase, strengthen, and monitor our Dual Language Immersion Program.
- 15) The district will continue to support services under the project office. The expansion of service has increased in order to continue to provide support services under the project office. The project office maintains and strives to enhance school support through systems, process and practices that bolster student learning. The following positions are partially funded depending on the amount of support of unduplicated services under LCFF that the position provides. The Consolidated Project office continues to provide support to all schools to manage the use of LCFF Supplemental and Concentration funds that are allocated to school sites. These funds continue to be aligned within the LCAP.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

16) The district has allocated supplemental and concentration's allocated to provide ongoing services that prior to the implementation of LCFF were supported by categorical resources and continue in support of school site provision of services to all students, including English Learner, Foster Youth, and Low-Income students. The amount is outline in our Single School Plans for Student Achievement and the LEA plan. All plans were approved by the School Board of Education at the June 2018. Data utilized in each school site's annual update of services (within each school's plan) is primarily based on performance measures that reflect 2016-2017 measures, the effectiveness of those actions and services, designed for implementation in 2017-2018 must be analyzed against more current data to more efficiently warrant the allocation of individual school sites supplemental and concentration grant resources. School site needs continue to be identified through individual needs assessment. All services support and align with the actions and services in the LCAP. Aligned actions and service continue to be directly written into the LCAP plan according to school site's individual status on the California State Dashboard.

17) The district will continue to allocate supplemental and concentrations to provide ongoing qualitative services that prior to the implementation of LCFF were supported by categorical resources and continue in support of school site provision of services to all students including English Learners, Foster Youth and Low-Income students. The addition and increase of Assistant Principals has increase the service and improved the academics, safety and climate at school sites.

18) The district will continue to allocate supplemental and concentrations to provide ongoing qualitative services that support all students including English Learners, Foster Youth and Low-Income students. Additional Pupil Personnel Services credentialed Jr. High School Counselors have been added in order to increase students' academic learning. Counselors assist administration with scheduling and balancing class sizes and transferring students as needed. Counselors provide academic career and personal/social counseling to enable students to make informed decisions toward achieving their future goals.

19) The district has allocated approximately \$1.2 million anticipated for settlement agreements with SMBSD's collective bargaining units that reflects positions funded through supplemental and concertation grant resources will be reflected in the 2018-2019 annual update.

20) The district has allocated supplemental and concentrations to provide ongoing qualitative services that support all students including English Learners, Foster Youth and Low-Income students. The district has implemented a change of Jr. High deans' classification from certificated to administrative in order to increase services. An increase of Jr. High deans has been made as well in order to provide one dean per Jr. High School.

21) The district will continue to allocate supplemental and concentration's to provide ongoing qualitative services that prior to implementation of LCFF were supported by categorical resources and continue in support of school site provision of services to all students, including English Learner, Foster Youth and Low-Income student to cover the cost of one band teacher per junior high school site.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$39,389,979

Percentage to Increase or Improve Services

33.17%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

As a result of Santa Maria-Bonita School District's 92% unduplicated count for Low Income, English Learners, and Foster Youth, we are receiving supplemental and concentration grant funds for the 2017-18 school year. The total allocation of supplemental and concentration grant funds for the 2016-17 school year is \$39,389,979. These funds will be utilized district-wide to increase or improve services for all students with attention being given to the neediest students who are identified as Low Income, English Learner, and/or Foster Youth.

SMBSD will provide increased or improved services for Low Income, Foster Youth, and English Learner students through the LCAP. The increased services are at least equal to the 33.17% (minimum proportionality percentage) of the total LCFF budget. This proportionality percentage is met by analyzing the difference between the LCFF base funding with the total LCFF budget which includes supplemental and concentration allocations.

Qualitative and quantitative analysis of the increase and improvement of services will be reviewed every year as evidenced by improved student outcomes on achievement assessments, LCAP surveys, staff surveys, and the California Family Engagement rubric.

Actions and/or Services to increase and/or improve services for Low Income, Foster Youth, and English Learner students include the following:

- 1) The district will continue to employ one Intervention Teacher per elementary site and an English Language Development Intervention Teacher/Coach (one at every school site including Jr. High) in order support the needs of students who are at risk or below grade level and to reduce the learning gaps of our Low Income, Foster Youth, and English Learners. Intervention Teachers will support each site's Response to Intervention Model by assisting teachers and administrators with the appropriate placement of students, data analysis, whole group instruction, and small group intervention and instruction. They will also support professional development at each site.
- 2) The district will continue to increase the ability to provide small group instruction and necessary one-on-one interventions by re-employing two certificated teacher tutors (hourly paid certificated teacher 3.15 hours per day) at all twenty school sites.
- 3) The district will re-employ three and a half hours per day Bilingual Instructional Assistants for Kindergarten and First grade. The district will increase this service by providing Bilingual Instructional Assistants to second and third grade classrooms. This service will continue to be increased as needed in order to support Low Income, Foster Youth, and English Learners.
- 4) The district will increase response to intervention and instruction at each junior high school by hiring one Certificated Limited Assignment
- 5) The district will increase family advocate services by employing four additional Family Advocates to provide advocacy and support services for students who are at risk.
- 6) The district will increase services by hiring an additional full-time Community Liaison for district level services including supporting parents in filling out paperwork and understanding support services.
- 7) Sixteen out of twenty sites will continue to provide the supplemental service by purchasing Achieve3000 as a technology accelerator for reading comprehension. This service allows unduplicated students to spend more time engaged in practicing literacy skills.
- 8) The district will continue to increase all extended day services to provide more time for unduplicated students to work with certificated teachers to accelerate learning. The district will also increase enrichment opportunities and extracurricular activities to support Low Income, Foster Youth, and English Learners.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- 9) The district will re-employ eight Physical Education Specialists. The district will increase these services by providing one certificated PE Specialist to each elementary site (an increase from eight to sixteen specialists). This service is intended to support each elementary school site's Response to Intervention Model by lowering the class sizes through a collaborative model of providing physical education and health curriculum, small group instruction and intervention during PE time.
- 10) Technology - the district will increase supplemental support materials for Low Income, Foster Youth and English Learners by purchasing Imagine Learning licenses for ELD, Achieve 3000 (sixteen out of twenty schools), and other support software materials. The district will also increase access for students who might not have access to technology outside of the school day. The district will create a technology plan in order to extend student's learning through technology by increasing extended day hours, parent technology education, and at-home access.
- 11) Literacy-Rich Environment - School sites will continue to better meet the needs of students by providing a literacy-rich environment in order to increase the exposure for low-income students, English learners, and foster youth. School sites will purchase additional supplemental instructional resources including text sets, guided reading books, magazine subscriptions, school site and classroom library books, and electronic on-line books.
- 12) College and Career Ready - To support students in the classroom with presentations and provide college and career ready opportunities, the district will re-employ two UCSB Outreach Counselors to share knowledge with students in order to provide students with ideas and options concerning opportunities beyond elementary and junior high school. To enhance college and career opportunities of low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps, resources will be allocated to support College and Career Ready Field Trips. College and Career Ready field trips provide students the opportunity to explore and see the college atmosphere that may lead to career development opportunities at secondary levels.
- 13) The district will continue to increase Santa Maria Valley Youth Outreach Consultant Services from part-time to full-time. Outreach Consultants conduct individual and group sessions at all schools pertaining to issues relating to school attendance, academics, behavior, and developing resiliency. Classroom presentations are also conducted as they relate to asset building (self-esteem) and anti-bullying. Outreach Consultants help students with peer interactions and build their self-esteem so they have positive relationships with others.
- 14) The district will hire a full-time Program Specialist of School Based Services and Family Engagement Activities. The district will provide a Program Specialist to serve as a liaison between district leaders, school site administrators and SMBSD families. The Program Specialist will work with the LCAP Coordinator and Director of Pupil Services to help provide and align Behavior Support Intervention Services (PBIS), Multi Tier Support Services, Outreach Counselor Services, Family Advocate Services, Family Engagement Activities, and College and Career Ready Services.
- 15) The district will continue to provide the support of two night custodians. The district will increase the support according to the needs of our additional extended learning opportunities for our English Learner, Foster Youth, and Low Income students. The district will continue to align district structures to support and maintain facilities, operations, and staffing levels, including but not limited to night custodians, maintenance, transportation, and operational costs. These services will continue to provide a safe, clean and productive learning environment that promotes student learning and safety. The additional support staff will help to ensure that school site campuses are clean, functioning, and safe during the extended day classes, activities, and family engagement events. The district will also provide increased transportation in order to ensure that students are able to attend extended day classes, intersession classes, and extracurricular activities.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

16) To maintain a safe, secure, healthy and positive learning environment for all students and staff, the district will continue to implement and expand counseling services and socio-emotional, psychological, and academic support for students and families and collaborate with community resources, local colleges, and industry. These actions and services include: two bilingual and two trilingual Healthy Start Advocates dedicated to SMBSD to assist parents and families in connecting with services so that they are healthy and prepared for school each day, Parent Project Classes/Mixteco Nurturing Parenting Class to support parents with skills to help their children at home so they are more successful in school and Fighting Back of Santa Maria Services (eg: foster youth services, Dental Program, Healthy Kids Program, Healthy School Pantry and Operation School Bell).

17) School site allocations will be used to hire additional support personnel including Teacher Tutors, Limited Assignment Teachers, Outreach Consultants, Clinical Youth Specialists, and Fighting Back Santa Maria Attendance Liaisons in order to provide site specific additional support to services for Low Income, Foster Youth and English Learners.

18) The district will continue to provide the following services under goal three in order help increase student engagement, attendance, and a positive learning environment. They will assist students with behavioral challenges at school and provide smaller group settings that will meet their instructional needs.

\* Fitzgerald Community School-serviced through Santa Barbara County Education Office Junior High At-Risk Class

\* Student Connections Programs (Second Step Pilot, Foster Youth Liaison, and Teen Court)

\* CAL-SOAP Tutors

\* Marriage Family Therapist Counseling Hours - 250 hours per Jr. High Site

Actions and/or Services being funded and provided on a school-wide or LEA-Wide basis include the following:

1) The district will continue to provide Common Core State Standards aligned supplemental support materials to be used to support teachers in providing direct instruction, intervention, English Language Development, and extended day classes.

2) The district will provide ongoing Teacher, Para-educator, and Administrator professional development (workshops, coaching, conferences, and collaborative time) to support the implementation of Professional Learning Communities and to build capacity regarding personnel practices, site management, instructional leadership, and utilization of technology to enhance student achievement. An emphasis on professional learning for all sites will continue to include English Language Development (for both integrated and designated ELD), Positive Behavior Interventions and Support training and ongoing professional development to ensure staff members are prepared to implement effective instruction and interventions.

3) The district will continue to increase hours allocated for the following positions at every school site to support school-wide support systems, procedures, and processes that support student learning: Computer Lab Technicians (from part-time to full-time positions), Library Media Clerk Positions (from part-time to full-time positions), and Bilingual Community Liaisons (from part-time to full-time positions).

4) The district will continue to re-employ the following positions to implement, strengthen, and monitor a tiered system of support for students and to provide a safe school environment for all students: two School Resource Officers (serviced through the City of Santa Maria), one Certificated Teacher for each Jr. High Opportunity Class, and an increase coverage of Health Assistants at all school sites (from part-time to full-time positions).

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- 5) The district will continue to increase the support of student supervision and safety by increasing noon duty supervision at all sites by 25%.
- 6) The district will continue to provide an increase of all family engagement activities, parent education services, and necessary communications in order to demonstrate a Basic or Progressive Implementation Level of the eighteen principals within the five action areas outlined in the California Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access, and Equity).
- 7) The district will continue to dedicate resources to improve translation services. The district will continue to increase translator and interpreter services as needed (including bilingual and trilingual services).
- 8) The district will continue to increase Fine Art services at all sites by re-employing four certificated band teachers and by providing each elementary school site additional fine arts lessons and materials.
- 9) Technology - the district will continue to expand the ways in which technology is used to support student engagement and learning. The district will continue to increase instructional programs and student access to both hardware and software district-wide. This service will include technology devices for 1:1 initiative per student and 21st century classrooms.
- 10) The district will re-employ Curriculum Substitutes (16 total) in order to provide coverage time for teachers to collaborate, attended professional development, and increase their collective inquiry time in order to improve intervention services.
- 11) The district will re-employ five additional Teachers on Special Assignment and Lead Learners (up to 5 per site) in order to assist teachers and administrators in the implementation of State standards, provide and support professional learning, and to collaborate with teachers and administrators district-wide.
- 12) The district will continue to maintain and strengthen district operations that support systems, processes and practices that support student learning. This includes the LCAP office, data management, business management, and other centralized district operations. The district will hire a Curriculum Secretary to assist with clerical maintenance of staff development attendance, sign-ins, registration and confirmation of staff development activities.
- 13) The district will continue to enhance English Learner achievement and language proficiency by providing an English Learner Coordinator to oversee the implementation and continuous development of the English Learner Master Plan. The Coordinator will provide direction with the implementation of our English Language Development Program at each school site. The English Learner Coordinator will collaborate with teachers and administrators concerning English Language professional development and best strategies for teaching our English Language Learners.
- 14) Dual Language Immersion Program - The district will continue to implement, increase, strengthen, and monitor our Dual Language Immersion Program. The district will develop a district-wide Dual Language Immersion Master Plan that is aligned with the English Learner Master Plan.

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*



*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcf@cde.ca.gov](mailto:lcf@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between 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 specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

## For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.



# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “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).
- (e) “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).

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 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 EC 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 school sites 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?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?

*Prepared by the California Department of Education, January 2019*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	50,526,833.00	47,427,642.00	30,162,624.00	50,526,833.00	54,032,767.00	135,543,367.00
	0.00	0.00	0.00	0.00	0.00	0.00
LCFF Supplemental and Concentration	0.00	8,582,469.00	0.00	0.00	8,680,235.00	8,680,235.00
Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	50,526,833.00	38,845,173.00	30,162,624.00	50,526,833.00	45,352,532.00	126,863,132.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	50,526,833.00	47,427,642.00	30,983,767.00	50,526,833.00	54,032,767.00	135,543,367.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	4,250,550.00	4,835,011.00	1,736,402.00	4,250,550.00	3,186,182.00	9,173,134.00
2000-2999: Classified Personnel Salaries	2,994,117.00	4,199,823.00	1,046,897.00	2,994,117.00	2,659,427.00	6,700,441.00
3000-3999 - 1000-1999: Certificated Salaries	15,690,257.00	15,284,718.00	10,326,823.00	15,690,257.00	22,222,344.00	48,239,424.00
3000-3999 - 2000-2999: Classified Salaries	8,273,155.00	6,056,194.00	6,340,407.00	8,273,155.00	8,627,420.00	23,240,982.00
3000-3999: Employee Benefits	3,764,297.00	2,316,247.00	814,524.00	3,764,297.00	2,198,884.00	6,777,705.00
4000-4999: Books And Supplies	4,640,044.00	4,208,920.00	3,724,117.00	4,640,044.00	3,956,881.00	12,221,042.00
5000-5999: Services And Other Operating Expenditures	9,942,781.00	10,050,187.00	6,778,997.00	9,942,781.00	10,789,090.00	27,610,868.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00	0.00	12,000.00	10,000.00	0.00	22,000.00
6000-6999: Capital Outlay	591,349.00	84,885.00	0.00	591,349.00	0.00	591,349.00
7000-7439: Other Outgo	370,283.00	391,657.00	203,600.00	370,283.00	392,539.00	966,422.00

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



Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	50,526,833.00	47,427,642.00	30,983,767.00	50,526,833.00	54,032,767.00	135,543,367.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	326,436.00	0.00	0.00	106,793.00	106,793.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	4,250,550.00	4,508,575.00	1,736,402.00	4,250,550.00	3,079,389.00	9,066,341.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	245,389.00	0.00	0.00	69,694.00	69,694.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	2,994,117.00	3,954,434.00	1,046,897.00	2,994,117.00	2,589,733.00	6,630,747.00
3000-3999 - 1000-1999: Certificated Salaries	LCFF Supplemental and Concentration	0.00	960,907.00	0.00	0.00	6,237,906.00	6,237,906.00
3000-3999 - 1000-1999: Certificated Salaries	Supplemental and Concentration	15,690,257.00	14,323,811.00	10,326,823.00	15,690,257.00	15,984,438.00	42,001,518.00
3000-3999 - 2000-2999: Classified Salaries	LCFF Supplemental and Concentration	0.00	2,729,856.00	0.00	0.00	1,500.00	1,500.00
3000-3999 - 2000-2999: Classified Salaries	Supplemental and Concentration	8,273,155.00	3,326,338.00	6,340,407.00	8,273,155.00	8,625,920.00	23,239,482.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	125,895.00	0.00	0.00	48,616.00	48,616.00
3000-3999: Employee Benefits	Supplemental and Concentration	3,764,297.00	2,190,352.00	814,524.00	3,764,297.00	2,150,268.00	6,729,089.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	412,043.00	0.00	0.00	817,682.00	717,682.00
4000-4999: Books And Supplies	Supplemental and Concentration	4,640,044.00	3,796,877.00	3,724,117.00	4,640,044.00	3,139,199.00	11,503,360.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	3,696,938.00	0.00	0.00	1,398,044.00	1,498,044.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	9,942,781.00	6,353,249.00	6,778,997.00	9,942,781.00	9,391,046.00	26,112,824.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	10,000.00	0.00	12,000.00	10,000.00	0.00	22,000.00

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	84,885.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Supplemental and Concentration	591,349.00	0.00	0.00	591,349.00	0.00	591,349.00
7000-7439: Other Outgo	Supplemental and Concentration	370,283.00	391,657.00	203,600.00	370,283.00	392,539.00	966,422.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	23,232,984.00	21,943,292.00	12,791,908.00	23,232,984.00	25,240,848.00	62,086,883.00
<b>Goal 2</b>	12,371,670.00	10,728,358.00	9,641,529.00	12,371,670.00	11,930,617.00	33,843,816.00
<b>Goal 3</b>	11,986,832.00	11,794,467.00	5,640,289.00	11,986,832.00	13,542,706.00	31,169,827.00
<b>Goal 4</b>	2,935,347.00	2,961,525.00	2,088,898.00	2,935,347.00	3,318,596.00	8,442,841.00

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