

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)

[LCFF Evaluation Rubrics](#): 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@smbds.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 17,311 preschool through eighth grade students, the largest total student enrollment in Santa Barbara County. There are twenty schools total in the district including sixteen elementary schools and four junior high schools. The district has gained nearly 6,613 students over a 20-year period representing an annual average growth of 330 students. A closer look at the district demographic data reveals that Hispanic or Latino students make up approximately 94.3% of the total student enrollment. The White non-Hispanic category is the next largest student group representing approximately 2.9% 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 75% 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/schoolwide support systems, procedures, processes, materials and practices that support student learning.
2. Develop and enhance programs and services that support English Language 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 Collaboration Team, the LCAP Parent Advisory Team, surveys administered to staff members 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

2018-19
Santa Maria-Bonita School District
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DISTRICT STORY

17,311

TK-8 STUDENTS

20

SCHOOLS

2,064

EMPLOYEES

STUDENT ETHNICITY

Hispanic	89%
Other	6%
White	3%
African American	1%
Asian	<1%

SUBGROUPS

86% Low Income
62% English Learners
<1% Foster Youth
92% Unuplicated High Need

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

\$171,186,166

General Fund Expenditures:

\$46,534,320

LCAP Expenditures:

\$175,275,454

LCFF Revenues:
(Totals Budgeted for 2018-19 LCAP Year)

Additional Expenditures Not Specified in the LCAP:	
• Investments in Instructional Materials & Supplies	\$6,610,000
• Facility Maintenance & Utilities	\$11,127,000
• Communications & Technology	\$3,222,000
• Commitments to Employee Pensions	\$21,000,000

LCAP HIGHLIGHTS

GOAL #1	GOAL #2	GOAL #3	GOAL #4
<p style="font-weight: bold; font-size: 18px;">Support Student Learning</p>	<p style="font-weight: bold; font-size: 18px;">Support English Learner Academic Proficiency</p>	<p style="font-weight: bold; font-size: 18px;">Safe, Healthy, & Positive Learning Environment</p>	<p style="font-weight: bold; font-size: 18px;">Positive & Respectful Stakeholder Culture</p>
<p style="font-size: 10px; background-color: #4a69bd; color: white; padding: 2px;">Highlighted Outcomes</p> <ul style="list-style-type: none"> <li style="display: flex; align-items: center; margin-bottom: 5px;"> EFFECTIVE SUPPORT SYSTEMS, PROCEDURES, & PROCESSES <li style="display: flex; align-items: center; margin-bottom: 5px;"> INCREASE EXTENDED LEARNING OPPORTUNITIES <li style="display: flex; align-items: center; margin-bottom: 5px;"> MET BASIC INDICATOR (TEACHERS, MATERIALS & FACILITIES) <li style="display: flex; align-items: center; margin-bottom: 5px;"> MET IMPLEMENTATION OF ACADEMIC STANDARDS INDICATOR 	<p style="font-size: 10px; background-color: #4a69bd; color: white; padding: 2px;">Highlighted Outcomes</p> <ul style="list-style-type: none"> <li style="display: flex; align-items: center; margin-bottom: 5px;"> PD & COLLABORATION TO ENHANCE ELD INSTRUCTION <li style="display: flex; align-items: center; margin-bottom: 5px;"> INCREASE CLASSROOM SUPPORT SERVICES FOR ELs <li style="display: flex; align-items: center; margin-bottom: 5px;"> PROVIDE DIRECT & SPECIFIC INTERVENTIONS 	<p style="font-size: 10px; background-color: #4a69bd; color: white; padding: 2px;">Highlighted Outcomes</p> <ul style="list-style-type: none"> <li style="display: flex; align-items: center; margin-bottom: 5px;"> INCREASE ATTENDANCE RATE <li style="display: flex; align-items: center; margin-bottom: 5px;"> MAINTAIN SAFE & SECURE SCHOOLS <li style="display: flex; align-items: center; margin-bottom: 5px;"> INCREASE COORDINATION OF STUDENT SUPPORT SERVICES <li style="display: flex; align-items: center; margin-bottom: 5px;"> MET LOCAL CLIMATE SURVEY INDICATOR 	<p style="font-size: 10px; background-color: #4a69bd; color: white; padding: 2px;">Highlighted Outcomes</p> <ul style="list-style-type: none"> <li style="display: flex; align-items: center; margin-bottom: 5px;"> INCREASE FAMILY ENGAGEMENT & PARENT EDUCATION <li style="display: flex; align-items: center; margin-bottom: 5px;"> INCREASE COMMUNICATIONS & COLLABORATION AMONG ALL STAKEHOLDERS <li style="display: flex; align-items: center; margin-bottom: 5px;"> MET PARENT ENGAGEMENT LOCAL INDICATOR

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

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 2017-2018 year have continued to generate coherence across and within SMBSD's twenty school sites and various student support departments. We continue to align the LCAP and other planning requirements including the LEA Master Plan, English Language Master Plan, Dual Language Immersion Master Plan, and each school's Single Plan for Student Achievement in order to establish the LCAP as the focal element from which all student achievement efforts within SMBSD will emanate.

Utilizing local and state measures, the district staff analyzed the effectiveness of actions and services outlined in the LCAP, as well as the results generated through the actions and services, and proposed modifications based on the results. Site principals, teachers, classified staff, parents and community members provided input into the level of implementation of the actions and services within the plan. The analysis and stakeholder input were used to assess the effectiveness of the LCAP and identify the needs of students and schools. Below are the key features aligned with our district goals and reflected in the plan:

- **Increased collaboration and coordination of services**
- **Increased interventions and support services for English Learners and at-risk students**
- **Increased technology access and technical education**
- **Increased family engagement and parent education**
- **Increased extended day opportunities**
- **Increased academic intervention and support**
- **Increased school site climate and safety for all students and staff**
- **Increased social-emotional and behavioral services**
- **Increased additional certificated and classified staff to support student learning**
- **Increased enrichment and college and career ready programs and services**

Local Control & Accountability Plan Summary

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GREATEST PROGRESS	GREATEST NEEDS	PERFORMANCE GAPS
<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Increased English Learner Rates</p> </div> <div style="width: 30%; text-align: right;"> <p>Status: Medium</p> <p>Change: Increased</p> </div> </div> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Increased Technology Access</p> </div> <div style="width: 30%; text-align: right;"> <p>Indicator:</p> <p>Status: Stabilize/Under Feedback</p> </div> </div> <div style="background-color: #e6f2ff; padding: 5px; margin-top: 5px;"> <p>Planned Actions to Maintain Progress:</p> <ul style="list-style-type: none"> • Site specific allocation to support & increase student achievement • Additional certificated & classified staff • Targeted PD, collaboration, & learning for all staff </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Increase Academic Performance in ELA & math</p> </div> <div style="width: 30%; text-align: right;"> <p>Status: Low</p> <p>Change: Maintained</p> </div> </div> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Continue to Improve Parent Engagement</p> </div> <div style="width: 30%; text-align: right;"> <p>Local Indicator:</p> <p>Met</p> </div> </div> <div style="background-color: #e6f2ff; padding: 5px; margin-top: 5px;"> <p>Planned Actions to Address Needs:</p> <ul style="list-style-type: none"> • Increase Response to Intervention for our English Learner Development Students • Increase Extended Day Opportunities & all Student Support Services • Increase Family Engagement & Parent Education </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Subgroup in Need:</p> <p>2+ Races*</p> </div> <div style="width: 50%;"> <p>State Indicators:</p> </div> </div> <p style="font-size: small; margin-top: 10px;">*2+ Races is the only subgroup that has a performance gap of 2+ categories below the All Student category. However, Santa Maria-Bonita SD recognizes many subgroups fall into red, orange & yellow categories. Actions & Services are planned to address these needs.</p> <div style="background-color: #e6f2ff; padding: 5px; margin-top: 5px;"> <p>Planned Actions to Address Performance Gaps:</p> <ul style="list-style-type: none"> • Increase Response to Intervention • Increase Support Services & Procedures </div>
INCREASED OR IMPROVED SERVICES		
<p>Increase Collaboration & Coordination of Services</p>	<p>Safe & Healthy Environment</p>	<p>CCSS Proficiency for College & Career Readiness</p>

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Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

SMBSD is 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 2018-2019 LCAP was utilized to inform and guide all elements of the SMBSD LCAP as we seek to maximize measurable outcomes for our students. Data from the CDE's School Dashboard has been a critical tool in communication with stakeholders and in the gathering of their input. In addition, the "status and change" measurements of statewide indicators and the associated methodology are being used to build capacity within the district and among site leadership around understanding and utilization of the accountability design.

The table below includes SMBSD's greatest progress as identified through review of performance on the statewide performance indicators. The table also includes SMBSD students within student groups that exceeded the performance of "all students" in the corresponding areas:

SMBSD	Performance	Status	Change
ALL Students English Learner Indicator	GREEN	Medium 68.5%	Increased +2.8%
ALL Students Suspension	YELLOW	High 3.6%	Declined -1%
English Learners Suspension	GREEN	Medium 2.6%	Declined -0.7%
Asian Suspension Rate	BLUE	Low 1.1%	Declined Significantly -5.3%
Filipino Suspension Rate	GREEN	Medium 2.3%	Declined -0.8%
American Indian Suspension Rate	BLUE	Very Low 0%	Declined Significantly -5.7%

Other noteworthy progress includes:

- **Primary grade data including Kindergarten, First, and Second grades exceeding set goals**
- **Development of parent leadership opportunities**
- **Creation of and commitment to expanding the Parent Resource Center**
- **Expansion of access to technology inside and outside the classroom**
- **Establishment and growth of Professional Learning Communities**
- **Expanded networks of support for students and their families**

Referring to the LCFF Evaluation Rubrics, 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 SMBSD Student Performance level for English Language Arts is **ORANGE** (Low 53.9 points below level 3 and Maintained -2.2 points). The SMBSD Student Performance level for Mathematics is **ORANGE** (Low 70.9 points below level 3 and Maintained -0.5 points).

Furthermore, the table below identifies that there are student groups at either the **ORANGE** or **RED** category within each of the three indicators including Language Arts, Mathematics, and Suspension.

In order to effectively monitor performance within each of the indicator areas, the district has integrated progress monitoring mechanisms for the two “lagging” indicators (English Language Arts and Mathematics), so as to inform current progress relative to those two indicators.

Santa Maria-Bonita School District - identified state indicator for which overall performance or student group performance was in the **“Red”** or **“Orange”** performance category.

SMBSD	Performance	Status	Change
Suspension Rate (K-12) Two or More Races	RED	High 5.8%	Increased Significantly +5.8%
ALL Students English Language Arts	ORANGE	Low 53.9 points below level 3	Maintained -2.2 points
English Learners Language Arts	ORANGE	Low 62.8 points below level 3	Maintained -1.7 points
Foster Youth Language Arts	RED	Very Low 122.1 points below level 3	Declined Significantly -35.1 points
Homeless Language Arts	ORANGE	Low 62.7 points below level 3	Maintained -0.9 points
Socioeconomically Disadvantaged Language Arts	ORANGE	Low 57.9 points below level 3	Maintained -2.2 points
Students with Disabilities Language Arts	RED	Very Low 144.2 points below level 3	Declined -5.2 points
Hispanic Language Arts	ORANGE	Low 56.6 points below level 3	Maintained -2.2 points
Two or More Races Language Arts	ORANGE	Low 9.7 points below level 3	Declined -5 points
White Language Arts	ORANGE	Low 19.2 points below level 3	Maintained -1.6 points
All Students Math	ORANGE	Low 70.9 points below level 3	Maintained -0.5 points
English Learners Math	ORANGE	Low 76.9 points below level 3	Maintained -0.8 points
Foster Youth Math	RED	Very Low 132.9 points below level 3	Declined Significantly -40.9 points
Socioeconomically Disadvantaged Math	ORANGE	Low 73.9 points below level 3	Maintained -0.7 points
Students with Disabilities Math	ORANGE	Very Low 164.2 points below level 3	Maintained +1.4 points
Hispanic Math	ORANGE	Low 73.2 points below level 3	Maintained -0.7 points
White Math	ORANGE	Low 44.7 points below level 3	Maintained +1.7 points

Referring to the LCFF Evaluation Rubrics, 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 Suspension** indicator is **YELLOW** with a **Status level of High 3.6%** and a **Change level of Declined at -1%** whereas the performance level of **Two or More Races** on the Suspension Indicator is **RED** with a **Status level as High at 5.8%** and the **Change as Increased Significantly at +5.8%**. Two or More Races is the only student group that is two levels below the performance level of All Student groups on the dashboard.

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. Addressing the socio-emotional and behavioral needs of the student population, including Low-Income, English Learner, Foster Youth and students in the Two or More Races group will remain a high priority. The district will continue to address the performance gap and to analyze the data further to better understand the needs of our students within the Two or More Races group. Specifically, school sites will conduct a COST (Coordination of Student Services Team) meeting before the beginning of the school year for individual students within the Two or More Races group who are at risk to ensure that increased actions and services for these students will be continued or will be increased according to the student’s needs. Some examples of specific actions and services that are in our plan that have been increased in order to address student’s needs include: Outreach Consultant services, Family Advocate services, outside contracted services (including Marriage and Family Therapist services), Program Specialist for Health services and parent education classes (Parent Project Classes). Ongoing monitoring for these students will be done throughout the year.

Overarching planned action and services to ensure that we continue to close the performance gap and that all student groups suspension rate continues to decline include:

- **increase of professional learning and services in areas related to social-emotional learning**
- **an increase in PBIS and Restorative Practices strategies and other positive behavior support programs to assist students**
- **expansion of counseling services to support the socio-emotional well-being for our students and their families**
- **coordination and collaboration among the school, district, and community resources to meet the needs of the whole child**
- **increase Response to Intervention**
- **an increase of School Resources Officers**
- **an increase of social-emotional and character development programs across the sites (to include an Anti-bullying programs)**
- **an increase of supervision at all sites**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The Santa Maria-Bonita School District recognizes the unique needs of Low-Income students, English Learners, and Foster Youth. Our infographic outlines the highlights and significant ways that we will increase or improve services (on page 2 and page 3). Section five of the plan provides details concerning how we continue to increase and/or improve services for Low Income, English Learners, and Foster Youth students. Significant areas where we continue to increase services include:

- **Innovative Leadership and Coaching**
- **Response to Intervention**
- **Improved Achievement for English Learners**
- **Family Engagement**
- **Increased implementation of both Integrated and Designated English Language Development**

and instructional support services for our English learners

- **Increased extended day opportunities**

In addition, we will remain focused on providing teachers and administrators the instructional support they need through district resources to foster collaboration, to focus on professional learning, to review data and to plan accordingly. These efforts to improve instruction remain a priority.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$217,720,486
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$36,004,816

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The general fund budget expenditures are for ongoing operating costs to maintain existing programs and services for students. Certificated staff, classified staff and administrator staff salaries and benefits account for 75% of the District's general fund budget. District operations in the general fund budget include human resources, business, facilities and grounds maintenance, data management, and transportation. It also includes investments in instructional materials and supplies, utilities, and communication and technology.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$175,275,454

Annual Update

LCAP Year Reviewed: 2017-18

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

2017-18

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 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 (51.7 points below level 3)

Change: Increases + 9.8 points

Actual

Metric/Indicator

English Language Arts (3-8) California School Dashboard

Performance as reported on the **California State Dashboard English Language Arts Indicator (grades 3-8)** was **Orange** for all student groups. **The Status was Low 53.9 points below level 3. The change was Maintained -2.2 points. We did not meet our goal.**

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

All Students - Orange

Status: Low (53.9 points below level 3)

Change: Maintained -2.2 points

Expected

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: Increased + 9.8 points

Metric/Indicator

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

Actual

English Learners - Orange

Status: Low (62.8 points below level 3)

Change: Maintained -1.7 points

Foster Youth - Red

Status: Very Low (122.1 points below level 3)

Change: Declined Significantly -35.1 points

Homeless - Orange

Status: Low (62.7 points below level 3)

Change: Maintained -0.9 points

Socioeconomically Disadvantaged - Orange

Status: Low (57.9 points below level 3)

Change: Maintained -2.2 points

Students with Disabilities - Red

Status: Very Low (144.2 points below level 3)

Change: Declined -5.2 points

African American - Yellow

Status: Low (41.3 points below level 3)

Change: Increased +6.5 points

American Indian - n/a

Asian - Green

Status: Medium (1.2 points below level 3)

Change: Increased +5.3 points

Filipino - Green

Status: High (18.1 points above level 3)

Change: Increased +8.4 points

Hispanic - Orange

Status: Low (56.6 points below level 3)

Change: Maintained -2.2 points

Pacific Islander - n/a

Two or More Races - Orange

Status: Low (9.7 points below level 3)

Change: Declined -5 points

White - Orange

Status: Low (19.2 points below level 3)

Change: Maintained -1.6 points

Although the SBAC measurable outcomes below indicate that **we did not meet our goal** of decreasing the percentage of all students in the "Does not Meet" by 5% and increasing the percentage of all student in the "Nearly Met" and "Met", and "Exceeded" areas by 5% on the Smarter Balanced Language Arts State Assessment, we anticipate that

Expected

2017-18

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.

Baseline

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

Actual

we will see positive growth for our 3rd through 8th grade students as we review the Spring 2018 assessment data in the fall of 2018.

The SMBSD aggregated data from SBAC testing indicates an **increase of 3rd - 8th grade students in the Standard Not Met category by 1.71% and decrease of 3rd - 8th grade students in the ~~Nearly Met/Met/Exceeds~~ category by 1.71%, thus not meeting our goal.**

SBAC Summary (Aggregate percentage for grades 3-8) English Language Arts:

2017 ELA Percentages:

Standard Not Met: 45.71% (+1.71%)

Standard Nearly Met/Met/Exceeded: 54.29% (-1.71%)

CAASPP 2016-2017 Percent of Standard Not Met or Standard Nearly Met/Met/Exceeded English Language Arts						
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Grade	2017 Standard Not Met	2016 Standard Not Met	Change	2017 Standard Nearly Met/Met/Exceeded	2016 Standard Nearly Met/Met/Exceeded	Change
3	53.26%	53%	+2.6%	46.44%	47%	-2.6%
4	54.54%	53%	+1.54%	45.46%	47%	-1.54%
5	52.03%	50%	+2.03%	47.98%	50%	-2.02%
6	38.32%	36%	+2.32%	61.67%	64%	-2.33%
7	40.59%	38%	+2.59%	57.4%	62%	-4.6%
8	32.73%	31%	+2.73%	67.28%	68%	-2.72%
District	45.71%	44%	+1.71	54.29%	56%	-1.71%

Expected

Metric/Indicator - Mathematics (3-8) California School Dashboard 2017-18

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 **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

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

Actual

Metric/Indicator

Mathematics (3-8) California School Dashboard
Performance on the California School **Dashboard Mathematics Indicator (grades 3-8) was Orange for all student groups. The status Low 70.9 points below level 3. The change was Maintained -0.5 points. We did not meet our goal.**

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

All students- Orange

Status: Low (70.9 points below level 3) Change: Maintained -0.5 points

English Learners- Orange

Status: Low (76.9 points below level 3) Change: Maintained -0.8 points

Foster Youth - Red

Status: Very Low (132.9 points below level 3) Change: Declined Significantly -40.9 points

Homeless - Yellow

Status: Low (70.7 points below level 3) Change: Increase +3.2 point

Socioeconomically Disadvantaged - Orange

Status: Low (73.9 points below level 3) Change: Maintained -0.7 points

Students with Disabilities - Red

Status: Very Low (164.2 points below level 3) Change: Maintained +1.4 points

African American - Yellow

Status: Low (68.9 points below level 3) Change: Increased +9.2 points

American Indian - n/a

Asian - Yellow

Status: Medium (22 points below level 3) Change: Maintained -2.2 points

Filipino - Green

Status: Medium (7.4 points above level 3) Change: Increased +6.1 points

Hispanic - Orange

Status: Low (73.2 points below level 3) Change: Maintained -0.7 points

Pacific Islander - n/a

Two or More Races - Yellow

Status: Medium (21 points below level 3) Change: Maintained +2.9 points

White - Orange

Status: Low (44.7 points below level 3) Change: Maintained +1.7 points

Expected

White – Yellow

Status: Low (46.4 points below level 3) Change: Increased + 4.1 points

Metric/Indicator

Smarter Balanced State Mathematics Assessment (3-8)

2017-18

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 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

Although the SBAC measurable outcomes below indicate that **we did not meet our goal** of decreasing the percentage of all students in the "Does not Meet" by 5% and increasing the percentage of all student in the "Nearly Met" and "Met", and "Exceeded" areas by 5% on the Smarter Balanced Mathematics State Assessments, we anticipate that we will see positive growth for our 3rd through 8th grade students when we review the Spring 2018 assessment data in the fall of 2018.

The SMBSD aggregated data from SBAC testing shows **an increase of 3rd – 8th grade students in the Standard Not Met category by .76% and slight increase of 3rd – 8th grade students in the Nearly Met/Met/Exceeded category by .24%.**

✗ SBAC Summary 2017 (Aggregate percentage for grades 3-8) Mathematics:

Standard Not Met: 48.76% (+.76%)

Standard Nearly Met/Met/Exceeded: 51.24% (+.24%)

It should be noted that students in 3rd and 5th grades decreased the number of students in the "Standard Not Met" in mathematics by 2.76% and 3.94% and increased the number of students in the "Standard Nearly Met/Met/Exceeded" in mathematics by 2.76% and 2.94%.

CAASPP
2016-2017
Percent of Standard Not Met or Standard Nearly Met/Met/Exceeded
Mathematics

Grade	2017 Standard Not Met	2016 Standard Not Met	Change	2017 Standard Nearly Met/Met/Exceeded	2016 Standard Nearly Met/Met/Exceeded	Change
3	42.24%	45%	-2.76%	57.76%	55%	+2.76%
4	41.51%	41%	+5.1%	58.5%	59%	-0.5%
5	58.06%	62%	-3.94%	41.94%	39%	+2.94%
6	49.83%	49%	+8.3%	50.16%	66%	-15.84%
7	50.80%	46%	+4.8%	49.2%	55%	-5.8%
8	50.60%	45%	+5.6%	49.4%	55%	-5.6%
District	48.76%	48%	+ .76%	51.24%	51%	+ .24%

Expected

Metric/Indicator

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

2017-18

By 2018, Grades TK-1 students will decrease the 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.

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%.

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

Actual

1) ENGLISH LANGUAGE ARTS (ELA) Our Transitional Kindergarten (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 2016 to Kindergarten entrance in Fall of 2017 is evident on the table below.

	Kindergarten Readiness			
	% Not Ready	% Emerging	% Almost Ready	% Ready
TK Fall 2016-17	11.81%	41.46%	32.91%	13.82%
K's with TK Fall 2017-2-18	1.29%	6.2%	33.85%	58.66%
Growth	-10.52	-32.26	+0.94	+44.84

Academic progress is not reported out until Trimester 2 and 3. **A** comparison between 2016-2017 and 2017-2018 could not be made due to a change in the grading rubric utilized by TK. The rubric was changed for the 2017-2018 year from a 1-5 scale to a developmental scale (Beginning, Developing, Secure, and Exceeding). Trimester 2 ELA baseline academic data from 2017-2018 shows student mastery at the following levels: Concepts About Print at 57.8%, Letter Recognition at 69.9%, Listening & Speaking at 50.3%, Shared Writing at 55.3%, and Writes Name at 79.7%.

Transitional Kindergarten 2nd Trimester Benchmark Data

2nd Trimester	Beginning	Developing	Secure	Exceeding	Secure & Exceeding
Concepts About Print	17.8%	24.4%	32.2%	25.6%	57.8%
Letter Recognition	15%	15%	9.5%	60.4%	69.9%
Listening & Speaking	16.1%	33.6%	37.5%	12.8%	50.3%
Shared Writing	12.2%	32.5%	48.1%	7.2%	55.3%
Writes Name	4.5%	15.9%	66.3%	13.4%	79.7%

Expected

Actual

2) ENGLISH LANGUAGE ARTS (ELA) The district compiled aggregated results comparing the 2017-2018 first trimester ELA Benchmark Assessment scale scores to the second trimester ELA Benchmark Assessment scale scores for our **Kindergarten** students. A comparison between 2016-2017 and 2017-2018 could not be made due to a change in the grading rubric utilized by Kindergarten. The rubric was changed for the 2017-2018 year from a 1-5 scale to a developmental scale (Beginning, Developing, Secure, and Exceeding). The test measures Letter Names, Letter Sounds, Speaking and Listening and Writing Applications and Strategies. The test is given to students each trimester. The table below shows that our Kindergarten students not only met but exceeded this goal in all areas tested.

- For Letter Names, there was an increase of 37.5% of students that were secure or exceeding by the end of the second trimester.
- For Letter Sounds, there was an increase of 32.8% of students that were secure or exceeding by the end of the second trimester.
- For Speaking and Listening, there was an increase of 24.6% of students that were secure or exceeding by the end of the second trimester.
- For Writing Applications and Strategies, there was an increase of 20.5% of students that were secure or exceeding by the end of the second trimester.

Kindergarten 1st & 2nd Trimester Benchmark Data

1st & 2nd Trimester	Beginning	Developing	Secure	Exceeding	Secure & Exceeding
Letter Names	45.8% 12.2% (-33.6)	33.2% 29.3% +3.9	4.4% 3.4% (-1)	16.6% 55.1% +38.5	21% 58.5% +37.5
Letter Sounds	49.6% 12.5% (-37.1)	34% 38.1% +4.1	2.8% 3.4% +.6	13.7% 45.9% +32.2	16.5% 49.3% +32.8
Speaking & Listening	25% 10.4% (-14.6)	41.4% 31.3% (-10.1)	26.7% 40.9% +14.2	7% 17.4% +10.4	33.7% 58.3% +24.6
Writing Applications & Strategies	38.1% 15.8% (-22.3)	38.7% 40.5% +1.8	22.4% 34.6% +12.2	0.8% 9.1% +8.3	23.2% 43.7% +20.5

Expected

Actual

3) ENGLISH LANGUAGE ARTS (ELA) -The district compiled aggregated results comparing the 2017-2018 first trimester ELA Benchmark Assessment scale scores to the second trimester ELA Benchmark Assessment scale scores for our **first grade** students. A comparison between 2016-2017 and 2017-2018 could not be made due to a change in the grading rubric utilized by First grade. The rubric was changed for the 2017-2018 year from a 1-5 scale to a developmental scale (Beginning, Developing, Secure, and Exceeding). The test measures Decoding, High Frequency Words, and Phoneme Awareness. The assessment is given to students each trimester. The table below shows that our first grade students not only met but exceeded this goal in two areas of the test - High Frequency Words and Phoneme Awareness. They did not meet the goal in Decoding.

- For Decoding, there was an increase of 1.1% of students that were secure or exceeding by the end of the second trimester.
- For High Frequency Words, there was an increase of 21.2% of students that were secure or exceeding by the end of the second trimester.
- For Phoneme Awareness, there was an increase of 25.2% of students that were secure or exceeding by the end of the second trimester.

Santa Maria-Bonita 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
Decoding	25.1%	14.2% (-10.9)	14.3%	23.9% +9.6	25.9%	37.1% +11.2	34.8%	24.7% (-10.1)	60.7%	61.8% +1.1
High Frequency Words	18.6%	16.2% (-2.4)	18%	19.2% +1.2	28.9%	24.1% (-4.8)	34.5%	40.5% +6	43.4%	64.6% +21.2
Phoneme Awareness	18.8%	7.2% (-11.6)	32.5%	18.2% (-14.3)	32.9%	38.8% +6.9	16.5%	35.8% +19.3	49.4%	74.6% +25.2

Expected

Actual

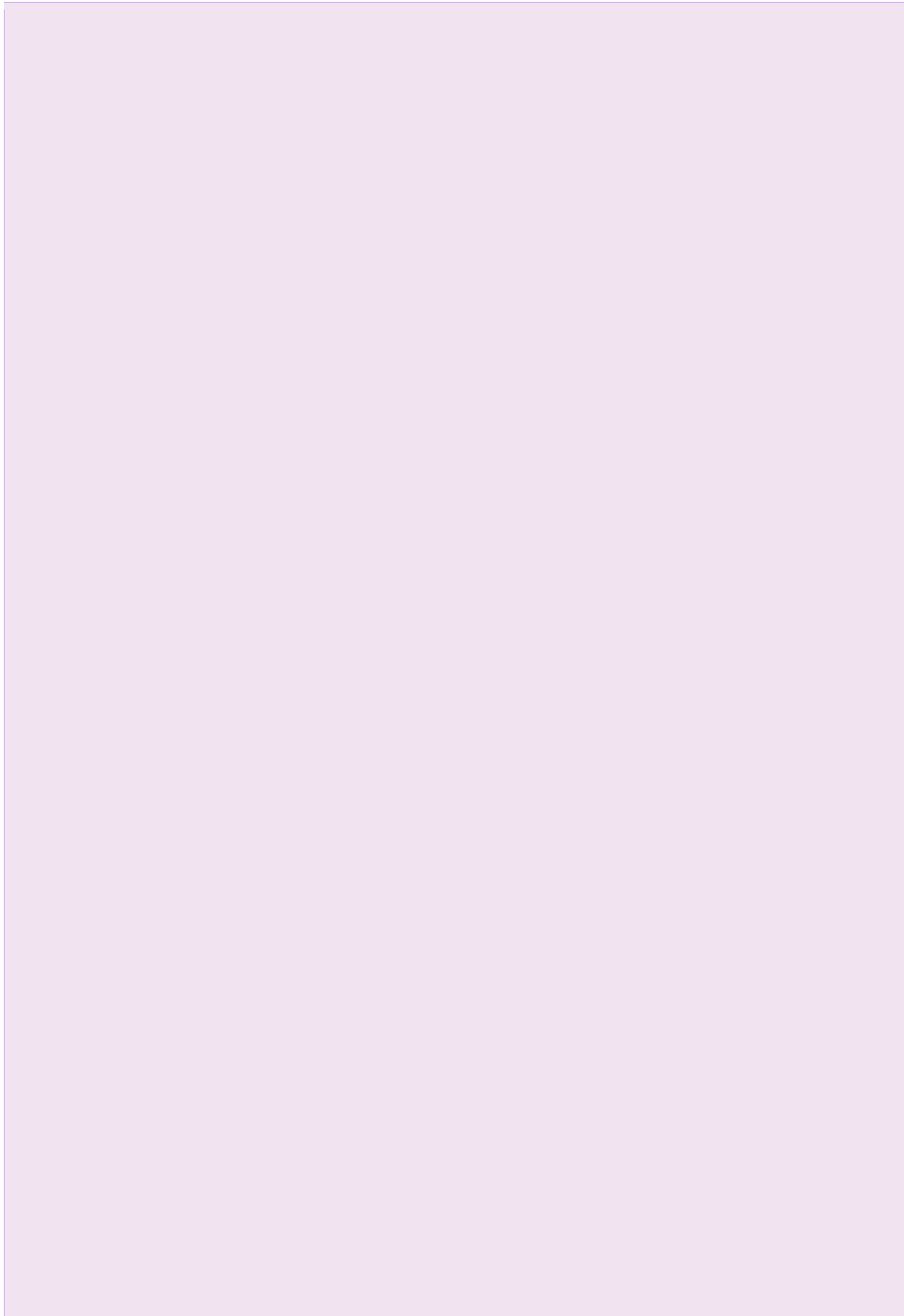
4) MATHEMATICS – Transitional Kindergarten (TK) Academic progress is not reported out until Trimester 2 and 3. A comparison between 2016-2017 and 2017-2018 could not be made due to a change in the grading rubric utilized by TK. The rubric was changed for the 2017-2018 year from a 1-5 scale to a developmental scale (Beginning, Developing, Secure, and Exceeding). Trimester 2 Math baseline academic data from 2017-2018 shows student mastery at the following levels: 1:1 Correspondence to 10 at 83.6%, Compare Quantities 10 at 55.0%, Counts to 20 at 56.7%, and Recognizes numbers 0-10@ 66.5%.

Transitional Kindergarten 2nd Trimester Benchmark Data

2nd Trimester	Beginning	Developing	Secure	Exceeding	Secure & Exceeding
1:1 Correspondence to 10	6.1%	10.3%	7.8%	75.8%	83.6%
Compare Quantities to 10	18.1%	26.9%	27.8%	27.2%	55.0%
Counts to 20	4.7%	38.6%	10.3%	46.4%	56.7%
Recognizes numbers 0-10	11.8%	21.6%	43.5%	23.0%	66.5%

5) MATHEMATICS - The district compiled aggregated results comparing the 2017-2018 first trimester Mathematics Benchmark Assessment scale scores to the second trimester Mathematics Benchmark Assessment scale scores for our **Kindergarten** students. A comparison between 2016-2017 and 2017-2018 could not be made due to a change in the grading rubric utilized by Kindergarten. The rubric was changed for the 2017-2018 year from a 1-5 scale to a developmental scale (Beginning, Developing, Secure, and Exceeding). The test measures Classify & Count Objects, Counts to 100 by 1s and 10s, Counts/Compares Whole Numbers, Describes Objects in the Environment, Identify Shapes & Spaces, and Writes Numbers 0-20. The test is given to students each trimester.

Expected



Actual

The table below shows that our Kindergarten students not only met but exceeded our goal for all of the standards.

- Classify and Count Objects is only assessed the second trimester.
- For Counts to 100 by 10s, there was an increase of 33% of students that were secure or exceeding by the end of the second trimester.
- For Counts/Compares whole numbers, there was an increase of 38.9% of students that were secure or exceeding by the end of the second trimester.
- Describes Objects in the Environment is only assessed the second trimester.
- For Identify Shapes and Space, there was an increase of 36.1% of students that were secure or exceeding by the end of the second trimester.
- Writes Numbers 1-20 is only assessed the second trimester.

Kindergarten Trimester Benchmark Data

	Beginning	Developing	Secure	Exceeding	Secure & Exceeding
Classify & Count Objects	6.6%	27.4%	30.5%	35.5%	65.5%
Counts to 100 by 1s & 10s	43.2% 15% (-28.2)	44.9% 40.0% (-4.9)	4.5% 12.3% +7.8	7.5% 32.7% +25.2	12.0% 45.0% +33
Counts/Compares Whole Numbers	37.5% 11.0% (-26.5)	44.9% 32.5% (-12.4)	12.5% 30.4% +17.9	5% 26.0% +21	17.5% 56.4% +38.9
Describes Objects in the Environment	9.3%	25.4%	39.1%	26.2%	65.3%
Identify Shapes & Space	24.0% 9.0% (-15)	62.9% 42.0% (-20.9)	8.2% 27.7% +9.5	4.9% 21.3% +16.4	13.1% 49.0% +36.1
Writes Numbers 0-20	12.4%	24.7%	15.9%	47.0%	62.9%

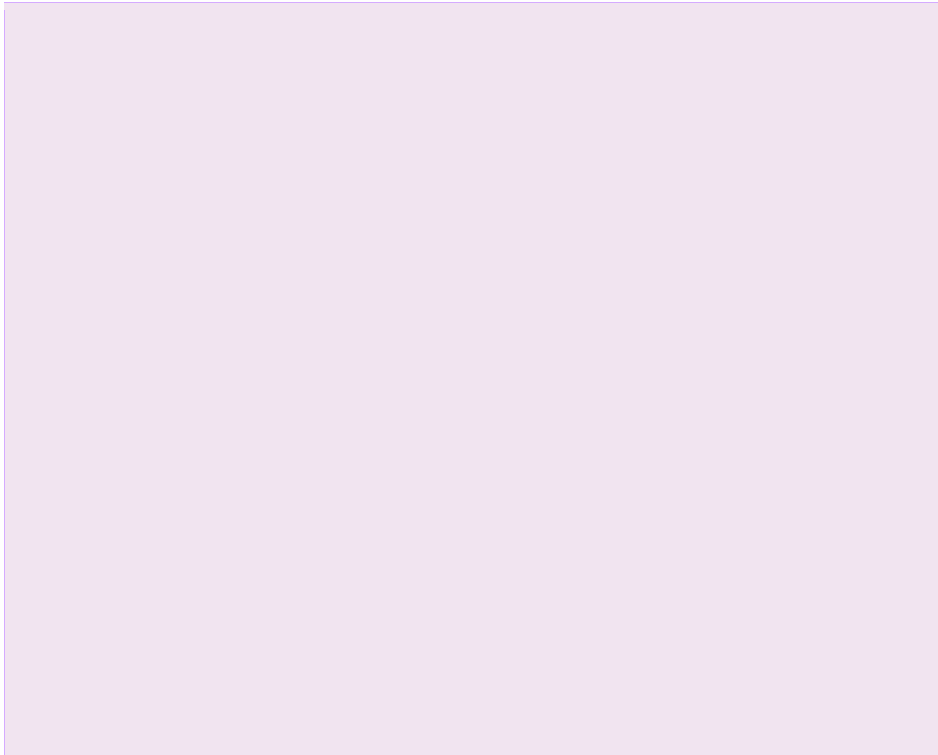
Expected

Actual

6) MATHEMATICS - The district compiled aggregated results comparing the 2017-2018 first trimester Mathematics Benchmark Assessment scale scores to the second trimester Mathematics Benchmark Assessment scale scores for our **first grade** students. A comparison between 2016-2017 and 2017-2018 could not be made due to a change in the grading rubric utilized by First grade. The rubric was changed for the 2017-2018 year from a 1-5 scale to a developmental scale (Beginning, Developing, Secure, and Exceeding). The test measures Fact Fluency, Fact Knowledge, Number Recognition, Word Problems, Place Value, Write Missing Numbers, and Geometry. The test is given to students each trimester. The table below shows that our first grade students not only met but exceeded our goal for all of the areas except Word Problems.

- For Fact Fluency, there was an increase of 23.5% of students that were secure or exceeding by the end of the second trimester.
- For Fact Knowledge, there was an increase of 26.5% of students that were secure or exceeding by the end of the second trimester.
- For Number Recognition, there was an increase of 19.1% of students that were secure or exceeding by the end of the second trimester.
- For Word Problems, there was a decrease of 14.7% of students that were secure or exceeding by the end of the second trimester.
- Place Value is only assessed the second trimester.
- For Write Missing Numbers, there was an increase of 27% of students that were secure or exceeding by the end of the second trimester.
- Geometry is only assessed the second trimester.

Expected



Actual

Santa Maria-Bonita 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 Fluency	38.4%	19.9% (-18.5)	43.1%	38.1% (-5)	15%	30.3% +15.3	3.4%	11.6% +8.2	18.4%	41.9% +23.5
Fact Knowledge	22%	9.6% (-12.4)	43.4%	29.5% (-13.9)	32.6%	50.4% +17.8	1.9%	10.6% +8.7	34.5%	61% +26.5
Number Recognition	16.2%	7.2% (-9)	16.7%	6.5% (-10.2)	33.8%	29.8% (-4)	33.3%	56.4% +23.1	67.1%	86.2% +19.1
Word Problems	14.1%	28.1% +14	19.6%	20.3% +0.7	33%	23.3% (-9.7)	33.3%	28.3% (-5)	66.3%	51.6% (-14.7)
Place Value	Not tested	21.7%	Not tested	21.9%	Not tested	27.4%	Not tested	29%	N/A	56.4%
Write Missing Numbers	25.4%	12.4% (-13)	32.2%	18.2% (-14)	27.2%	33.2% +6	15.2%	36.2% +21	42.4%	69.4% +27
Geometry	Not tested	9.6%	Not tested	18.9%	Not tested	33.3%	Not tested	38.3%	N/A	71.6%

Metric/Indicator

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.

2017-18

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.

Baseline

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

1) ENGLISH LANGUAGE ARTS (ELA) The district compiled aggregated results comparing the 2017-2018 first trimester ELA Benchmark Assessment scale scores to the second trimester ELA Benchmark Assessment scale scores for our **second grade** students.

X A comparison between 2016-2017 and 2017-2018 could not be made due to a change in the grading rubric utilized by second grade.

The rubric was changed for the 2017-2018 year from a 1-5 scale to a 1-4 scale. The test measures Comprehension, Intonation, Phrasing/Fluency, and Words per Minute. The assessments are given to students each trimester. The table below shows that our second grade students not only met but exceeded this goal in all areas tested.

- For Comprehension, there was an increase of 25.9% of students that were standard met or standard exceeded by the end of the second trimester.
- For Intonation, there was an increase of 15.4% of students that were standard met or standard exceeded by the end of the second trimester.

Expected



Actual

- For Phrasing/Fluency, there was an increase of 16.4% of students that were standard met or standard exceeded by the end of the second trimester.
- For Words per Minute, there was an increase of 10.2% of students that were standard met or standard exceeded by the end of the second trimester.

**Santa Maria-Bonita Second Grade Benchmark Assessment Data
1st and 2nd Trimester**

Second Grade Language Arts 1st & 2nd Trimester Benchmark	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Comprehension	67% 18.7% (-48.3)	0 22.5% +22.5	18.6% 33.7% +15.1	14.4% 25.2% +10.8
Intonation	73.2% 21.2% (-52)	0 36.7% +36.7	21.3% 32.7% +11.4	5.5% 9.5% +4
Phrasing/Fluency	62.7% 17.5% (-45.2)	0 28.8% +28.8	29.7% 39.1% +9.4	7.6% 14.6% +7
Words per Minute	53.7% 41.6% (-12.1)	11.4% 13.3% +1.9	18.4% 7.8% (-10.6)	16.5% 37.3% +20.8

2) MATHEMATICS – 2nd grade - The district compiled aggregated results comparing the 2017-2018 first trimester ELA Benchmark Assessment scale scores to the second trimester Benchmark Assessment scale scores for our second grade student. A comparison between 2016-2017 and 2017-2018 could not be made due to a change in the grading rubric utilized by second grade. The rubric was changed for the 2017-2018 year from a 1-5 scale to a 1-4 scale. Comparison of first and second trimester data for second grade students in mathematics showed a **slight growth** of +0.9% of the percentage of students exceeding the standard, but there was a decrease in the percentage of students meeting the standard and an increase in the percent of students not meeting or nearly meeting the standard. The table below shows that second grade students did not meet the goal.

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.

2017-18
 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

**Santa Maria-Bonita Second Grade Benchmark Assessment Data
 1st and 2nd Trimester**

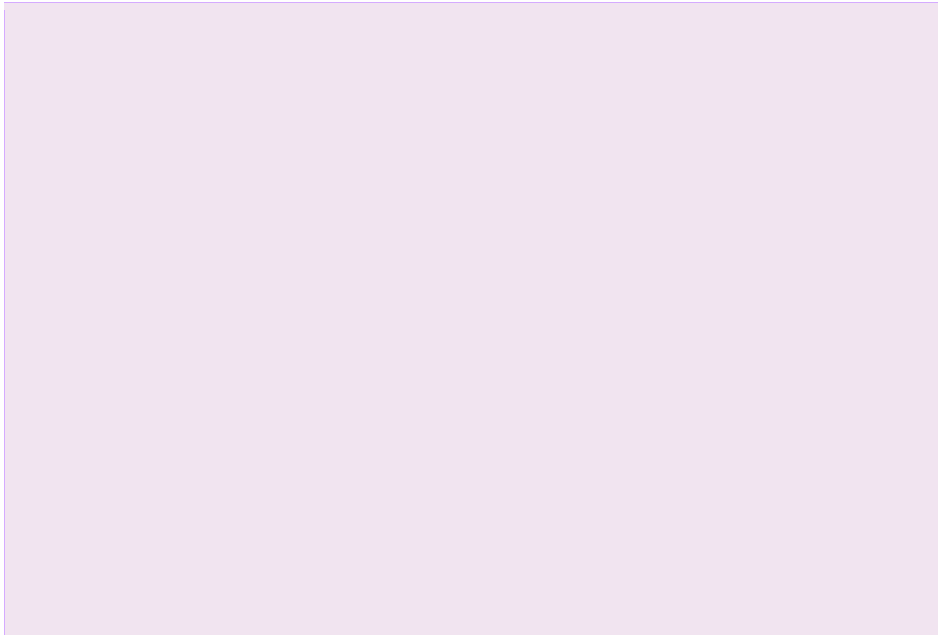
<u>Second Grade Math</u>	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
1st Trimester	43.4%	26%	28.8%	1.8%
2nd Trimester	56.4%	14.3%	26.6%	2.7%
Difference	+13%	(-12.3%)	(-2.2%)	+0.9%

Metric/Indicator

State Physical Fitness Healthy Fitness Test
 2017 results for 5th grade PE are as follows (percent of students within the HFZ): Aerobic Capacity 66.4%, Body Composition 48%, Abdominal Strength 33.8%, Trunk Extension 63.8%, Upper Body Strength 52.1%, and Flexibility 55.6%
 PE taught by credentialed PE Teachers began with 5th grade students in 2015. When following a cohort of students using 5th grade data as a baseline in 2015 and tracking the cohort to their 7th grade year in 2017 **we see a growth** in student fitness in all 6 areas of the Physical Fitness Test.

	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extension Strength	Upper Body Strength	Flexibility
5th Grade 2015	48.8	53.9	40.8	74.5	50.6	53.9
7th Grade 2017	52.6	55.9	76.3	77.5	68.4	74.4
Growth	3.8%	2	35.5	3	17.8	20.5

Expected



Actual

However, when comparing 5th grade students in 2016 to 5th grade students in 2017 we see a decline in all 6 areas.

	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extension Strength	Upper Body Strength	Flexibility
5th Grade 2016	55.8	51.2	80	76.2	63.7	72.4
5th Grade 2017	49.4	46.0	33.1	63.9	54.4	46.2
Growth	-6.4	-5.2	-46.9	-12.3	-9.3	-26.2

During the 2018 school year, PE was provided to 4th grade students for the first time by credentialed PE teachers. We would expect to see the student fitness levels begin to increase during the data collection in the 2018-2019 school year.

Actions / Services

LCAP Year Reviewed: 2017-2018

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>1.1 Common Core State Standards and Aligned Instructional and Supplemental Materials Based on Williams Report Findings in September, 100% of students have access to the CORE instructional materials in ELA, Mathematics, Science, and Social Studies. Every school site has extra books and materials so that all students, including English</p>	<p>4000-4999: Books And Supplies (unit 1806 and partial 1701) Supplemental and Concentration \$96,861</p>	<p>4000-4999: Books And Supplies (unit 1806 and partial 1701) Supplemental and Concentration \$244,791</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$35,097</p>

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.

Learners, have current textbooks compliant with state standards to use in the classroom and to take home to complete assignments. School sites purchased supplemental materials to support core curriculum. These materials are closely aligned with the state adopted materials and include additional materials that were not included in the purchase of the new adoption for English Language Arts (Benchmark Advance/Adelante and Study Sync for grades 6 through 8). ELA/ELD and math consumables workbooks, math manipulative, and STEAM materials were also purchased.

EFFECTIVENESS: The Santa Maria-Bonita School District's progress in implementing State Academic Standards and Common Core aligned instructional materials is an ongoing collaborative process including all stakeholders. Santa Maria-Bonita School District utilized the State Board of Education approved Self-Reflection Tool and MET in the area of curriculum and instruction on the STATE Dashboard. While not scientifically researched and analyzed, it is reasonable for us to believe that "appropriate" materials that have been used have increased efforts to improve student achievement. Qualitative data confirms that teachers and administrators feel that there is a continuous need for sites to purchase supplemental materials such as Achieve 3000, STEM

supplies and math manipulatives in order to support the adopted materials.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 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,</p>	<p>1.2 Professional Learning (PL) The district has supported the implementation of Professional Learning Communities (PLC) and a variety of professional development for teachers, para-educators and administrators. This ongoing process of meeting, sharing and collaborating continues to be the focus of the professional learning efforts across the district. In the 2017-2018 school year, there was a 5.6% increase of PLC learning opportunities for teachers and administrative staff. These learning opportunities have increased collaboration at the site level, management level, and district level. There were over 250 offerings of professional learning. The content areas are listed below. Over 20 offerings have been provided by the publishers and over 100 trainings have been offered via After School Institutes (ASI) or individualized site TOSA trainings. Approximately 6,023 hours of professional learning were focused on culture and 6,485 hours focused on the ELA/ELD Adoption. In addition, there were over 90 conferences attended by our staff. EFFECTIVENESS: Based on the</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1621) Supplemental and Concentration \$101,126</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$34,474</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$21,571</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$50,543</p> <p>5000-5999: Services And Other Operating Expenditures (unit 1621 & 1701) Supplemental and Concentration \$292,086</p>	<p>1000-1999: Certificated Personnel Salaries (partial unit 1621) Supplemental and Concentration \$86,271</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$27,494</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$17,711</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$21,161</p> <p>5000-5999: Services And Other Operating Expenditures (partial unit 1621 & partial 1701) Supplemental and Concentration \$325,675</p>

mileage, lodging, registration, and meals to attend conferences/training for Santa Maria-Bonita School District Staff.

LCAP Staff Survey and other professional development surveys, over 70% of educators and instructional assistants are satisfied with professional learning opportunities provided and 70% have attended two or more trainings. Of those surveyed, 93% of people attending ASIs were satisfied and 84% attending PLCs were also satisfied. Although the qualitative data has been used as one measure of effectiveness, we recognize the importance of a systematic approach to effective implementation of professional development. This recognition has led to the exploration of the Implementation Science Framework. To refine our efforts and to determine the impact professional development has on student achievement, a system for tracking teachers, their professional development participation and the progress of affected students has been developed. In order to determine the professional learning needs of teachers related to standards implementation, we utilized both a self-reflection tool and a district professional development assessment survey. The greatest priority as indicated by this survey was professional development about the new English Language Arts/English Language Development adoption and the various associated methodologies

including small group instruction, close reading and text dependent writing. As a result a comprehensive literacy plan has been developed which includes professional learning that is intentional, sustainable and focused on guided reading as a strategy to improve English Language Arts and English Language Development, ongoing professional coaching, and small group instruction within all classrooms.

Other priorities for professional development as indicated by survey results include technology, math, assessment, science, and social studies. Professional learning will continue through the collaborative efforts of all stakeholders. Surveys and a follow-up process will continue to be used to collect site-specific data as well as assess future professional learning needs. A challenge to professional development continues to be the shortage of substitute teachers and as a result personalized professional development will be explored.

PD CONTENT AREA	% by Content 16-17	% by Content 17-18	Difference between 16-17 & 17-18
Assessment	4.1%	4.8%	0.7%
Behavior	3.9%	3.0%	-0.9%
Culture	0.4%	2.2%	1.8%
ELA/ELD	19.7%	16.8%	-2.9%
ELD	7.6%	4.4%	-3.1%
Leaders	3.0%	1.6%	-1.4%
Math	17.5%	9.9%	-7.6%
Other/Mixed	10.2%	10.1%	-0.1%
Music	0.2%	0.2%	0.0%
P.E.	1.1%	0.6%	-0.5%
PLC	2.2%	7.9%	5.7%
Safety	1.3%	5.1%	3.8%
Science	12.1%	9.1%	-3.0%
Site PD	n/a	10.1%	10.1%
Soc. Stud.	5.8%	8.7%	2.8%
Special Ed	1.5%	1.8%	0.3%
Technology	9.3%	3.6%	-5.7%
TOTALS	100%	100%	0.0%

Action 3

Planned 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.

Actual Actions/Services

✓ 1.3 Physical Education Specialists

Specialists - To increase overall student physical fitness eight PE specialist (full-time certificated teacher) continued and eight additional PE specialist were hired to provide 200 minutes of PE every two weeks (10 school days) to 4th, 5th and 6th-grade students. Grade level teams, administrators, and PE Specialists ensured that teachers were able to provide direct instruction, intervention and/or small group instruction during PE time. PE specialists met monthly to collaborate around formative assessment data in order to ensure increased physical fitness outcomes for students across the district.

EFFECTIVENESS: The 2017

Budgeted Expenditures

3000-3999 - 1000-1999:
Certificated Salaries
(unit 1517)
Supplemental and Concentration
\$1,354,985

4000-4999: Books And Supplies
Supplemental and Concentration
\$62,500

5000-5999: Services And Other
Operating Expenditures
Supplemental and Concentration
\$2,500

Estimated Actual Expenditures

(3000-3999 - 1000-1999:
Certificated Salaries
(unit 1517)
Supplemental and Concentration
\$1,431,513

4000-4999: Books And Supplies
Supplemental and Concentration
\$65,352

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

results for 5th grade PE are as follows: Aerobic Capacity 66.4%, Body Composition 48%, Abdominal Strength 33.8%, Trunk Extension 63.8%, Upper Body Strength 52.1%, and Flexibility 55.6%. When comparing 5th grade students in 2016 to 5th grade students in 2017 we see a decline in all 6 areas. Survey data indicated 76% of parents and community members agree that children have an adequate opportunity to participate in PE at their school. Teachers felt that this was one of the most effective actions and services in our LCAP plan under goal one because they were able to provide small group instruction and intervention during PE time. Currently, we have not been able to attribute growth in the area of Language Arts and Math to the small group instruction facilitated by this action and service.


Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>1.4 Response to Intervention and Instruction - Sixteen out of twenty Intervention Teacher (full-time certificated teacher) positions have been filled. EFFECTIVENESS: The district continues to refine its model of intervention to ensure alignment across and equity among school sites. The hiring of intervention teachers is assisting the effort to</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1703) Supplemental and Concentration \$1,783,635</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1703) Supplemental and Concentration \$1,829,762</p>

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.

reduce class size and provide specific and focused support for striving students. Intervention teachers provide support by assisting classroom teachers and administrators with the appropriate placement of students, providing some professional development at individual school sites and delivering one-on-one or small group instruction with students for ELA/ELD and math. Intervention teachers also identify students who are at-risk, group and regroup students and provide strategically targeted instruction. Teachers participate in Student Study Team (SST) meetings and collaborate with grade level teams and administrators to support the structure of Response to Intervention Programs at each site. Intervention teachers have participated in professional learning opportunities focused on familiarity with district's new curriculum adoption and skills to leverage the new curriculum to best help students scoring two or more years below their grade level. In addition to the new curriculum adoption, intervention teachers are learning more about a multi-tiered system of support and quality Tier I instruction. The efforts to align assessments and materials across sites have included the choice of a universal screening tool for students across the district as well as efforts to provide a consistent way to meet students' needs across school sites.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 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.</p>	<p>1.5 Technology –  The district continued to have twenty full-time Computer Lab Technicians, one at each school site. EFFECTIVENESS: Technology clerks continue to work on a full-time basis (6.5 hours per day) to support an increase in student learning for grades TK through 8th grade. While many sites have closed their traditional computer labs, the need for well-trained site-based techs continues to be an important technology component for supporting student learning. We have started to provide site technicians more direct training for our third party software programs. This training has ensured that each site tech has adequate knowledge on how to navigate the various online platforms used by our students which has increased their ability to provide teachers and student support. 2) Software programs – The district purchased software licensing for a variety of cloud based tools to manage student devices as well as software to support classroom instruction (MobyMax, Type to Learn, etc.). 3) Maintenance and Operations for upgrades and repairs - Technology upgrades and repairs have been made at sites and the district office.</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1514,1607, partial 1621) Supplemental and Concentration \$20,127</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$277,333</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$314,527</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$110,680</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$58,178</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1514,1607, partial 1621) Supplemental and Concentration \$27,143</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$285,785</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$315,468</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$35,838</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$56,425</p> <p>6000-6999: Capital Outlay Supplemental and Concentration \$43,802</p>

EFFECTIVENESS: The technology repair fund continues to be an effective way to ensure student technology equipment can be serviced and repaired quickly to ensure all students have access to technology.

4) **Professional Learning** - ASIs (After-School Initiatives) continue to provide structured support to those teachers that are able and interested in attending. The district began to explore options for online, self-paced training that would allow a wider base of our teachers to have professional learning opportunities. Over the last 4 years, the district has provided funding to support a Technology Lead Learner, last year this program was decentralized. We started to recentralize the program at the district level to ensure the trainings and support being offered is more systematic.

EFFECTIVENESS:
A majority of the staff (83%) report being satisfied or completely satisfied with the expansion of technology in the district.


Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>1.6 Response to Intervention and Instruction – Teacher Tutor Support Thirty-four Teacher Tutors (hourly paid certificated teachers) were hired by the district, two for each elementary school. EFFECTIVENESS: We were</p>	<p>3000-3999 - 1000-1999: Certificated Salaries Duplicate Expense (unit 1710) Supplemental and Concentration \$896,865</p>	<p>3000-3999 - 1000-1999: Certificated Salaries Duplicate Expense (unit 1710) Supplemental and Concentration \$624,014</p>


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 English Learners, Foster Youth or Low Income.

unable to hire all thirty four Teacher Tutors at the beginning of the year. Throughout the year, several positions became vacant and three were not filled (at junior high sites). The Teacher Tutors that were hired continued to provide one-on-one and small group interventions to students in ELA/ELD and Math. In addition to the district's efforts, the school sites have hired 15 additional Teacher Tutors to provide interventions to additional students during the school day. All Teacher Tutors are fully credentialed. A majority of the teachers and staff (72%) report being satisfied or completely satisfied with the additional certificated instructional support from this effort. Teachers and staff members rated having the Teacher Tutors in the classroom as highly effective. This service was effective due to the small group instruction and intervention that was provided to students on a daily basis. Teacher Tutors continue to support English Learners both in regular education classrooms and within each school site's Response to Intervention Model (Tier 2). We believe that this support has helped increase our English Learners' academic achievement as evidence of our dashboard EL Indicator growth from Red to Green status.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p> 1.7 Library Media Clerks Positions – The district continued to have 19.5 full-time Library Media Clerks for 20 schools. EFFECTIVENESS: Library Media Clerks (6.5 hours per day) continue to assist students in learning basic information skills and locating and selecting appropriate materials to enhance their learning. Library clerks have collaborated in the 2017-2018 school year to discuss and share best practices related to helping students navigate the library and student engagement.</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1615) Supplemental and Concentration \$604,378</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1615) Supplemental and Concentration \$612,717</p>


Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p> 1.8 Preschool Program Support The district has continued to increase access to preschool programs for Low-Income, English Learner and Foster Youth students by providing additional Bilingual Instructional Assistants/Midday Assistants and maximizing our enrollment numbers. The district currently has 22 preschool classrooms including 4 Twilight classes at Alvin Elementary, Bruce</p>	<p>7000-7439: Other Outgoing (unit 1502 & 1719) Supplemental and Concentration \$203,600</p>	<p>7000-7439: Other Outgoing (unit 1502 & 1719) Supplemental and Concentration \$220,198</p>


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.

Elementary, Fairlawn Elementary, and Sanchez Elementary schools. **EFFECTIVENESS:** KSEP 2017-2018 data shows 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 have an even higher average score of readiness when they enter Kindergarten. The data also suggest that Bilingual Instructional Assistants provide an enormous amount of support for our Preschool students. The assistants provide support to our English Learners in both primary language and English. Teachers and assistants noted that students were provided immediate reteaching, small group instruction, and one-on-one intervention when assistants were in the classrooms. Preschool teachers utilize a number of surveys to determine staff development and parent nights, as well as areas of focus for the following year. The greatest challenges in the program is providing equitable professional collaboration, particularly with the Twilight preschools, and ensuring appropriate teacher student ratios (one adult per eight children.) The hiring of bilingual instructional aides has helped in meeting that ratio and providing the support our young scholars need.


Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>1.9 Curriculum Substitutes –  Nine of sixteen Curriculum Substitutes have been hired. Our Human Resource Department continued to recruit throughout the year but was unable to fill seven positions. On a consistent basis, curriculum substitutes have been used for professional development and collaboration purposes. EFFECTIVENESS: There continues 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 district-wide committee meetings. The curriculum substitute calendar is evidence of all the learning opportunities provided. There is a need to evaluate the impact of professional learning, whether it is site or district driven. Although data indicate that providing this service has increased teacher's learning as well as providing the necessary collaboration and planning time for grade level teams, vertical teams, leadership teams and departments, the action and service has not been as effective due to the inability to fill all positions.</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1508) Supplemental and Concentration \$549,938</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1508) Supplemental and Concentration \$295,200</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p> 1.10 Lead Learners - Only 16 out of 120 Lead Learners for the 2017-2018 school year were hired. EFFECTIVENESS: The LCAP staff survey indicated that teachers were uninterested in the positions due to the ineffectiveness of the program in the 2016-2017 school year. Furthermore, the MOU was cancelled at the end of the first trimester. The sixteen teachers that were hired were Technology Lead Learners. They supported our technology programs district-wide. They were paid hourly due to the MOU being cancelled.</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1512 & 1619) Supplemental and Concentration \$430,503</p>	<p>(3000-3999 - 1000-1999: Certificated Salaries (unit 1512 & 1619) Supplemental and Concentration \$23,080</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 Programs with opportunities for remediation, enrichment, the arts, physical education and homework support. These classes/programs</p>	<p> 1.11 Enrichment & Extended Day Opportunities - The following programs were provided by the district in 2017-2018 for targeted groups of English Learners, Foster Youth, and Low Income students: 1) STEM College Residential Program Thirty seventh-grade students participated in the Engineering Possibilities In College (EPIC) Summer Residential Program at the California Polytechnic State University San Luis Obispo from July 9-14, 2017. Students participated in varied</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1629 & partial 1720) Supplemental and Concentration \$56,000</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1629 & partial 1720) Supplemental and Concentration \$53,737</p>
		<p>(3000-3999 - 1000-1999:</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1629 & partial 1720) Supplemental and Concentration \$3,698</p>
			<p>3000-3999 - 1000-1999:</p>

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.

fields of engineering through hands-on labs taught by university professors and industry professionals. Every student attended eight labs tailored to their selected engineering focus, including Aerospace, Civil, Environmental, Materials, Architectural, Computer, Industrial, Mechanical, Biomedical, Electrical, Software and Manufacturing. The EPIC experience included designing, building and testing their engineering projects. Students completed a pre-survey in the beginning of the program and a post-survey at the end of the program.

EFFECTIVENESS: The pre-post survey data indicated that:

- 59% of students reported on the post-survey that they like engineering compared to 43% on the pre-survey.
- 53% reported on the post-survey that they want to pursue an engineering career, compared to 44% on the pre-survey.
- 23% of students reported programing, 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.

The funding for the STEM College Residential Program will be increased this coming year. The increase will be from \$45,000 to \$50,000 to cover the student fees

Certificated Salaries
(unit 1701)
Supplemental and Concentration
\$14,000


Certificated Salaries
(unit 1701)
Supplemental and Concentration
\$0

(\$1,620 per student) and supplies (\$46.66 per student). The CAASPP results for participating students will be analyzed in August 2018.

2) **Robotics Extended Day classes** Approximately forty-four participants across six sites took part in this program during 2017-2018. Participants met on an average of two hours a week over a twelve week period. Additionally, teams participated in two Saturday competitions. In total, over 1,714 hours of extended services were provided.

EFFECTIVENESS: The Lego Robotics program cultivated and developed student interest in math and sciences through STEM activities using activities that foster student's abilities to work as a team towards identified goals. On the parent survey, both parents and community members indicated that they placed a high value on extended day classes and enrichment activities. Although not specific to Robotics, district data from the CAASPP indicates a slight increase for math of .76% for students that were in an extended day enrichment class compared to students that were not in an extended day enrichment class.

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.12 Teacher on Special Assignment (TOSA) Explanation - The District will	 1.12 Teacher on Special Assignment (TOSA) (full-time certificated teacher) - The district	3000-3999 - 1000-1999: Certificated Salaries (partial unit 1519)	3000-3999 - 1000-1999: Certificated Salaries (partial unit 1519)

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.

continued to fund 5 additional TOSAs. The district's TOSAs continue to provide professional learning to over 700 teachers, instructional assistants and administrators. Ongoing training has been provided for the ELA/ELD adoption and math, science, assessment and technology. Professional Learning (PL) efforts have been focused on the needs of teachers and administrators based on their input of site or personal needs.

EFFECTIVENESS: Over 200 trainings have been provided to teachers through TOSAs. Over 93 have focused in the area of math, science, technology and assessment. Over 100 of them have focused on the new ELA/ELD adoption. A majority of these trainings have taken place at school sites and at the request of teachers and/or administrators. Based on the 2018 LCAP survey over 70% of staff members are satisfied with the PL opportunities that have been offered. This year, TOSAs have been experimenting with more PL opportunities that function as modules for an overarching theme to promote ongoing learning for teachers. PL at the sites has allowed for collaboration between teachers and/or administrators. PL at the district level has also provided opportunities for TOSAs to share how they can support the work at the school site level. This has been evidenced by the work that

Supplemental and Concentration
\$609,048

Supplemental and Concentration
\$659,185

has been done at the district level administrative meetings. TOSAs have focused on working as professional learning communities with the book *Learning by Doing* as a framework. With this book as a guide for reflection of the current practices, TOSAs have begun to examine ways in which they can build their own capacity to better support the needs of staff and students at school sites and positively impact student learning. In addition to the individual session evaluations, TOSAs are currently seeking other means of tracking the impact of professional development on the achievement of our students.

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>1.13 Fine Arts Programs The district continued to fund four band teachers (full-time certificated teacher) to support the elementary and junior high band programs. Band instruction is provided in a pull-out program to students in Grades 4-6. All 3rd grade students receive ten music lessons of forty-five minutes each. Instruments were purchased and given to students who were unable to rent an instrument on their own. Music class supplies were purchased as well. The district continued to allocate each elementary site \$25/student to provide services in the area of</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1516, 1523 & 1716) Supplemental and Concentration \$370,206</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$130,174</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$274,505</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1516, 1523 & 1716) Supplemental and Concentration \$384,600</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$95,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$285,512</p>

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 districtwide Fine Arts Master Plan that is aligned with CCSS and each school site's SSPA.

Fine Arts. All 16 Elementary Schools provided Visual and Performing Arts access to all students through lessons provided by resident artists in dance, theater, music, or visual arts as provided by Children's Creative Project. Additionally, assemblies, field trips to performing arts centers and extended day programs were provided. The district continued to develop a districtwide Fine Arts Master Plan.

EFFECTIVENESS: Survey results indicated that staff members and parents continue to rate the increase in fine art services as positive for students. Although Children's Creative Project continues to have mixed reviews, depending on the subject taught and assigned teacher, overall staff members felt that students not only learned new skills but that the classes enhanced student's enrichment time during the school day. Quantitative data for students who participated in 4th through 6th grade band classes indicates a decrease in the average scale growth score in English Language Arts (ELA) on the CAASAP and a very slight increase for Mathematics. However, district scores in ELA decreased and slightly increased in Mathematics, thus the comparison is difficult to make. The Fine Arts team as well as administrators continues to review qualitative data and quantitative data concerning fine arts for students during the school

day and during extended day programs.

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 School, and Newcomer classes.</p>	<p>1.14 Extended Day Learning – (duplicated 2.8) Extended Day Classes (site specific), Saturday School, Summer School, 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. EFFECTIVENESS: The following programs have been provided by the district: 1) District Saturday School is provided for elementary and junior high students. A total of 1,611 students in Grades preschool-8th were enrolled in Saturday School in the 2017-18 school year. Preschool students participated in school readiness activities (oral language development, pre-literacy, math), K-8 students received ELA/ELD and math interventions, and newcomer students in Grades 3-8 received intensive ELD/ELA and math support to build their listening, speaking, reading, writing and math skills. Classes are currently provided at Bruce and Miller schools, 4.5 hours per day, for 22 Saturdays (11 Saturdays in fall and 11 Saturdays in spring). Quantitative: Students who</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1627,1628 & partial 1720) Supplemental and Concentration \$565,268</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$227,224</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$157,026</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$149,132</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$176,350</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1627,1628 & partial 1720) Supplemental and Concentration \$981,293</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$226,908</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$222,806</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$303,854</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$268,302</p>

participated in the fall session had an average attendance rate of 52.42%. Students completed a pre-test in the beginning of the fall session (September 2017) and a mid-year test at the end of the fall session (December 2017), and will complete a post-test at the end of the program (May 2018). The results of the pre-test and mid-year test show positive results in ELA/ELD and math, with 1.9%-27.8% meeting/exceeding the ELA/ELD standards in the mid-year test compared to 0%-14.1% in the pre-test. In math, 11.8%-57.4% met/exceeded the standards in the mid-year test compared to 2.1%-31.2% in the pre-test. The tables below show the results.

2) **District Summer School** was provided from June 19 to July 17, 2017 at three schools: Alvin, Jimenez and Ontiveros. A total of 2,622 students in grades preschool-8th grade received intensive and strategic support in ELA/ELD and math. Classes were provided 4.5 hours daily, for 20 days.

Quantitative: Summer School participants had an average attendance rate of 70.27%. Students were pre-tested in the beginning of the program and post-tested at the end of the summer program. The results of the ELA/ELD and math pre-post tests showed a positive growth in all academic areas and grade levels, with a 10% average growth in ELA/ELD and 10%-17% average

growth in math. The tables below display the pre- and post-test results.

3) **Extended day classes** and **Summer School programs** were offered at the site level. Sites offered extended day classes according to Low Income, Foster Youth, and English Learner needs. Specifically, extended day intervention classes at 18 out of 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. Although the results have not been provided for this year's classes, we will review them before we start our extended day classes next year. A highlight of our extended day learning program included two sites having their own summer school programs. Bonita Elementary enrolled 350 students and had an average attendance of over 210 students. Rice Elementary enrolled 200 students and has an average of 149 attend. It should be noted that both sites offered targeted intervention for ELA/ELD and math. Rice Elementary offered STEM activities that were integrated throughout the curriculum. At stakeholder meetings and at 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 summer schools for our 2017-2018 and

2018-2019 programs. In order to better service our students, we will continue to expand all extended day programs next year. This will include an increase of \$50,000 per site and an increase to cover extended cost due to the expansion of our district programs. We will be analyzing the data from both extended day classes and summer school programs in the Fall of 2018.

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 education, and further enrichment opportunities for our students.</p>	<p>1.15 Provide student access to GATE – Approximately 1,360 students have been identified as GATE. The percentage of identified students mirrors that of the state at 8%. We have continued to increase support including CoGAT online assessments, parent education, and enrichment opportunities for students. EFFECTIVENESS: Numerous opportunities to receive GATE certification have been provided to all teachers. Approximately 160 teachers have received GATE certification. Utilizing the CoGAT for testing has allowed for more students to be tested and qualified as early as 2nd grade. Parents have specifically requested the following types of trainings for next year: Coping with Challenges, Organizational Skills, Bullying, Strategies to Encourage Reading and Learning Common Core Math.</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1724) Supplemental and Concentration \$1,575</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$100</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$308</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$18,017</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1724) Supplemental and Concentration \$0</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$101</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$7</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$18,247</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,223</p>

This service will continue next year.

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>1.16 Strengthen districtwide support systems, processes, and practices that support student learning – The district maintained and strived to 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. 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 of SPSAs, and other centrally facilitated functions, including procurement, distribution, and evaluation of instructional materials and programs to support the</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1636,1704,1705) Supplemental and Concentration \$135,024</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$152,565</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$65,224</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$14,089</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,739</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1636, 1704, 1705) Supplemental and Concentration \$140,425</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$114,620</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$91,117</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$6,568</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,039</p>

district's schools. We continued to provide the necessary services and supports, a reorganization of support services within the central office will 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>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.</p>	<p>1.17 Advancement Via Individual Determination – AVID Twenty-five administrators and one hundred fifteen teachers attended the AVID Institute. A total of 239 teachers have now received AVID training. We have ten sites that have AVID certifications. EFFECTIVENESS: AVID strategies continue to help students in both elementary and junior high school. The AVID elective class continues to grow. Per Hanover’s statistical research (12-18-17), AVID students in 4th – 8th grades exhibit higher score growth compared to the overall grade level average on both the Mathematics and English Language Arts CAASAP assessments.</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) Supplemental and Concentration \$127,300</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) Supplemental and Concentration \$114,432</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$17,931</p> <p>3000-3999 - 1000-1999: Certificated Salaries Supplemental and Concentration \$2,469</p>

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.18 Technology Explanation - The district will continue to expand the ways in</p>	<p>1.18 Technology - The district believes that technology plays a vitally important role in an excellent</p>	<p>(4000-4999: Books And Supplies (unit 1807) Supplemental and Concentration</p>	<p>4000-4999: Books And Supplies (unit 1807) Supplemental and Concentration</p>


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.

21st-century education of its students, and the development of lifelong learners. Significant steps were made to **expand** the way technology is used to support student engagement. Most notable is the **pilot** of the SMBSD Connected program which provides student access to reliable technology and internet at home for approximately 600 students. Other expansions include:
 1) New audio/video equipment was placed in common meeting areas to better support parent, staff, student meetings, trainings and assemblies.
 2) New management software was placed on all student/teacher iPads to more quickly distribute software and resolve software issues.
 3) Further professional learning for classified and certificated support (to support enhancements that were made).
EFFECTIVENESS: A majority of the staff, 92% and over 96% of parents report being satisfied or completely satisfied with the expansion of technology in the district.

\$456,245
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$800,000

\$746,772
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$94,716
6000-6999: Capital Outlay Supplemental and Concentration \$693,011
1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,200
2000-2999: Classified Personnel Salaries Supplemental and Concentration \$9,309
3000-3999: Employee Benefits Supplemental and Concentration \$1,828

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p> 1.19 Technology - Devices continue to be purchased throughout the district. School sites used allocated funds to increase student access, thus working toward our goal of 1:1. The</p>	<p>4000-4999: Books And Supplies (partial unit 1701) Supplemental and Concentration \$821,143</p>	<p>4000-4999: Books And Supplies (partial unit 1701) Supplemental and Concentration \$735,729</p> <p>5000-5999: Services And Other</p>

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.

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 - 18,000 and iPads - 5,000). Computer labs were maintained and updated according to school site needs.

EFFECTIVENESS:

Students in TK through 8th grade now have access to mobile, Internet-connected devices to ensure continued integration of 21st-century classroom instruction and access to online assessments. Santa Maria-Bonita School District (SMBSD) believes that technology plays a vitally important role in an excellent 21st century education of its students, and the development of lifelong learners. School sites continued to support student's access to technology and to provide software programs in order to enhance student learning.

Operating Expenditures
Supplemental and Concentration
\$50,420

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 and implementation of quality Response to Intervention Programs and Instruction. The school sites</p>	<p>1.20 Response to Intervention and Instruction - Increased Certificated Teacher Tutor and Limited Assignment Teacher Support- The district hired three Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day) and three additional Teacher Tutors (hourly paid certificated teachers) for six elementary school</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (partial unit 1701) Supplemental and Concentration \$200,236</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (partial unit 1701) Supplemental and Concentration \$195,511</p>

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.

sites to assist Intervention Teachers and provide small group and one-on-one instruction to students in ELA/ELD. We were not able to hire all six at the beginning of the year. All Teacher Tutors and Limited Assignment Teachers are fully-credentialed.

EFFECTIVENESS: A majority of the teachers and staff (72%) report being satisfied or completely satisfied with the additional certificated instructional support from this effort. Teachers and staff members rated having the Teacher Tutors and/or Limited Assignment Teachers in the classroom as highly effective. This service was effective due to the small group instruction and intervention that was provided to students on a daily basis. Teacher Tutors and Limited Assignment Teachers continue to support English Learners both in regular education classrooms and within each school site's Response to Intervention Model (Tier 2). We believe that this support has helped increase our English Learners' academic achievement as evidence of our dashboard EL Indicator growth from Red to Green status.

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 2017-2018 LCAP reads: Provide effective district and school-wide support systems, procedures, processes, materials and practices that support student learning. As an outcome for a school district that encompasses 20 schools in the midst of continuous growth and change, our transition continues to provide instruction around recently adopted academic standards to a diverse student population. The concept of “effective district and school-wide support systems, procedures, and processes” continues to articulate the required transformational change that is necessary to ensure that student learning will occur at high levels in an aligned, coherent, and sustainable manner in every classroom. The implementation of the actions and services as described in the LCAP under Goal 1 continues to provide the impetus for ensuring that systems, procedures, and processes utilize measurable outcomes to gauge the effectiveness of those systems, procedures, and processes in positively impacting student learning. While not all targeted outcomes identified in Goal 1 actions and services in 2017-2018 were realized, strengthening the systems, procedures, and processes designed to address those outcomes provides the basis for enhanced results over time. In order to strengthen those systems, procedures, and processes, the district’s 20 school sites continued to work in collaboration within our four feeder teams of five schools. Each team is 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. The principals of the schools within each team meet on a bimonthly basis to work and align efforts across sites to provide greater consistency of expectations within the district’s schools. Additionally, a principal representative from each feeder team serves as a member of the district’s assessment, English Language Development, technology, professional learning, and school climate teams that work in collaboration to strengthen district-wide articulation through the work of the feeder teams. The coordination of these teams within and across the district establishes a foundation from which “effective district and school-wide support systems, procedures, and processes” will continue to grow around the identified actions and services in an interdependent manner.

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

The planned actions and services continued to result in greater achievement for students across the grade levels. They continue to be effective due to the fact that many of the actions and services are integrated throughout our plan. They continue to increase our ability to provide a solid foundation for students. We have seen the greatest impact with our unduplicated youth who may not have had the opportunities or resources available to them. Actions and services performed that were highly effective include the increase in interventions services, extended opportunities, and enrichment activities that we were able to offer at both the site and district level. The greatest impact has been seen for our at-risk students. The impact of increased extended learning time offered has provided opportunities and resources available for students in order to help close the achievement gap. Another action/service that has had an enormous impact has been 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. Every classroom has been equipped with enterprise-level networking equipment to ensure the stable delivery of internet access to support these tools. These tools allow for our students to engage in 21st-century skills (critical thinking, communication, collaboration, and creativity). Actions and services discussed and mentioned due to their effectiveness shown in both qualitative and quantitative data include:

- Increased Professional Learning opportunities with a narrowed focus on Professional Learning Communities.
- Increased collaboration across the district including all stakeholders.
- Increased support of Teacher Tutors and Intervention Teachers
- Increase of schools participating in the AVID program.
- The site-specific supplemental purchase of supplemental materials including STEAM, math manipulative materials, Benchmark Advanced

supplemental materials and Achieve3000 (duplicated in goal 2 as an action and service).

- An increase of library books and other reading materials for students to use while at school and at home

Although we have seen a significant impact in regard to Professional Development provided, several changes are being made in order to narrow our focus and to work in collaboration to become professional learning communities. There will be a focus at both the district and site level on a collaborative model of collective inquiry and response to intervention in order to provide efficient and effective professional learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material Differences - For **Goal 1** –

1.1 Supplemental Materials - The district spent \$183,026 more for purchasing supplemental support instructional materials. The ELA/ELD, mathematics, and STEAM materials were more expensive than the estimated cost.

1.2 Professional Learning - The district spent \$21,490 less on professional learning due to spending funds from the Educator Effectiveness Grant.

1.3 Physical Education Specialist - The district spent \$76,880 more than the budgeted cost for Physical Education Specialists due to a one-time 4% off salary payment paid in 2017-2018 (represents 2016-2017 bargaining unit negotiation settlement) and the teachers that were hired came in at a higher rate on the certificated salary schedule.

1.4 Intervention Teachers - The district spent \$46,127 more on Intervention Teachers due to a one-time 4% off salary payment paid in 2017-2018 (represents 2016-2017 bargaining unit negotiation settlement).

1.5 Technology - The district spent \$16,383 less on Computer Lab Technicians due to a position being vacant for a short amount of time.

1.6 Teacher Tutors - (duplicate same as 2.6) The district spent \$272,851 less on Teacher Tutors due to a delay in the hiring of Teacher Tutors (2 per site) at the beginning of the year. Throughout the year several positions became vacant and three were not filled (at the Jr. High sites).

1.7 Library Media Clerks - The district spent \$8,339 more on Library Media Clerks due to a one-time 4% off salary payment paid in 2017-2018 (represents 2016-2017 bargaining unit negotiation settlement)

1.8 Preschool Support - The district spent \$16,598 more on preschool support programs due to a one-time 4% off salary payment paid in 2017-2018 (represents 2016-2017 bargaining unit negotiation settlement) for our classified staff and to cover the increased cost of preschool Bilingual Instructional Assistance. This was due to the growth of the preschool extended learning programs (Kindergarten Bridge).

1.9 Curriculum Substitutes - The district spent \$254,738 less on **Curriculum Substitutes** due to the inability to hire 20 substitutes and the inability to find qualified applicants.

1.10 Lead Learners The district spent \$407,423 less on **Lead Learners** due to the inability to fill the position (only sixteen positions were filled) and the MOU no longer being in place.

1.11 The district spent \$12,565 less on **Enrichment and Extended Day Opportunities (STEM and Robotics Program)** due to a decrease of sites participating in the Robotics Program.

1.12 Teachers On Special Assignment - The district spent \$50,137 more on TOSAs due to a one-time 4% off-salary payment paid in 2017-2018 (represents 2016-2017 bargaining unit negotiation settlement) and some teachers came in at a higher rate on the certificated salary schedule.

1.13 Visual and Performing Arts – The district spent \$9,775 less than budgeted due to some sites not being able to start their Children’s Creative Project at the beginning of the year.

1.14 The district spent \$728,163 more on **Extended Day Learning** due to 13 summer school sites having their own summer school programs. Additional cost for extended learning services include clerical support, administrative support, supplemental materials, custodial cost for summer school, and an increase of students participating in the LCAP/Migrant summer school programs.

1.16 The district spent \$8,869 less on **District-wide Support Systems that Support Student Learning** due to a short vacancy of one of the positions within the action and during the year.

1.17 The district spent \$7,533 more on **AVID** professional development due to a higher cost for certificated staff to teach one of the extended learning AVID classes and the cost of supplemental AVID classroom materials.

1.18 The district spent \$296,291 more on **Technology** in order to complete two site upgrade projects and to purchase student equipment for the extended learning Connected program.

1.19 The district spent \$34,994 less on **Technology** due to the inability to spend funds by the purchasing cutoff date (equipment ordered did not arrive on time).

1.20 Response to Intervention and Instruction – Increased Certificated Teacher Tutor and Limited Assignment Teacher Support - The district spent \$4,725 less on Response to Intervention and Instruction support due to not filling all of the positions at the beginning of the school year.

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 2018-2019 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 be done more frequently in order to ensure continuous improvement.

The following metrics have been modified in the plan:

Due to the changes that were made to the cut scores on the State accountability five by five grid (3-8) for English Language Arts and Mathematics, the metrics reflects in an increase of points for the 2018 through 2020 years.

Baseline data for the 2017-2018 school year will be provided for grades Transitional Kindergarten, Kindergarten, first and second. The grading metric was changed for the 2017-2018 school year for grades Transitional Kindergarten, Kindergarten, and first grade from a 1-5 scale to a developmental scale (Beginning, Developing, Secure, and Exceeding) and in second grade from a 1-5 scale to a 1-4 scale.

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

1.1 Common Core State Standards Aligned Instructional and Supplemental Materials - The district will increase the budget for supplemental materials for the 2018-2019 school year. The increase is due to the need to purchase additional supplemental materials at elementary school sites including STEAM, math manipulatives, and leveled readers.

1.2 Professional Learning - The district will continue to narrow our focus around Professional Learning Communities. 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.

1.3 Physical Education Specialists – This action and service will be unchanged. One certificated PE Specialist will continue to be provided at each elementary school site. This effort provides the required PE minutes by a certified PE specialist and lowers class size while providing the opportunity for small group interventions in reading and math. A plan to track interventions provided by classroom teachers during PE instruction will be put into place for 2018-2019 school year.

1.5 Technology – Full-time Computer Site Technicians at each school site will be fully funded under the district LCAP plan. The district will continue to purchase software programs according to school site needs. The district will continue to provide technology upgrades and repairs as needed using the maintenance and operation fund. The district will increase professional learning opportunities which will include online self-paced, individualized training programs.

1.7 Increase Library Media Clerk Positions - Library Media Clerk positions will be fully funded under the district LCAP plan. Building the capacity of the library media clerks for the 2018-19 school year will include professional development around the Model California Library Standards and the ISTE (International Society for Technology in Education) Standards.

1.8 Preschool Program Support - The district will increase Preschool support by expanding the Twilight Preschool Programs, providing a Child Development Specialist Teacher on Special Assignment (full-time certificated teacher) to support all preschool programs, hiring one full-time certificated teacher and one roving substitute teacher to support our preschool students district-wide. Specifically, we plan to open two additional preschool classes (to serve an additional 24-48 children) including instructional assistants, materials, administrative, certificated and classified support, and enrichment activities.

1.9 Curriculum Substitute Teachers & Site Guest Teachers - Next year the action and service will be modified. We will only hire 12 Curriculum Substitutes. We will further support each site by hiring 20 Guest Teachers. These Guest Teachers will be assigned to the sites/cluster teams in order to provide further coverage at the site level for professional learning and collaboration.

1.10 Lead Learners – Due to the ability to only hire sixteen out of one hundred twenty Lead Learners, this action and service has been modified for the 2018-2019 school year. 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. The action and service will be reviewed by the district and stakeholders in December 2018. The district and stakeholders will reevaluate the Lead Learner program for other subject areas for the 2019-2020 school year.

1.12 Teacher on Special Assignment (TOSA) – The five TOSAs from this year will continue their work next year. In addition, two additional TOSAs will be hired in order to support College and Career Readiness Programs and our technology programs. The district will increase TOSA support in order to integrate and align college and career readiness efforts across all sites and to promote curriculum integration through technology.

1.13 Fine Arts Programs - Next year, we will continue the action and service and increase the amount allocated towards the purchase of instruments in order to ensure that all students who are in the band program are provided an instrument. The Fine Arts team will continue to work on the district-wide plan, including how our Fine Arts Program could support our school sites' Response to Intervention models.

1.14 Extended Day Learning Opportunities (duplicated) – To better serve our students, the district will expand the current extended learning programs by increasing student enrollment for all extended day classes and having summer school classes at individual school sites throughout the district. This will included an increase of \$50,000 per school site and an increase of the current allotted amount provided to each school site for extended day classes. These programs include our extended learning classes at each school site, our Kindergarten Bridge classes, Winter Intersession, Saturday School, Newcomer School and our LCAP/Migrant Summer School program.

1.16 Strengthen districtwide support systems, processes and practices that support student learning – The district will 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 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. In addition, a reorganization of support services within the central office will generate the functions, roles, and positions needed to provide the identified levels of service. This reorganization will include the ongoing actions and services that will be maintained under the Office of the Superintendent which include the LCAP Coordinator position, the Curriculum Secretary position, The LCAP Secretary II position, the Program Specialist for Pupil Support Services and Family Engagement position (written under goal 3), and the District Community Liaison position (written under goal 4). For the 2018-2019 year, the district will increase support at the site level by partially funding the project clerk position, one per site. The project clerks assist with categorical programs, data entry and parent communication. Furthermore, as the scope of actions and services identified within the LCAP have grown across all 20 school sites, the impact on school site staff has been considerable. In order 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 to direct facilitation of actions and services, the implication of financial processes- purchasing, requisitions, facilitation of actions and budget development, generated by the additional augmentation of services will be offset by the addition of two Accounting Technicians Budget Control positions for fiscal activity directly related to the LCAP.

1.17 Advanced Via Individual Determination – AVID - Given the expansion of the AVID program, there has been recognition of the need to increase support and coordination of program aspects for the district. Additional services will be added to continue the coordination of AVID services and the efficient use of AVID strategies to further student growth. Coaching support will increase in order to ensure effective implementation of strategies and to sustain growth. AVID will be increased by five additional school sites for a total of fifteen participating sites. Site funds will be used to send certificated staff members to AVID professional learning.

1.18 Technology - This action and service will continue in the 2018-2019 school year. It will be modified to provide additional TOSA assistance to support increased and expanded online curriculum components, SMBSD Connected and Lead Learner Program as well as the exploration of online professional learning platforms to provide 24/7 access to professional learning. In addition, the Connected class will begin in August and we will increase student enrollment across the district. Additional tech support staffing will be hired to support families in the evening. This additional person will also be used to support the tech needs of our extended day programs (ASES & Migrant).

New content-filtering software will be put into place to improve teacher visibility and control of student activity on devices and new audio/video equipment will continue to be upgraded. Management software and student software programs will be replaced or upgraded according to the needs of our students.

1.19 Technology – Although school sites will continue to support student’s access to technology and will provide software programs in order to enhance student learning, significant upgrades of technology equipment this past year have enabled us to reduce the allocation that is required in the 2018-2019 school year.

1.20 Response to Intervention and Instruction - Increased Certificated Teacher Tutor (hourly paid certificated teacher) and Limited Assignment Teacher (part-time certificated teachers on a contract that work 3 hours per day) Support – School sites will increase additional support for the 2018-2019 school year. This will include seven Certificated Teacher Tutors (certificated hourly paid teachers), two additional Intervention Teachers (certificated full time teachers), and five Limited Assignment Teachers (certificated .5 teachers) to support intervention and small group instruction in the area of English Language Development, English Language Arts, Mathematics, and Science.

Annual Update

LCAP Year Reviewed: **2017-18**

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

2017-18
 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.

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

Performance on the Dashboard English Learner Progress Indicator (grades 3-8) for Fall 2017 shows a significant improvement in the EL Performance Level from "Red" to "**Green**", with a **Status of Medium 68.5%** and **Change Increased by +2.8%**. We met our goal.

English Learner Progress Indicator

School Year	Student Performance	Number of Students	Status	Change
Fall 2017	Green	9,417	Medium 68.5%	Increased +2.8%

Expected

Metric/Indicator
English Learner Redesignation Rate

2017-18
English Learner Redesignation Rate:
 20% 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):

2017-18
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%.

Actual

1) **The District Redesignation rate for 2017-2018 was 14.9% showing an increase of 4.9% from the 2016-2017 rate of 10.0%.** The rate is below the County rate of 16.2% but above the State rate of 14.6%.



	Enrollment	English Learners	Fluent-English Proficient Students Rate	2017 - 2018 Redesignated FEP Rate	2016 - 2017 Redesignated FEP Rate
District Total	17,122	10,009 (58.5%)	3,631 (21.2%)	1,549 (14.90%) +4.9	1,019 (10.0%)
County Total	69,752	20,830 (29.9%)	14,954 (21.4%)	3,621 (16.20%) +4.5	2,658 (11.7%)
State Total	6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.60%) +1.3	183,272 (13.3%)

This year with the State being in a transition from CELDT to ELPAC, there were 1,594 students tested with CELDT and 9,191 students tested with ELPAC. The ELPAC testing window was Feb. 1, 2018 to May 31, 2018.



The ELPAC testing results have not been released at this time.

The SMBSD aggregated data for CELDT testing (below) shows that 49% of students grew one or more levels from 2015-2016 to 2016-2017. From 2015-2016 to 2016-2017, 42.8% of students stayed at the same level on the CELDT and 8.1% of students decreased one or more levels on the CELDT.

Expected

Baseline

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

2017-18

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.

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

CELDT 16-17

Select score to compare:

Overall Test ▾

Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Totals	
#	%	#	%	#	%	#	%	#	%	#	%
959	40.4%	893	37.6%	473	19.9%	47	2.0%	1	0.0%	2373	30.6%
179	9.3%	619	32.1%	1004	52.0%	125	6.5%	4	0.2%	1931	24.9%
32	1.1%	241	8.1%	1491	50.4%	1105	37.3%	92	3.1%	2961	38.2%
0	0.0%	11	2.4%	143	31.0%	238	51.6%	69	15.0%	461	5.9%
0	0.0%	0	0.0%	8	23.5%	15	44.1%	11	32.4%	34	0.4%
1170	15.1%	1764	22.7%	3119	40.2%	1530	19.7%	177	2.3%	7760	100%

In order to ensure that we are monitoring the progress of English Language Learners, we have added academic achievement data for English Language Arts and Mathematics.



Although the SBAC measurable outcomes below indicate that **we did not meet our goal** of decreasing the percentage of all students in the "Does not Meet" by 5% and increasing the percentage of all student in the "Nearly Met" and "Met" and "Exceeded" areas by 5% on the Smarter Balanced Language Arts State Assessment, we anticipate that we will see positive growth for our 3rd through 8th grade students as we review the Spring 2018 assessment data in the fall of 2018.

The SMBSD aggregated data from SBAC testing indicates an **increase of 3rd - 8th grade students in the Standard Not Met category by 1.71% and decrease of 3rd - 8th grade student in the Nearly Met/Met/Exceeds category by 1.71%, thus not meeting our goal.**

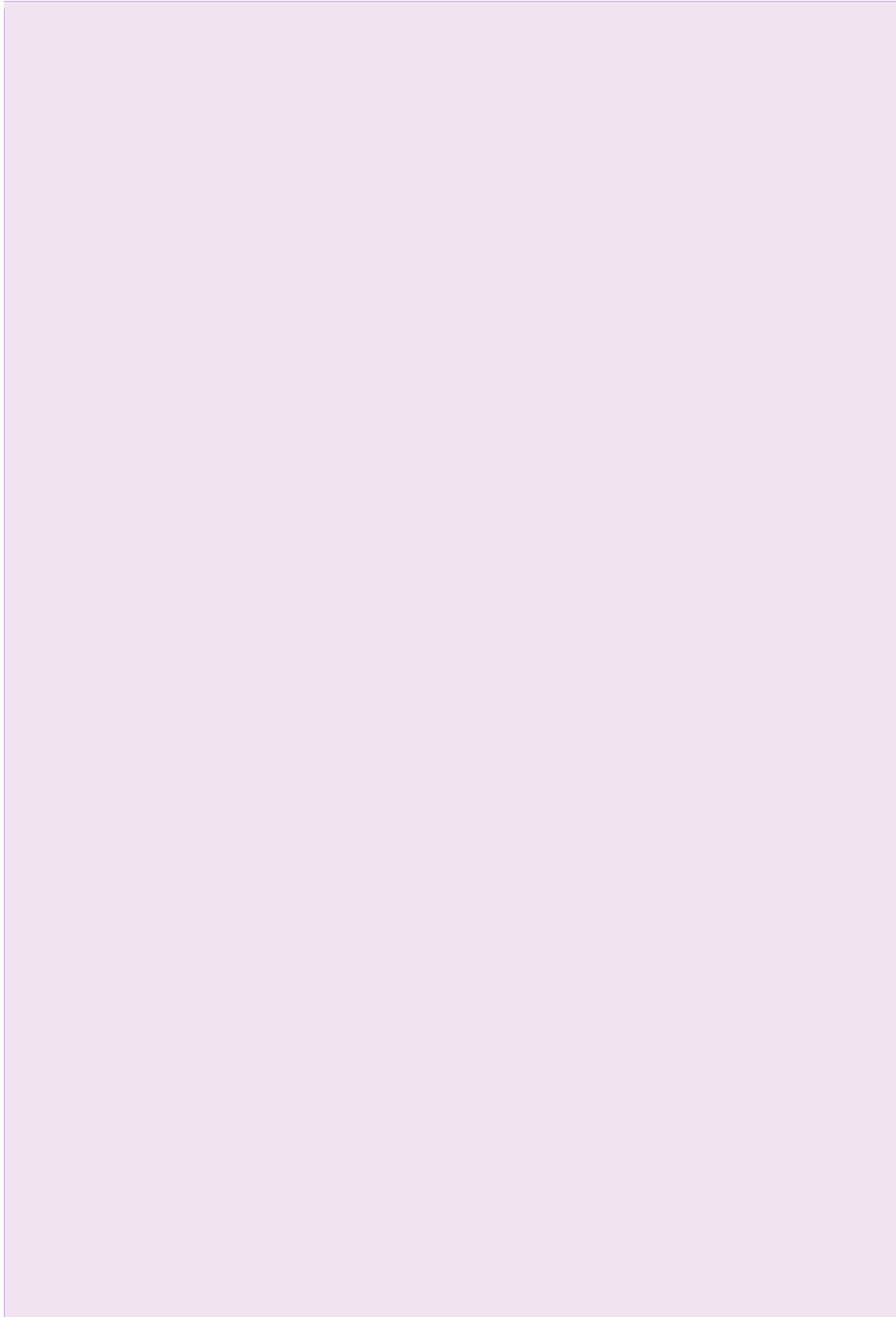
SBAC Summary (Aggregate percentage for grades 3-8) English Language Arts:

2017 ELA Percentages:

Standard Not Met: 45.71% (+1.71%)

Standard Nearly Met/Met/Exceeded: 54.29% (-1.71%)

Expected



Actual

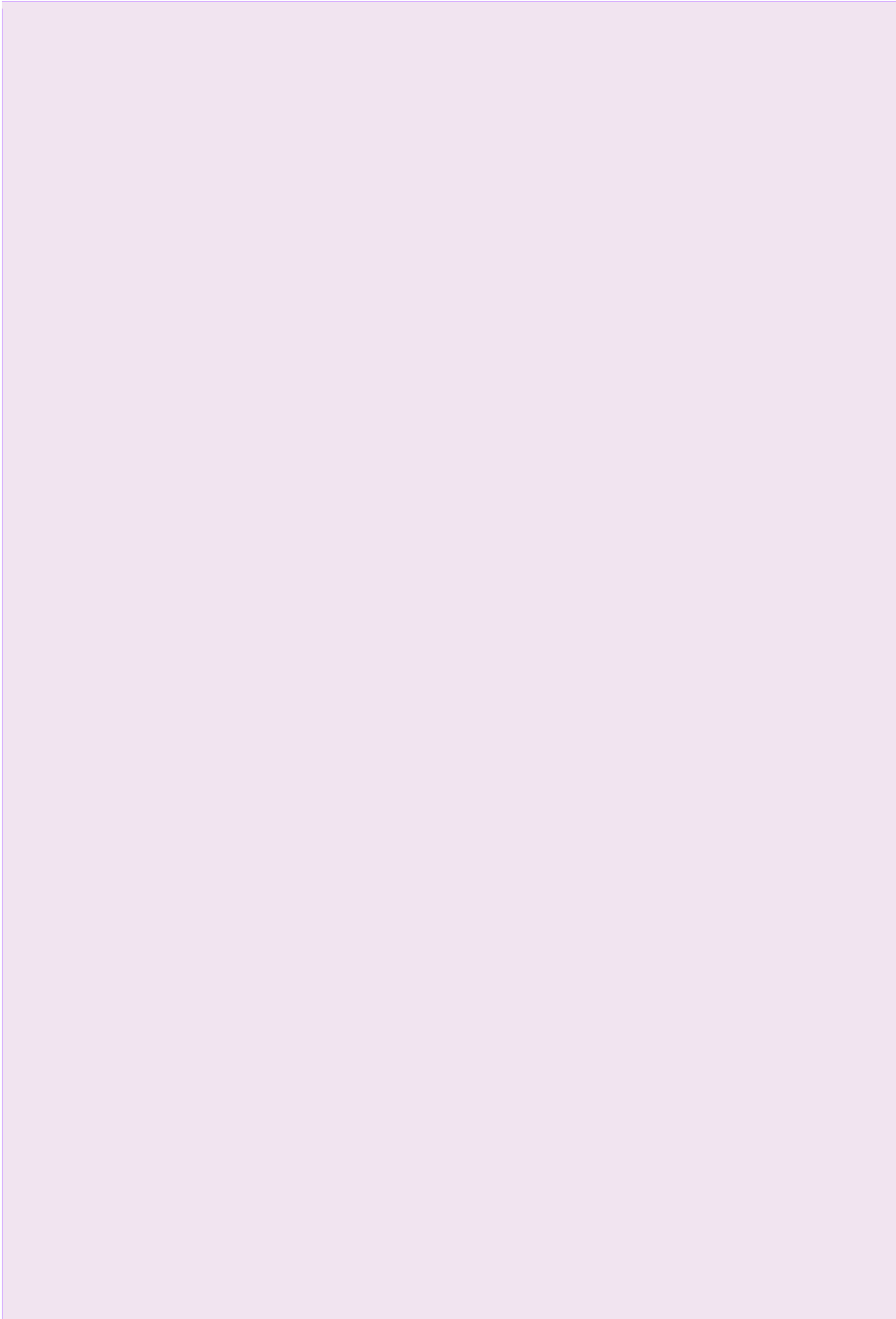
CAASPP 2016-2017 Percent of Standard Not Met or Standard Nearly Met/Met/Exceeded English Language Arts						
Grade	2017 Standard Not Met	2016 Standard Not Met	Change	2017 Standard Nearly Met/Met/Exceeded	2016 Standard Nearly Met/Met/Exceeded	Change
3	53.26%	53%	+ .26%	46.44%	47%	- .26%
4	54.54%	53%	+1.54%	45.46%	47%	-1.54%
5	52.03%	50%	+2.03%	47.98%	50%	-2.02%
6	38.32%	36%	+2.32%	61.67%	64%	-2.33%
7	40.59%	38%	+2.59%	57.4%	62%	-4.6%
8	32.73%	31%	+2.73%	67.28%	68%	-2.72%
District	45.71%	44%	+1.71	54.29%	56%	-1.71%

English Language Learners - SBAC English Language Arts (3rd – 8th grades) - The SMBSD aggregated data from SBAC testing for **English Language Learners** indicates a decrease of 3rd – 8th grade students in the Standard Not Met (Does not Meet) category by 32.97% and increase of 3rd – 8th grade student in the Nearly Met/Met/Exceeded category by 31.97% percent, thus not meeting our goal.

2017 ELA Percentages: Standard Not Met: 37.03% (-32.97%)
Standard Nearly Met/Met/Exceeded: 31% (+31.97%)

CAASPP 2016-2017 Percent of Standard Not Met or Standard Nearly Met/Met/Exceeded English Language Arts: English Language Learners						
Grade	2017 Standard Not Met	2016 Standard Not Met	Change	2017 Standard Nearly Met/ Met/Exceeded	2016 Standard Nearly Met/ Met/Exceeded	Change
3	45.05%	64%	-18.95%	54.95%	36%	+18.95%
4	45.68%	70%	-65.32%	54.32%	31%	+23.32%
5	43.59%	76%	32.41%	56.41%	24%	+32.41%
6	29.46%	64%	-34.54%	70.54%	36%	+34.54%
7	33.78%	82%	-48.22%	66.22%	18%	+48.22%
8	23.22%	77%	-53.78%	76.78%	22%	+54.78%
District	37.03%	70%	-32.97%	62.97%	31%	+31.97%

Expected



Actual

The results indicated that our English Learners have made significant progress towards meeting standards. When compared with the district average for English Language Arts for all students in grades 3-8 English Language Learners are making significant progress towards closing the achievement gap.

The SMBSD aggregated data from SBAC testing shows **an increase of 3rd – 8th grade students in the Standard Not Met category by .76% and slight increase of 3rd – 8th grade student in the Nearly Met/Met/Exceeded category by .24%.**

SBAC Summary 2017 (Aggregate percentage for grades 3-8)

Mathematics:

Standard Not Met: 48.76% (+.76%)

Standard Nearly Met/Met/Exceeded: 51.24% (+.24%)

It should be noted that students in 3rd and 5th grades decreased the number of students in the "Standard Not Met" in mathematics by 2.76% and 3.94% and increased the number of students in the "Standard Nearly Met/Met/Exceeded" in mathematics by 2.76% and 2.94%.

CAASPP
2016-2017
Percent of Standard Not Met or Standard Nearly Met/Met/Exceeded
Mathematics

Grade	2017 Standard Not Met	2016 Standard Not Met	Change	2017 Standard Nearly Met/Met/Exceeded	2016 Standard Nearly Met/Met/Exceeded	Change
3	42.24%	45%	-2.76%	57.76%	55%	+2.76%
4	41.51%	41%	+51%	58.5%	59%	-.05%
5	58.06%	62%	-3.94%	41.94%	39%	+2.94%
6	49.83%	49%	+83%	50.16%	66%	-15.84%
7	50.80%	46%	+4.8%	49.2%	55%	-5.8%
8	50.60%	45%	+5.6%	49.4%	55%	-5.6%
District	48.76%	48%	+.76%	51.24%	51%	+.24%

English Language Learners - SBAC Mathematics (3rd – 8th grades)

The SMBSD aggregated data from SBAC testing for **English Language Learners** indicates an increase of 3rd – 8th grade students in the Standard Not Met category by 0.05% and decrease

Expected



Actual

of 3rd – 8th grade student in the Nearly Met/Met/Exceeded category of 0.05%, thus not meeting our goal.

2017 Mathematics Percentages:

Standard Not Met: 67.05% (+0.05%)

Standard Nearly Met/Met/Exceeded: 33% (-0.5%)

CAASPP
2016-2017
Percent of Standard Not Met or Standard Nearly Met/Met/Exceeded
Mathematics: English Language Learners

Grade	2017 Standard Not Met	2016 Standard Not Met	Change	2017 Standard Nearly Met/ Met/Exceeded	2016 Standard Nearly Met/ Met/Exceeded	Change
3	49.36%	54%	-4.64%	50.64%	33%	+17.64%
4	55.54%	51%	+4.54%	44.46%	48%	-3.54%
5	81.00%	83%	-2.00%	19.00%	18%	+1.00%
6	77.75%	75%	+2.75%	22.25%	25%	-2.75%
7	80.80%	84%	-3.20%	19.20%	15%	+4.20%
8	83.57%	84%	-0.43%	16.43%	16%	+0.43%
District	67.05%	67%	+0.05%	32.95%	33%	-0.05%

There has been no significant decrease in the achievement gap for English Language Learners for mathematics as compared to the All category. The percent of English Language Learners that did not meet the standard is 18.29% higher than the percent of students in the All category. The percent of English Language Learners that Nearly Met/Met/Exceeded is 18% lower than the percent of student in the All category.

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>2.1 English Language Development Instructional Materials - Imagine Learning Licenses</p> <p>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 Learners the support they need in developing proficiency in English language and literacy.</p>	<p>2.1 English Language Development Instructional Materials - including Imagine Learning -The district purchased supplemental materials to provide additional support to English Learners as they move toward proficiency in English and literacy. Materials purchased align with the current California English Language Development Standards, grade levels, English Learner proficiency levels, and ELA standards. Supplemental academic materials purchased at the site level included: Academic Vocabulary Toolkit, English 3D, Frames for Fluency, Readers for Newcomers, and dictionaries. 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 process for all English Learners, supplemental materials were used in the extended day programs that include intersession, summer</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1606 and partial 1701) Supplemental and Concentration \$300,000</p> <p>4000-4999: Books And Supplies (partial unit 1701) Supplemental and Concentration \$23,200</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1606 and partial 1701) Supplemental and Concentration \$250,000</p> <p>4000-4999: Books And Supplies (partial unit 1701) Supplemental and Concentration 6,666</p>

school, and Saturday school. These materials include textbooks, consumables, and licenses of various academic programs. The district purchased **Imagine Learning licenses** to improve the English Learner's reading and academic language skills. This research-based language and literacy program provides supplemental individualized adaptive instruction for English Learners, Newcomers and struggling readers. Although all students in the district have access to the Imagine Learning program, during the 2017-2018 year there were 3,170 English Learners who used Imagine Learning consistently. Students on the program took three assessments throughout the year.

EFFECTIVENESS: The Imagine Learning program showed significant growth in language and literacy, from August 2017 to May 2018, as indicated by the following pre-test and mid-year test results:

Transitional Kindergarten, Kindergarten, 1st, and 2nd grades: 2,378 students had an average growth of 269 points and 95% of them scored at or above target at the end of the year.

3rd, 4th, 5th, and 6th grades: 837 students had an average growth of 191 points and 33% of them scored at or above target at the end of the year.

7th and 8th: 174 students had an average growth of 225 points, and 0% of them scored at or above

target at the end of the year. Most of the students in seventh and eighth grades were Newcomers.

Action 2


Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>2.2 English Language Development Professional Development – The district continues to provide ELD professional development for both Integrated and Designated English Language Development (ELD). Administrators, teachers, and paraprofessionals have taken the opportunity to attend the staff developments that have been provided. The master schedule at each site continues to include designated ELD classes. Administrators continue to ensure that ELD takes place through quick walkthroughs and collaboration. All Designated ELD classes continue to be grouped by student's proficiency level. All Designated ELD classes are focused on the ELD Standards. Teachers continue to ensure that Designated ELD is interactive. Release time and extra time continues to be provided for grade level collaboration and professional development. One highlight this year was the collaboration that took place between the English Language Department and the Curriculum and Instruction Department, together the</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (partial unit 1606) Supplemental and Concentration \$26,658</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$5,542</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$17,800</p>	<p>3000-3999 - 2000-2999: Classified Salaries (partial unit 1606) Supplemental and Concentration \$9,013</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$4,597</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,820</p>

departments provided multiple sessions of professional development to Bilingual Instructional Assistants. These classes were provided to ensure staffs are able to support effective Response to Intervention programs for our English Language Learners in each classroom. Over 200 Instructional Assistants attended 10 hours of training in two-hour sessions over the entire school year. In these classes, the instructional assistants learned to provide intervention to English Learner students in reading, writing, listening, and speaking. Another highlight this year included a series of workshops on B.E.L.I.E.F. (Blueprints for Effective Leadership and Instruction for our English Learner's Future). Seven teachers, one EL TOSA, and the EL Coordinator attended the workshops. B.E.L.I.E.F concepts continue to be implemented through further professional development for all ELD Intervention teachers. Other training that took place included a review of the ELPAC assessment and collaboration meetings around the ELD standards and the effectiveness of our Goal 2 actions and service within our plan.

EFFECTIVENESS: SMBSD has experienced positive results from professional development and all training sessions have been well received. The qualitative data

indicates that many teachers felt more confident in their ELD instruction following professional development. This includes both Integrated and Designated ELD instruction. The district's quantitative data for our English Language Learners shows a 4.9% increase in redesignation rate and an increase on the state dashboard from red performance level to green performance level. We are very proud of our English Learners' positive academic growth and continue to refine our practices in order to ensure that our students' needs are met.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>2.3 Bilingual Instructional Assistants for Primary Grades – Bilingual Instructional Assistants continued to provide support in all Transitional Kindergarten, Kindergarten, and first grade classrooms. For the TK and Kindergarten classes, 82 out of 84 positions were filled. For first grade classes, 71 out of 72 positions were filled. In addition, Bilingual Instructional Assistants were hired for second and third grade classes (to be split). The Bilingual Instructional Assistants were hired for 3.5 hours to be split between two classes, 1.75 per class. There were 59 positions filled out of 70. The Bilingual Instructional</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1616,1707,1801, partial 1701) Supplemental and Concentration \$3,539,770</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1616,1707,1801, partial 1701) Supplemental and Concentration \$3,035,505</p>

are At-Risk, and 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.

Assistants that were hired provide direct services to students and families at each site. Training was provided each trimester by a Teacher on Special Assignment. The training provided coaching and instructional strategies to be used during small group instruction. Classroom teachers and Bilingual Instructional Assistants continue to work together in order to ensure the needs of our English Learners are met.

EFFECTIVENESS:

The number of qualified applicants limited the district's ability to hire Bilingual Instructional Assistants and therefore prevented the district from providing all the necessary support to the classroom teachers who are working with English Learners who are Newcomers or Long-Term English Learners. 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 in turn reduces the overall effectiveness of the service.

Quantitative data: We attribute our primary grade student's positive academic growth in English language arts, mathematics and English Language Development to the additional support students are provided on a daily basis by our Bilingual Instructional Assistants. As stated in Goal 1 under actuals, Kindergarten, first grade, and second grade students not only met but exceeded goals that were set for meeting standards on

trimester benchmark assessments in both English language arts and mathematics. We attribute our English Learners redesignation positive growth of 4.9% to the support services that our Bilingual Instructional Assistants provide. Qualitative data: continues to suggest that Bilingual Instructional Assistants provide an enormous amount of support for our TK, Kindergarten first, second and third grade students. Teachers and Bilingual Instructional Assistants noted 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 student's primary language increased understanding for students. Teachers appreciated the positive support provided by Bilingual Instructional Assistants during parent-teacher conferences as well as daily parent communications. The parent survey indicates a need to increase Bilingual Instructional Assistants for our English Learners, Foster Youth, and Low-Income students. The support provided has shown a positive impact on student learning. We anticipate further growth as we continue to provide professional development specific to English Learners' needs during small group instruction and specific interventions.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.4 One Intervention Teacher/English Learner Coach per Elementary Site ✓</p> <p>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.</p>	<p>2.4 One Intervention Teacher/English Learner Coach per Elementary Site -</p> <p>SMBSD hired 14 of 16 Intervention Teacher/English Learner Coaches (full-time certificated teacher). The SMBSD Human Resources team continues to actively recruit in order to fill the two vacant teacher positions to provide one Intervention Teacher/English Learner Coach to each of the elementary school sites. The English Language Development Intervention Teachers support each school site's Response to Intervention Model and provide direct instruction to our English Learner students. They continue to assist in the accurate placement of students in the various proficiency levels, collaborate with grade level and administrator teams, and are members of our Student Study Teams. They provide the necessary support for our Newcomer students as well.</p> <p>EFFECTIVENESS:</p> <p>a) Intervention Teacher/English Learner Coaches continued to identify Long-Term English Learners (LTELs) and students at risk of becoming LTELs. These teachers continued to group and regroup students and provided</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1702) Supplemental and Concentration \$2,037,366</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1702) Supplemental and Concentration \$1,626,519</p>

them with strategically targeted instruction.

b) The Intervention

Teacher/English Learner Coaches continued to collaborate with grade level teams and administrators.

The teams continued to structure the curriculum and instruction of Extended Day programs at some sites utilizing Reading Mastery for the LTEL students. As a result, some of the students have moved out of their Intensive Language Arts groups and into Low Strategic.

c) The Intervention

Teacher/English Learner Coaches and teams also continued to meet as Student Study Teams in order to provide strategic support for at-risk students. The SST process continued to be an important part of our Response to Intervention Model.

d) The Intervention

Teacher/English Learner Coaches have created and provided professional development for teachers TK-6 on ELD strategies, grouping students for Designated ELD instruction and utilizing the ELD Standards to plan instruction.

e) The Intervention

Teacher/English Learner Coaches worked with Newcomers using research-based teaching practices for language development and effective classroom routines.

Quantitative data: We attribute the growth for our primary grades in academic areas of 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 arts and 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>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 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.</p>	<p>2.5 Response to Intervention and Instruction - Limited Assignment Teachers (LAT) (part-time certificated teachers on a contract that work 3 hours per day) - Four LAT teachers were hired, one for each junior high school. They were hired after the beginning of the year. These LAT teachers supported the English Language Development and English language arts programs at each junior high site. At one site, the LAT taught the Newcomers English class and Newcomers ELD class. The LAT provided a core ELA/ELD program for EL students. There were 15 to 30 students in the class throughout the year. EFFECTIVENESS: These positions were new positions for the junior high sites. Although the teachers were helpful in supporting English Learners, more work needs to be done at three of the four sites next year to ensure that</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1802) Supplemental and Concentration \$132,180</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1802) Supplemental and Concentration \$114,659</p>

they are able to collaborate with teachers in order to support the intervention programs at each site. The one site that saw the most success will keep their LAT as their Newcomers ELA and ELD teacher. These teachers at three of the four sites were often 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.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.6 Response to Intervention and Instruction - Teacher Tutor Support ✓</p> <p>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.</p>	<p>2.6 Response to Intervention and Instruction – Teacher Tutor Support</p> <p>Thirty-four Teacher Tutors (hourly paid certificated teachers) were hired by the district, 2 for each elementary school site.</p> <p>EFFECTIVENESS: We were unable to hire all 34 Teacher Tutors at the beginning of the year. Throughout the year, several positions became vacant and three were not filled. The Teacher Tutors that were hired continued to provide one-on-one and small group interventions to students in English language arts, English Language Development, and mathematics. In addition to the district’s efforts, the school sites have hired 15 additional Teacher Tutors (hourly paid certificated teachers) to provide interventions to additional students during the</p>	<p>3000-3999 - 1000-1999: Certificated Salaries duplicate (unit 1710) Supplemental and Concentration \$896,865</p>	<p>3000-3999 - 1000-1999: Certificated Salaries duplicate (unit 1710) Supplemental and Concentration \$624,014</p>

school day. A majority of the teachers and staff (72%) report being satisfied or completely satisfied with the additional certificated instructional support from this effort. Teachers and staff members rated having the Teacher Tutors in the classroom as highly effective. This service was effective due to the small group instruction and intervention that was provided to students on a daily basis. Teacher Tutors continued to support English Learners both in regular education classrooms and within each school site's Response to Intervention Model (Tier 2). We believe that this support has helped increase our English Learners' academic achievement as evidence on the state dashboard EL Indicator growth from Red to Green status.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>2.7 English Learner Coordinator The English Learner (EL) Coordinator continued to review and update the English Language Learners Master Plan which serves as a guide for services to all English Learners in the district and as a source of information on practices and procedures to the staff and parents. The English Learner Coordinator continued to provide supplemental professional development to staff on the English Language Development Standards</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1602) Supplemental and Concentration \$153,641</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1602) Supplemental and Concentration \$159,180</p>

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

and their implementation, and classroom routines based on research. He continued as the lead coordinator for our Community Liaisons, DELAC, EL Intervention Teachers, EL TOSAs, Dual Language Council and district translation/interpreter services.

EFFECTIVENESS:

Staff survey results indicate that the English Learner Coordinator has been an integral part of leading and implementing our ELD program. The collaboration that continued to occur was apparent at the site level as well as in our student's academic growth. The English Learner Coordinator and his team continued to work on identifying and implementing the best support systems to increase language acquisition, reclassification, and access to core curriculum for all English Learners. There was a continuous effort to increase the implementation of the essential classroom routines at all sites.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 learning, the district will</p>	<p>2.8 Extended Day Learning – (duplicated 1.14) Extended Day Classes (site specific), Saturday School, Summer School, and other classes continued to be implemented district-wide to provide additional support to students in English language arts (ELA), English Language</p>	<p>1000-1999: Certificated Personnel Salaries duplicate (unit 1627, 1628, partial 1720, partial 1701) Supplemental and Concentration \$647,716</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>1000-1999: Certificated Personnel Salaries duplicate (unit 1627, 1628, partial 1720, partial 1701) Supplemental and Concentration \$1,009,392</p> <p>2000-2999: Classified Personnel Salaries</p>

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.

Development (ELD), mathematics, science, social studies, arts, and study skills.

EFFECTIVENESS:

The following programs have been provided by the district:

1) The **District Saturday School** is provided for elementary and junior high students. A total of 1,611 students in Grades preschool-8th were enrolled in Saturday School in the 2017-2018 school year. Preschool students participated in school readiness activities (oral language development, pre-literacy, math), K-8 students received ELA/ELD and math interventions, and newcomer students in Grades 3-8 received intensive ELD/ELA and math support to build their listening, speaking, reading, writing and math skills. Classes are currently provided at Bruce Elementary and Miller Elementary, 4.5 hours per day, for 22 Saturdays (11 Saturdays in fall and 11 Saturdays in spring). Quantitative: Students who participated in the fall session had an average attendance rate of 52.42%. Students completed a pre-test in the beginning of the fall session (September 2017) and a mid-year test at the end of the fall session (December 2017), and will complete a post-test at the end of the program (May 2018). The results of the pre-test and mid-year test show positive results in ELA/ELD and mathematics, with 1.9%-27.8% meeting/exceeding

Supplemental and Concentration
\$227,224

3000-3999: Employee Benefits
Supplemental and Concentration
\$172,388

4000-4999: Books And Supplies
Supplemental and Concentration
\$149,132

5000-5999: Services And Other
Operating Expenditures
Supplemental and Concentration
\$176,350

Supplemental and Concentration
\$226,908

3000-3999: Employee Benefits
Supplemental and Concentration
\$227,796

4000-4999: Books And Supplies
Supplemental and Concentration
\$303,854

5000-5999: Services And Other
Operating Expenditures
Supplemental and Concentration
\$268,702

the ELA/ELD standards on the mid-year test compared to 0%-14.1% in the pre-test. In math, 11.8%-57.4% met/exceeded the standards in the mid-year test compared to 2.1%-31.2% in the pre-test. The tables below show the results.

2) The **District Summer School** was provided from June 19 to July 17, 2017 at three schools: Alvin Elementary, Jimenez Elementary and Ontiveros Elementary. A total of 2,622 students in Grades preschool-8th grade received intensive and strategic support in ELA/ELD and mathematics. Classes were provided 4.5 hours daily, for 20 days.

Quantitative: Summer School participants had an average attendance rate of 70.27%. Students were pre-tested in the beginning of the program and post-tested at the end of the summer program. The results of the ELA/ELD and mathematics pre-post tests showed a positive growth in all academic areas and grade levels, with a 10% average growth in ELA/ELD and 10%-17% average growth in mathematics.

3) **Extended day classes** and **summer school programs** were offered at the site level. Sites offered extended day classes according to Low-Income, Foster Youth, and English Learner needs. Specifically, extended day classes at 18 out of 20 site included reading, mathematics, homework club and ELD. All classes included

a pre-test and post-test. Site extended learning classes run until the last week of school. Although the results have not been provided for this year's classes, we will review them before we start our extended day classes next year. A highlight of our extended day learning program included two sites having their own summer school programs. Bonita Elementary enrolled 350 students and had an average attendance of over 210 students. Rice Elementary enrolled 200 students and has an average of 149 attend. It should be noted that both sites offered targeted intervention for ELA/ELD and mathematics. Rice Elementary offered STEM activities that were integrated throughout the curriculum. At stakeholder meetings and at 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 summer schools for our 2017-2018 and 2018-2019 programs.

Action 9


Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.9 Teachers on Special Assignment (TOSA) for English Learner Support Services Explanation - The district will provide two district level TOSA's to help support teachers in the teaching of Designated English</p>	<p>2.9 Teacher on Special Assignment (TOSA) for English Learner (EL) Support Services - One of two English Learner TOSAs (certificated full-time teacher) continued to support the implementation of English</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (partial unit 1519) Supplemental and Concentration \$243,620</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (partial unit 1519) Supplemental and Concentration \$189,792</p>

Language Development, coordinate English Learner methodologies, support Professional Development, and collaborate with teachers and administrators district wide.

Language Development programs at the sixteen elementary and four junior high schools. We were unable to fill the other English Learner TOSA position due to lack of appropriate or available applicants.

EFFECTIVENESS: The English Learner Teacher on Special Assignment (TOSA) provided site-wide professional development, written and co-written lessons, and ongoing coaching. She developed descriptive writing lessons for intervention programs. She helped us to dig deeper into the ELD standards and strategies in order to ensure improvement in the delivery of ELD lessons. We have seen an increase in the usage of classroom routines that support academic language which include collaboration activities, partnering, echo reading, and an increased use of sentence frames.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p> 2.10 Translation/Interpreter Services SMBSD hired three full-time Bilingual Translators/Interpreter (English/Spanish), one funded by general fund and two funded by LCAP. One of the LCAP Bilingual Translator/Interpreter positions was vacant between January and April 2018. The district hired one full-time Trilingual Translator/Interpreter</p>	<p>3000-3999 - 2000-2999: Classified Salaries duplicate (unit 1524,1635,1721) Supplemental and Concentration \$320,386</p>	<p>3000-3999 - 2000-2999: Classified Salaries duplicate (unit 1524,1635,1721) Supplemental and Concentration \$131,844</p>

translators will be stationed at the district office, their services will be provided at the school sites and district level.

(English/Spanish/ Mixtec) in May 2018. Due to a shortage of highly qualified applicants, the second full-time Trilingual/Interpreter translator position has not been filled yet. It is crucial to have all translator positions filled due to the needs of SMBSD's community needs. Seven out of ten families in the district speak a language other than English and one in ten families speak Mixtec. Our district will continued to actively search for highly qualified individuals to fill the vacant position for Trilingual Translator/Interpreter.
EFFECTIVENESS: All documents and parent information materials have been translated in Spanish. 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.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>2.11 Dual Language Immersion Program - The District continues to revise and implement our Dual Language Immersion (DLI) Program. The DLI Task Force team met three times in the Spring. Agenda items in April, May, and June included a review of the DLI action and service in the LCAP plan, discussion around DLI</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1521) Supplemental and Concentration \$1,750</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$483</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1521) Supplemental and Concentration \$3,950</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0 none</p>

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.

research and proposed California legislation addressing DLI programs, review and update concerning Proposition 58 regulations and review of the current DLI Master Plan (including revisions that need to be made) and EL Master Plan. The team's work continued to support the evaluation and update of the District Dual Language Immersion Master Plan and its alignment with the SMBSD Language Learner Master Plan. The team also supported the district's efforts as we continued to implement, increase, strengthen, and monitor the Dual Language Immersion Program.

The district continued to implement and evaluate the Jiménez Elementary Dual Language Immersion Program. This year in order to support our implementation and evaluate the plan, an outside consultant was hired to support professional learning and teacher collaboration. Five meetings were held. Agenda items included: English Integration, SLA Articulation, DLI Program Matrix, assessment plans and instruction, ELPAC, and ELA/SLA Standards. The SOLOM formative assessment is being used to measure student's English and Spanish Language proficiency. The SOLOM (Student Oral Language Observation Matrix) is a rating scale used to assess student's command of oral

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

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$27,664

3000-3999: Employee Benefits Supplemental and Concentration \$647

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$21,356

language on the basis of what they observe. The assessment matches a student's language performance in the areas of comprehension, fluency, vocabulary, pronunciation, and grammar. The assessment was given three times throughout the year (each trimester). The results are being analyzed and reviewed in order to measure the student's progress. District benchmark assessment outcomes (reviewed in Goal 1) are being used to further analyze students' progress in Kindergarten, first, and second grades.

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.12 Response to Intervention Programs ✓</p> <p>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 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>2.12 Response to Intervention Programs – Five elementary schools sites purchased additional supplemental English Language Development (ELD)/English language arts (ELA) materials to support the ELD/ELA interventions, including leveled readers, bilingual dictionaries, Dibels, and magazines. EFFECTIVENESS: Qualitative data indicates that the use of supplemental materials in five elementary school sites has been influential in academic growth.</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) Supplemental and Concentration \$57,827</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) Supplemental and Concentration \$3,021</p>
		<p></p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$6,943</p>

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>2.13 Achieve3000 –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 2017-2018 school year, 8,646 students in 2nd through 8th grades used the program. The Achieve3000 supplemented program was aligned with our CCSS English language arts and English Language Development core 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 Achieve3000 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</p>	<p>4000-4999: Books And Supplies (partial unit 1701) Supplemental and Concentration \$126,000</p>	<p>4000-4999: Books And Supplies (partial unit 1701) Supplemental and Concentration \$1,200</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$42,044</p>

indicated a positive correlation exists between the number of activities completed and the Lexile points gained by students. In addition, the curriculum provided by Achieve3000 accelerated the growth of our students and helped them to become college and career ready. The data further 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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>2.14 Professional Development was provided at two sites to provide additional English Language Development (ELD) professional learning. 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.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures (partial unit 1701) Supplemental and Concentration \$12,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures (partial unit 1701) Supplemental and Concentration \$3,865</p> <p>3000-3999 - 2000-2999: Classified Salaries Supplemental and Concentration \$3,430</p>

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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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.



2.15 Literacy-Rich Environments

Resources were allocated to support literacy-rich environments at school sites to increase the exposure for Low-Income students, English Learners, and Foster Youth. School sites purchased additional books for classroom libraries. Classroom library books including guided reading books, text set books, and home/school support library books were purchased and available to students in the classroom and to take home. Books were purchased in support of all students being literate and having available books for daily practice.

EFFECTIVENESS: The books that were purchased for the libraries helped support a literacy-rich environment for Low-Income students, English Learners, and Foster Youth. Students were not only able to use these books during the school day but during extended hours as well as at home. Parents noted at parent/teacher conferences and through teacher communications, that having books for students to use at home were necessary in order for students to practice reading. This continued to be a need for our students.

4000-4999: Books And Supplies (partial unit 1701)
Supplemental and Concentration
\$95,864

4000-4999: Books And Supplies (partial unit 1701)
Supplemental and Concentration
\$118,477

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.16 English Language	2.16 English Language	4000-4999: Books And Supplies	4000-4999: Books And Supplies



Development Technology and Assessment Program (Tell - ELD Assessment Tool)

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.

Development Technology and Assessment Program (Tell - ELD Assessment Tool)-

SMBSD has been piloting the TELL Program. The implementation included 1,170 TELL licenses purchased with Title III funds to monitor the progress of English Learners in acquiring English language proficiency in 2017-18 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 crucial at the classroom level so that teachers can make decisions about instruction.

EFFECTIVENESS: 1,170 English Learners took the beginning of the year test, and 349 students have taken the progress monitoring test. In 7th 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 English Language Development instruction and intervention.

(unit 1809)
Supplemental and Concentration
\$250,000

(unit 1809)
Supplemental and Concentration
\$248,741

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 in Goal 2 were implemented and found to be very effective.

- The full implementation of a well-coordinated English Language Development plan that included Goal 2 actions and services has yielded positive results in the instruction of English Learners through the Designated and Integrated ELD. This implementation included improvements in the first instruction as well as providing appropriate interventions and support to Newcomers and Long-Term English Learners, as evidenced by the large number of students participating in Saturday School, Extended day programs, Winter Intersession and Summer School, and the emphasis on appropriate classroom routines and English Language Development strategies throughout the district.
- The increased support services of hiring 1 of 2 Teachers On Special Assignment, 1 English Learner Coordinator, 14 out of 16 Intervention teachers/English Learner Coaches, 4 junior high Limited Assignment Teachers, 49 Teacher Tutors, and 212 out of 226 Bilingual Instructional Assistants have significantly supported the instruction of our English Learner students. These professionals will continue 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.
- Although the actions and services have been effective in increasing the language acquisition and academic achievement of our English Learners, challenges in hiring qualified certificated personnel as Intervention Teachers/English Learner Coaches, Limited Assignment Teachers, Teacher Tutors and Teachers On Special Assignment (TOSA) have limited the effectiveness of actions and services.
- The inability to hire all Bilingual Instructional Assistants has limited the effectiveness of the action and service. This has been a challenge for teachers in Transitional Kindergarten, Kindergarten, first, second, and third grade classes who have not had a Bilingual Instructional Assistant consistently throughout the year. Our Human Resource Department continues to recruit and hire Bilingual Instructional Assistants on an ongoing basis.
- Hiring qualified applicants to fill all translator/interpreter positions (Bilingual Translators/Interpreters and Trilingual Translators/Interpreters) has been 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.

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 highly effective. The greatest impact has been seen in our English Learner's academic growth across the district.

- The English Learner Progress Indicator showed a significant improvement in English language acquisition as evidenced by the district moving from RED to GREEN performance level in fall 2017. The percent of English Learners making progress was 68.5 percent, an increase of 2.8 percent from the 2016 year (65.7 percent).
- Our English Learner reclassification rates have significantly increased from 10 percent in 2016-17 to 14.9 percent in 2017-18.
- The academic performance of SMBSD English Learners in English language arts and mathematics is still well below the district average, with 6 percent and 8 percent of English Learners meeting/exceeding the English language arts and mathematics standards respectively, compared to 28 percent and 21 percent of all students meeting/exceeding the English language arts and mathematics standards district-wide. Our district will continue working with our English Learner cluster teams to improve the academic achievement of English Learners.
- Teachers and staff members reported that changes made to increase support staff including 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.

- In reviewing both qualitative and quantitative data, although all actions and services were effective, increasing extended day opportunities and providing small group instruction and specific interventions were found to be the most highly effective for our English Learners. We continue to measure our success through student outcomes, local and state data. We will continue to monitor the services that have been implemented and make necessary changes as needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and estimated actual expenditures include:

2.1 The district spent \$66,534 less on **supplemental materials** due to many teachers continuing to use newly adopted ELD supplemental materials that align with the ELD curriculum.

2.2 The district spent \$32,570 less on **professional development** due to spending funds from the Educator Effectiveness Grant.

2.3 The district spent \$504,265 less due to the delay in the hiring of **Bilingual Instructional Assistants**. Many positions were not filled. Parts of the funds were moved to our summer school site allocation under our Extended Learning action and service in Goal 1 and Goal 2 (duplicated).

2.4 The district spent \$410,847 less due to the inability to fill 14 out of 16 of the **ELD Intervention Teacher** positions. Many were hired after the school year started.

2.5 The district spent \$17,521 less on **Limited Assignment Teachers (LAT)** due to the inability to hire all four at the beginning of the school year.

2.6 The district spent \$272,851 less on **Teacher Tutors** due to the inability to fill all Teacher Tutor positions at the beginning of the school year.

2.8 The district spent \$664,472 more on **Extended Day Learning Opportunities** due to receiving \$50,000 X 13 sites= \$650,000 for summer school.

2.9 The district spent \$53,828 less on **ELD TOSAs** due to the inability to hire both teachers.

2.10 (duplicate of 4.3) The district spent \$188,542 less on **Interpreter/Translator Services** due to Trilingual Interpreters not being hired as well as only have one person in one bilingual position that left the position at the beginning of the year. This position was not filled in a timely manner due to lack of applicants.

2.11 The district spent \$4,047 less on **Dual Language Immersion** program due to funds not being used for conferences as well as teacher collaboration time.

2.12 The district spent \$47,863 less on **Response to Intervention** programs due to not needing the programs due to the supplemental materials provided for by the district (for our ELD curriculum).

2.13 The district spent \$82,756 less on **Achieve3000** due to licenses not having to be renewed until the 2018-2019 school year.

2.14 The district spent \$4,705 less in ELD professional development due to several teachers not being able to attend CBE conferences (due to our substitute shortage).

2.15 The district spent \$22,613 more on **Literacy-Rich Environment** due to library and class set books being more expensive than anticipated.

More funds were needed for the following programs throughout the year:

1) operating cost of extended day programs and Saturday School

2) operating cost of site specific Summer School programs being offered

3) one-time 4% off salary payment paid for both certificated and classified staff in 2017-2018 (represents 2016-2017 bargaining unit negotiation settlement)

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 allocations and supports will continue to be embedded throughout all four LCAP goals. Metrics will continue to reflect the California Dashboard and Local indicators. A change was made in the metrics that includes data from the California Assessment of Student Performance and Progress (CAASPP) for our third through eighth grade students. This change was made in order to ensure that we are monitoring the progress of English Language Learners. This change has been included in our annual update and goals for the 2018-2019 and 2019-2020 years. It will include data for English Language Learners in both English language arts and mathematics as well as provide insight as to the effectiveness of our efforts to close the achievement gap. Progress monitoring for English Learners will 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:

2.1 English Language Development Instructional Materials - including Imagine Learning – The action and service was updated to include the program name in the narrative. Next year, our goal is to increase the number of students who are consistently using the Imagine Learning program. We feel that this will provide the extra support that all English Learners need in order to improve in all academic areas.

2.2 English Language Development Professional Development - Although SMBSD has experienced positive results from professional development and all training sessions have been well received, it is clear that much more needs to be accomplished in order to increase the capacity for all teachers and our administrative staff. The following steps will be taken this coming year in order to improve our PD plan:

- Goals will be implemented for teachers of English Learners and effective professional development strategies will be implemented to include teacher collaboration time and classroom based applications.
- Further professional development will be provided to all Intervention Teachers/English Learner Coaches and some structural changes will be made so that these teachers are able to share their skills and expertise with the staff at their own sites. The Intervention Teachers/English Learner Coaches will continue review and analyze English Learner data in order to lead collaboration throughout the district.
- Instructional assistants will continue to receive professional development throughout the year on specific strategies that will allow all English Learners to have access to the core curriculum while accelerating their language acquisition process.
- We will continue to offer all teachers professional development that provides teachers with practical, research based information, resources, and strategies to teach, evaluate, and nurture ELL students.
- All sites will be supported through a district-wide approach to support site teams through coaching, further collaboration, and data inquiry.
- Further staff development will be provided for ELPAC assessment.

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 continue to provide Bilingual Instructional Assistants for second and third grade classes. The action and service will be increased for second and third grade classes. Each class will have one Bilingual Instructional Assistant who will work 3.5 hours per day.

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 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.

2.5 Response to Intervention and Instruction – Limited Assignment Teacher (LAT) – The district will continue to provide a LAT to each junior high site. A modification to the action and service was made. The description of a Limited Assignment Teacher was included in the narrative (part time certificated teachers on contract that work 3 hours per day).

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 2018-2019 year.

2.7 English Learner Coordinator – The narrative was changed to reflect that we will continue to provide an English Learner Coordinator for the 2018-2019 year.

2.8 Extended Day Learning Opportunities (duplicated) – To better serve our students, the district will expand the current extended learning programs by increasing student enrollment for all extended day classes and having summer school classes at individual school sites throughout the district. This will include an increase of \$50,000 per school site and an increase of the current allotted amount provided to each school site for extended day classes. These programs include our Extended Learning classes at each school site, our Kindergarten Bridge classes, Winter Intersession, Saturday School, Newcomer School and our LCAP/Migrant Summer School program.

2.9 Teachers on Special Assignment (TOSA) for English Learner Support Services – The action and service will be modified. It states the TOSAs will continue instead of stating they will be provided.

2.10 Translation/Interpreter Service – To better serve our community, we will continue to provide translation services previously written into the plan. The district will continue to recruit for vacant positions. In addition, a stipend will be provided to classified staff members who provide translation/interpreter services at the school site and at the district office level.

2.11 Dual Language Immersion Program – Due to the continuous expansion of our Dual Language Immersion Program (DLI), the district will increase the budgeted amount in order to fulfill the requirements of the Dual Language Immersion Master Plan.

2.12 Response to Intervention Programs – Due to newly adopted materials, there has been less of a need to purchase supplemental support materials in all areas of the curriculum.

2.13 Achieve3000 – This action and service has been modified due to seven out of the fifteen participating school sites using other supplemental funding sources for the 2018-2019 school year. The eight school sites will continue to use the Achieve3000 program.

2.14 Professional Development – The action and service was modified due to one additional school deciding to participate in site specific English Language Development professional development (including sending teachers to CAFE).

2.15 Literacy-Rich Environments – The allocation for this action and service has been decreased due to school sites upgrading their classroom and school libraries in the 2017-2018 school year. This coming year, school sites will continue to provide a literacy-rich environment according to the needs of their current libraries and classroom reading materials.

2.16 English Language Development Technology and Assessment Program (TELL- ELD Assessment Tool) – Additional technology and supplemental materials including Chrome notebooks (touch screen) will be provided to support students struggling academically and linguistically. These Chrome notebooks will be used for the TELL as both an assessment and learning tool.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Actual

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.

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%



Performance on Dashboard:

All Students - Yellow
 Status: High 3.6%
 Change: Declined -1%

English Learners - Green
 Status: High 2.6%
 Change: Declined -0.7%

Foster Youth - Yellow
 Status: Very High 12.8%
 Change: Declined -5.8%

Homeless - Green
 Status: Medium 3%
 Change: Declined -1%

Socioeconomically Disadvantaged- Yellow
 Status: High 3.8%
 Change: Declined -1%

Expected

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

Students With Disabilities- Yellow
 Status: High 5.3%
 Change: Declined -1.3%

African American - Yellow
 Status: High 4.6%
 Change: Declined Significantly -9.3%

American Indian - Blue
 Status: Very Low 0%
 Change: Declined -5.7%

ASIAN - Blue
 Status: Low 1.1%
 Change: Declined -5.3%

FILIPINO - Green
 Status: Medium 2.3%
 Change: Declined -0.8%

HISPANIC - Yellow
 Status: High 3.7%
 Change: Declined -1%

PACIFIC ISLANDER
 Status: * Change: *

TWO OR MORE RACES - Red
 Status: High 5.8%
 Change: Significantly +5.8%

WHITE - Yellow
 Status: High 3.6%
 Change: Declined -1.8%

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 .0057%, which is lower than both the county and the state for the 2017-2018 school year that are .8% and .9%, respectively.

Metric/Indicator
California Healthy Kids Survey

The California Healthy Kids Survey (CHKS) was taken by 5th and 7th grade students at all district schools during February of 2018. Students in the 7th grade report high to moderate levels of school connectedness at 92% and 5th grade students report high to moderate

Expected

Actual

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).

X levels of school connectedness at 98%. Students in the 5th and 7th grades reported high to moderate levels of academic motivation at 81% and 83% respectively.

Metric/Indicator

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

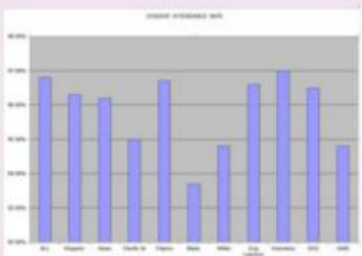
2017-18

Maintain above 96.75% for all and applicable Student Groups

Baseline

Student Attendance Rates

- ALL – 96.75%



✓ The **student attendance rate for all students groups is 96.92%, an increase of 0.17%** from the prior year.

Expected

Metric/Indicator

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

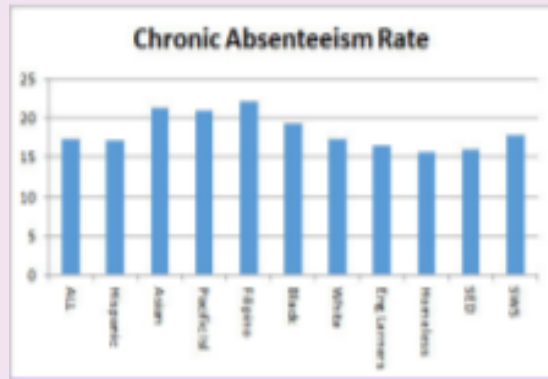
17-18

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

Baseline

Chronic Absenteeism Rates

- ALL – 6.6%



Metric/Indicator

School climate from local indicator tool

2017-18

Will establish baseline data from local indicator tool

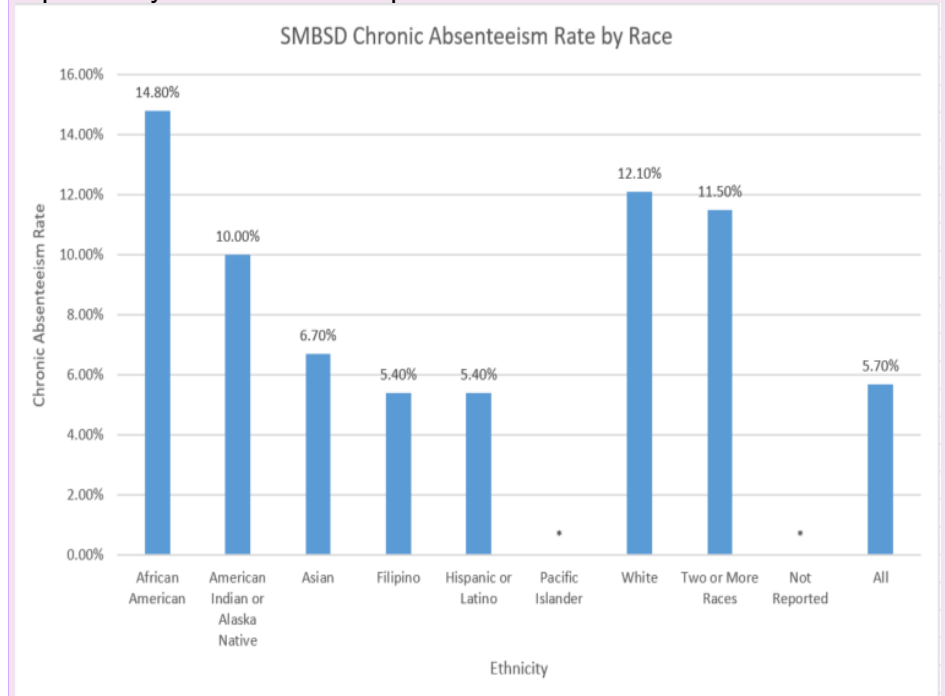
Baseline

Will establish baseline data from local indicator tool

Actual

✓ Chronic absenteeism rates for all and applicable Student Groups are 5.7%, a decrease of 0.9%

Below is a summary of the Chronic Absenteeism Rates by Race as reported by the California Department of Education's DataQuest Site.



✓ 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 2017-2018 school year, all district facilities were well maintained as measured by the FIT with an average of 95.082%. The district met the goal to maintain a rate of "Good Standing" (90% to 98.99%) even though we saw a small decline of 1.96% from the 2016-2017 rating of 97.042%.

2. Perceptions of school climate were measured through surveys to stakeholder groups: staff, students, parents and community members. Students in the 7th grade report high to moderate levels of school

Expected

Actual

connectedness at 92% and 5th grade students report high to moderate levels of school connectedness at 98%. Students in the 5th and 7th grades reported high to moderate levels of academic motivation at 81% and 83% respectively. The staff survey results indicated that 60% of those surveyed believe that students are respected by peers at school; 91% agree or strongly agree that teachers and school staff encourage students on a regular basis; 87% of staff agree or strongly agree that teachers listen to students; 79% of staff report feeling safe at school; 84% of staff surveyed agree or strongly agree that students trust teachers and school staff; 93% of staff surveyed agree or strongly agree that staff and teachers want students to succeed.

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>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 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</p>	<p>3.1 School Safety and Student Support Services- All school sites continue to maintain a safe, secure, healthy and positive learning environment for all students and staff. 1) Two School Resource Officers (SRO) continued to work with all schools in our district. EFFECTIVENESS: The SRO is a presence on campus that provides both students and officers the opportunity to interact in positive ways and also provides a sense of security for students and staff. The metric to measure the effectiveness of this intervention is the CHKS. The survey results indicated that 55% of seventh grade students feel safe or very</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1509,1712,1510,1624,1612) Supplemental and Concentration \$423,835</p> <p>5000-5999: Services And Other Operating Expenditures (unit 1509,1712,1510,1624,1612, partial 1701) Supplemental and Concentration \$1,388,515</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1509,1712,1510,1624,1612) Supplemental and Concentration \$416,539</p> <p>5000-5999: Services And Other Operating Expenditures (unit 1509,1712,1510,1624,1612, partial 1701) Supplemental and Concentration \$1,411,744</p>

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.

safe at school and 79% of fifth graders feel safe at school all or most of the time. The results further indicated that there was an increase in students' feeling of harassment and bullying as well as an increase in rumors being spread among fifth grade students.

2) **Junior High Opportunity Class**

- Each junior high school has an Opportunity Teacher to assist students who are struggling with academics or behavior.

EFFECTIVENESS: The teachers have 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 suspensions.

3) **Fitzgerald Data-** 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: There were 2 classes of 20 or fewer students throughout the school year. Attendance average for students attending school was 88% with a majority of the students having a 90% attendance rate. The average GPA of students attending was 2.97. Of the 24 students enrolled at Fitzgerald, only 1 student has been suspended from school. Students have shown a growth of an average of 24.6 Lexile points and have an average Lexile of 991. The metric to determine the effectiveness of this service was

suspension rates at the junior high schools and those have decreased.

4) **Teen Court** program is offered to families that have students with behavior concerns. Referrals are made at the school sites to assist students and families, as well as School Attendance Review Board Meetings. These interventions provided students an alternative to the juvenile justice system and with skills to make better decisions about behaviors in school. Council on Alcoholism and Drug Abuse (CADA) Teen Court received 105 referrals and had 52 successfully complete the program and the remainder are open. Completions were as follows: 38 by peer review and 14 with group/class.

EFFECTIVENESS: This service contributed to a positive school climate and a safe school environment as measured in effectiveness by both the CHKS and the district's suspension rates. The majority of students surveyed in 5th and 7th grades feel safe or very safe at school and the district suspension rate for 2016-2017 has declined by 1% and is currently reported at 3.6%.

5) **Foster Youth Liaison** - The Foster Youth Liaison helped connect families with resources and assists students with tutoring opportunities and access to after school programs such as ASES. Foster Youth Liaisons also helped with transportation for students to allow them to stay at

their school of residence. There is a half-time program specialist who works with Foster Youth and four part-time tutors. Sixty-four students have been served by this service. Foster Youth are connected to this service through referrals from school administration, counselors, and teachers. They are also identified with the help of outside agencies and Cal Pads data.


6) **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. The metric used to measure the effectiveness of this service is the CHKS and the district's suspension rates. Overall, the district suspension rate for 2016-2017 has declined by 1% and is currently reported at 3.6%

EFFECTIVENESS:

The 2018 LCAP Staff Survey revealed 60% of those affected were either satisfied or completely satisfied with the school safety supports as listed in goal 3.1 and

only 16% of those affected report being dissatisfied or completely dissatisfied with these services.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>3.2 Continue to Increase Santa Maria Valley Youth Outreach Consultant Services from part-time to full-time-  All twenty Outreach Consultants from the 2017-2018 year continued in full-time positions. Outreach Consultants continued to conduct individual and group sessions at all schools pertaining to issues of school attendance, academics, behavior, developing resiliency, asset building (self-esteem) and anti-bullying. EFFECTIVENESS: Each year, the CHKS is utilized to determine student perceptions about school (connectedness, staff, friends, and feelings of safety). During the February 2018 administration of the CHKS, 60% of students in the 5th grade reported a high level of student connectedness and 98% reported high to moderate levels of school connectedness. The same survey indicated 47% of 7th grade students reported a high level of school connectedness and 92% reported high to moderate levels of school connectedness. The percentages remain relatively unchanged from the previously administration in the fall of 2016,</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1511) Supplemental and Concentration \$1,021,643</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1511) Supplemental and Concentration \$997,867</p>

which indicated feelings of school connectedness as high for 5th and 7th grade students at 67% and 60% respectively. It should be noted that the students surveyed were a different cohort of students than those usually surveyed because the survey was given in consecutive years rather than every other year. Outreach Consultants helped students with peer interactions and promoted positive relationships with others among students. During the 2017-2018 school year, 1,336 permission slips have been signed and returned allowing students to work individually with the Outreach Consultants at their school sites. The schools and the corresponding number of permission slips are as follows:

Alvin Elementary - 112
Arellanes Elementary - 50
Battles Elementary - 80
Bonita Elementary - 84
El Camino Junior High - 58
Fairlawn Elementary - 72
Fesler Junior High - 70
Jimenez Elementary - 80
Tommie Kunst Junior High - 46
Liberty Elementary - 124
Miller Elementary - 75
Oakley Elementary - 84
Ontiveros Elementary - 89
Bruce Elementary - 83
Rice Elementary - 65
Taylor Elementary - 82
Tunnell Elementary - 82

EFFECTIVENESS: This support has increased student engagement, student motivation,

and attendance for many of our at-risk students. Parent and staff survey information indicated that this action and service is rated high and that families continued to feel that students feel safer, more connected to the school, and part of our school communities due to the support of Outreach Consultants.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>3.3 MFT Counseling Hours – 250 hours per Jr. High 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. Of the 7th grade students surveyed, 92% feel high to moderate connections to the school, 55% feel safe or very safe at school, 33% feel neither safe nor unsafe and 11% feel unsafe or very unsafe. Further data from the LCAP Parent and Community Member Survey indicated 71% of those affected agree or completely agree there is adequate access to MFT Counseling services at the junior high schools in the district. This same survey names socioemotional counseling for</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1711) Supplemental and Concentration \$65,000</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1711) Supplemental and Concentration \$67,000</p>

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 socioemotional skill development and family support services would positively impact student learning.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>3.4 UCSB Academic Outreach Counselors –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 3,498 students. Summaries of USCB Outreach Academic Counselor activities are below:</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1643) Supplemental and Concentration \$103,000</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1643) Supplemental and Concentration \$100,000</p>

School Site	Number of Presentations	Audience
Tommie Kunst Junior High School	141	Junior High Students
Fesler Junior High School	118	Junior High Students
Tommie Kunst Junior High School	6	Parents
Fesler Junior High School	6	Parents
Elementary Schools	49	6th Grade Students
Arellanes Junior High School	88	Junior High Students
El Camino Junior High School	104	Junior High Students
El Camino Junior High School	7	Parents
Arellanes Junior High School	6	Parents
Elementary Schools	4	Parents

This year, the outreach counselors supported 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 - 3/8/18; El Camino Junior High - 3/16/18; Tommie Kunst Junior High - 3/28/18; Arellanes Junior High - 4/10/18; District Mixtec - 5/31/18


EFFECTIVENESS: The CHKS administered in February of 2018 indicates that 80% of students in the 5th and 73% of 7th grade students report high to moderate levels of academic motivation. The 2018 LCAP Parent and Community Member Survey indicated 85% of those surveyed agree or strongly agree that UCSB counselors are helping to inform children about

college.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 Services, Family Advocate Services, Family Engagement Activities, and College and Career Ready Services.</p>	<p>3.5 Program Specialist of School Based Services and Family Engagement Activities - In November of 2017, a Program Specialist was hired to work under the direction of the LCAP Coordinator and Director of Pupil Services. EFFECTIVENESS: The program specialist worked with district leaders, school site administrators, parent leadership groups, and SMBSD families to expand family engagement efforts, connecting district families to community and school resources and building the capacity of parent leaders in SMBSD. She led the expansion of our parent engagement, parent education, and individual school site parent engagement activities, started a parent leadership group (following taking these parents to two separate CABE 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. She also helped lead the opening of our Parent Support Center and the expansion of our parent communication services.</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1803) Supplemental and Concentration \$134,156</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1803) Supplemental and Concentration \$93,683</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$4,857</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.6 Two Night Custodians, Extended Day and Family Engagement Activities Safety and Transportation</p> <p>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.</p>	<p> 3.6 Two additional night custodians continued throughout the year. The additional night custodians continued to provide support to school sites as we have increased the number of extended learning opportunities.</p> <p>EFFECTIVENESS: The two 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. Due to an increase in extended learning opportunities, family engagement opportunities and parent education classes, there continues to be a need to increase the service of night custodians. According to the 2018 LCAP Staff Survey, a majority of those affected are 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. Both parents and staff member survey results indicated the need for our district to expand extended school learning opportunities for our English Learners, Low-Income, and Foster Youth students.</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1645) Supplemental and Concentration \$130,198</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1645) Supplemental and Concentration \$129,977</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.7 Student Supervision and Safety ✓</p> <p>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.</p>	<p>3.7 Student Supervision and Safety</p> <p>Noon-Duty Aides' coverage increased to the allocated 25% at the beginning of the school year.</p> <p>EFFECTIVENESS:</p> <p>The 2018 LCAP Staff Survey revealed that 61% of the staff affected by this 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.</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1709) Supplemental and Concentration \$180,000</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1709) Supplemental and Concentration \$142,316</p>

Action 8

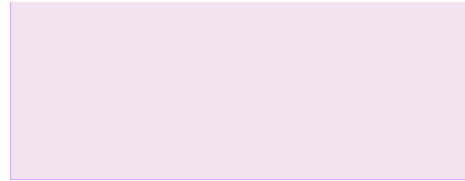
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.8 School Climate Training and Support Services ✓</p> <p>Explanation - The district will sustain and increase the implementation of a Positive Behavior Interventions and Supports (PBIS) framework 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</p>	<p>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. Ten schools received PBIS professional learning and follow-up support in Tier 1 and Tier 2 levels of the program. One junior high school received Tier 2 support by attending trainings in Santa Clara and Gilroy four times during the year. Each school site had a coach to assist with the implementation. Over 90 staff</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1727 and partial 1701) Supplemental and Concentration \$97,000</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1727 and partial 1701) Supplemental and Concentration \$54,198</p>
		<p>4000-4999: Books And Supplies (partial unit 1701) Supplemental and Concentration \$30,500</p>	<p>4000-4999: Books And Supplies (unit 1727 and partial 1701) Supplemental and Concentration \$24,089</p>
		<p>3000-3999 - 1000-1999: Certificated Salaries (partial unit 1701) Supplemental and Concentration \$24,460</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1727 and partial unit 1701) Supplemental and Concentration \$335</p>

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.

members were trained and worked to maintain and organize evidence-based behavioral interventions with the goal of enhancing outcomes for students in both academics and social behavior. School PBIS team members met after school throughout the year to discuss strategies, analyze data and evaluate the implementation of the program.

EFFECTIVENESS:

According to the results of the 2018 LCAP Staff Survey, of those affected by PBIS training, 51% are either satisfied or completely satisfied with this effort and just under 19% report either complete dissatisfaction or dissatisfaction with this training and support. Our district suspension rate decreased by 1%.



3000-3999 - 2000-2999:
Classified Salaries
(unit 1727 and partial 1701)
Supplemental and Concentration
\$756

Action 9

Planned
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 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

Actual
Actions/Services

3.9 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. Units of service and corresponding numbers are as follows:

Budgeted
Expenditures

5000-5999: Services And Other Operating Expenditures (unit 1503,1604,1625)
Supplemental and Concentration
\$682,150

Estimated Actual
Expenditures

5000-5999: Services And Other Operating Expenditures (unit 1503,1604,1625)
Supplemental and Concentration
\$690,150

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).

<u>Units of Service</u>	<u>Totals</u>
Linkages and Referrals LCFF (Follow-Up) (Tier 1):	549
Linkages and Referrals (Walk-ins & Phone Calls Log):	57
Individually Tracked Linkages and Referrals LCFF (Tier 2)	21
Case Managed LCFF (Tier 3):	22
Information, Linkages and Referrals (Outreach Events):	460
Operation School Bell-50 children (Target):	340
SMBSD Dental Screening (R. Bruce School)	7
Brush, Brush, Brush (9 Schools):	148
Migrant Summer School Fluoride Varnish Dental Follow-up:	32

The advocates have also supported the following services connecting families who are in need:

Health Insurance Assistance & Enrollment Totals are as follows:

Medi-Cal Total:

Ages 0 - 5 = 35 people served

Ages 6 -14 = 86 people served

Ages 15 -18 =24 people served

Ages 19 and over = 132 people served

In addition, 28 clients were assisted with services through Cal-Fresh and 52 clients through CAC Energy Services.

2) **Parent Project and Mixtec Nurturing Parenting Classes** were offered three times in the 2017-2018 school year. The course offerings and participation numbers are as follows:

Nurturing Skills for Families was held at Adam and Battles

Elementary schools with 12 participants completing the course. Parent Project was held at Battles Elementary and had 134 participants completing the course.

EFFECTIVENESS: Parent Project Classes/Mixtec Nurturing Parenting Classes continued to support parents 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. Our Foster Youth Liaison tutored students with their homework and supported students through various check-in appointments throughout the year.

EFFECTIVENESS: According to the 2018 LCAP Staff Survey, 60% of those affected report being satisfied to completely satisfied with the services offered to assist in maintaining a safe, secure, healthy and positive learning environment for all students and staff. The impact of this service can be measured in our high attendance rate of

96.92%. Students are receiving the medical attention necessary to address health needs and social needs.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>3.10 Health Assistants – Health Assistants have continued on a full-time basis on each of the 20 school campuses. These health assistants work in collaboration with school nurses to ensure that students have access to help with health issues on campus. They also support efforts to work with families to address health issues that may be ongoing. EFFECTIVENESS: According to the 2018 LCAP Parent and Community Member survey, 83% of those surveyed report that children are able to see the appropriate health staff when needed. Staff who were surveyed echoed this sentiment, with 77% of those affected reporting they are satisfied or completely satisfied with the full-time health aides and their role in the maintenance of a safe, secure, healthy and positive environment for both students and staff. The increase in services offered means students' health needs can be met effectively and efficiently. Another metrics that measures the effectiveness of this service is the district attendance rate. Currently, the district attendance rate is 96.92%</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1515) Supplemental and Concentration \$584,000</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1515) Supplemental and Concentration \$595,380</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>3.11 College and Career Ready - College Field Trips - All schools participate in college field trips. EFFECTIVENESS: Students were able to visit several colleges with staff and friends. These trips have allowed students to bond with one another and staff members during these events. Students who have gone on these field trips have learned about college options that they might have in the future. Some of the colleges that have been visited this year include: Cal Poly State University, Cal State Monterey Bay, UCSB, UCLA, USC, CSU Northridge, College of the Canyons, CSU Bakersfield, and Allan Hancock College. In addition, four college and career focused events 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 School - 3/8/18; El Camino Junior High School - 3/16/18; Tommie Kunst Junior High School - 3/28/18; Arellanes Junior High School - 4/10/18; District-wide Mixtec - 5/31/18. EFFECTIVENESS: The metric</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1603) Supplemental and Concentration \$764</p> <p>5000-5999: Services And Other Operating Expenditures (unit 1603 and partial 1701) Supplemental and Concentration \$82,236</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (unit 1603) Supplemental and Concentration \$2,216</p> <p>5000-5999: Services And Other Operating Expenditures (unit 1603 and partial 1701) Supplemental and Concentration \$32,680</p>

used to measure the effectiveness of this service is found in the results of the CHKS. According to the 2018 LCAP Staff survey, 70% of those affected report being satisfied or completely satisfied with the college readiness efforts. The 2018 LCAP Parent and Community Member Survey indicated 91% of those surveyed agree or strongly agree that UCSB counselors are helping to inform children about college.

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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).</p>	<p>3.12 Extended Day ASES Support - The district continued to support the extended day ASES program. A variety of academic, extracurricular, and enrichment activities were provided and continued to better align with the Common Core State Standards. Jimenez Elementary ASES program continued to be fully supported. Staff continued to participate in professional development for classroom management, STEAM, and SEL (Social Emotional Learning). ASES 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. The increase in enrollment spaces for students and the services provided allowed the</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1630) Supplemental and Concentration \$14,069</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$38,006</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$140,425</p>	<p>(unit 1630)</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$15,252</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$163,216</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$140</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,154</p> <p>3000-3999: Employee Benefits Supplemental and Concentration</p>

district to offer extended services to our Low-Income, English Learner, and Foster Youth students. Five out of the twenty sites' enrollment increased by twenty to twenty-five students. ASES continues to ensure that Foster Youth are invited to participate and remain enrolled in the ASES program.

EFFECTIVENESS: The ASES program continues to be a safe place for students after school, including Foster Youth and Low-Income students. Survey results indicate that parents value the program, knowing that their children have a safe place to be after school. Furthermore, the district compared the average student attendance, the average CAASPP English Language Arts and CAASPP Mathematics growth for 3rd through 8th grade students to ASES students' average attendance. In general, ASES students had higher attendance rates across the 3rd through 8th grades. ASES students had a higher ELA average growth in 5th, 6th, 7th, and 8th grades in comparison to students who did not attend ASES and a higher math average in 3rd and 4th grades and math growth in 7th grade in comparison to students who did not attend ASES.

\$738

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.13 Additional staff will be hired or services utilized to contribute to safe, healthy school environment conducive to learning:</p> <p>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.</p> <p>Explanation - Students will receive services needed for trauma, drug addiction and any other mental service needed.</p> <p>*Additional Outreach Consultants will be hired at Alvin, Battles, and Liberty (2)</p> <p>Explanation - Outreach Consultants will conduct increased individual and group sessions at pertaining to issues relating to school attendance, academics, behavior and developing resiliency.</p> <p>Additional Fighting Back Santa Maria Attendance Liaison will be hired at Rice, Ontiveros, Tunnell, and Tommie Kunst Jr. High (to be split between the schools).</p> <p>Explanation - Attendance Liaison will conduct increase individual sessions pertaining to issues relating to attendance, behavior and academics.</p> <p>Additional Marriage and Family Therapist at Fesler Junior High and Rice Elementary</p>	<p>3.13 Additional staff will be hired or services utilized to contribute to safe, healthy school environment conducive to learning -School sites continue their efforts to provide a safe and healthy school environment for students. Outreach Consultants and Clinical Youth Service Specialists (CADA) have been contracted through Family Service Agency and the Council on Alcoholism and Drug Abuse Santa Barbara to address students' needs related to trauma, drug addiction and other mental health issues. Consultants and specialists assist students by helping them to understand the importance of school attendance, academics, their behavior and how to develop resilience. Their efforts include individual and group sessions.</p> <p>EFFECTIVENESS: Clinical Youth Service Specialists (CADA) were hired at Arellanes Junior High, Jimenez Elementary (time shared between schools), Adam Elementary, El Camino Junior High, and Tommie Kunst Junior High. Students receive services needed for trauma, drug addiction and any other mental service needed.</p> <p>Two additional Outreach Consultants were hired for Alvin Elementary, Battles Elementary,</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) Supplemental and Concentration \$423,332</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) Supplemental and Concentration \$290,903</p>

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

and Liberty Elementary school sites to increase the number of individual and group sessions held with students to address issues of school attendance, academics, behavior and developing resiliency. Fighting Back Santa Maria Valley was contracted to provide an Attendance Liaison to service Rice Elementary, Ontiveros Elementary, Tunnell Elementary, and Tommie Kunst Junior High school. According to the 2018 LCAP Parent and Community member survey, 83% of those surveyed believe SMBSD schools are “safe places for learning”. Staff surveyed in the LCAP 2018 Staff Survey reported counseling for students as a priority action to be continued or increased to positively impact student learning.

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.14 Coast to Coast Soccer & STEM 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.</p>	<p>3.14 Coast 2 Coast Soccer (Sports for Learning) & STEM Program – This program has been implemented at seven of twenty elementary sites. It has encouraged students to stay involved and active during their lunchtimes. In addition to teaching students positive peer interaction, this program has fostered feelings of connectedness to the school and encouraged interest in college attendance via student interaction with Cal Poly State University students and staff.</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) Supplemental and Concentration \$77,000</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1701) Supplemental and Concentration \$83,748</p>

EFFECTIVENESS:

The LCAP staff survey indicated that teachers value this program and note that students who participate are more focused during class. According to the 2018 LCAP Staff Survey, 60% of those affected report being satisfied or completely satisfied with the Coast to Coast Soccer (Sports for Learning) & STEM Program as it helps to maintain a safe, secure, healthy and positive learning environment for all students and staff.

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, which resulted in delivery of services to maintain high attendance rates, decrease suspension rates, and increase students' social and learning outcomes. The stability of established actions and services was maintained by providing and increasing the services within the plan. Services with outside agencies were strengthened and monitored closely to ensure maximum results. We continued to monitor both qualitative and quantitative data to ensure maximum impact of each action and service. Progress monitoring for all students will be conducted more frequently to ensure continuous improvement.

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

The Santa Maria-Bonita School District provided well-maintained, up-to-date facilities to enhance student safety. The implementation of 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, two School Resource Officers, student connections programs, and Marriage and Family Therapists (MFT) and UCSB Outreach Consultants. These services address 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 \$15,933 more on **School Safety and Student Support Services** due to an increase in the cost for outside services provided (CAL-SOAP tutors MOU).
- 3.2 The district spent \$23,776 less on **Outreach Consultant Services** due to not all consultants being hired at the beginning of the school year.
- 3.5 The district spent \$35,886 less on **Program Specialist** due to person hired later in the year.
- 3.7 The district spent \$37,684 less on **Student Supervision and Safety** due to vacancies throughout the year.
- 3.8 The district spent \$72,582 less on **School Climate Training and Support Services** due to using funds from the Educators Effectiveness Grant for Professional Learning.
- 3.10 The district spent \$11,380 more on **Health Assistants** due to one-time 4% off salary payment paid to classified staff in 2017-2018 (represents 2016-2017 bargaining unit negotiation settlement)
- 3.11 The district spent \$48,104 less on **College and Career Ready field trips** due to the lack of busses available for field trips (transportation).
- 3.13 The district spent \$132,429 less on staff and services contributing to safe, healthy school environment due to additional **Outreach Consultant and CADA** positions not being filled at the beginning of the year and vacancies during the year.
- 3.14 The district spent \$6,748 more on **Coast to Coast Soccer & STEM** program due to an increase in the cost of the programs being offered.

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. There is one change in a metrics under this goal. The Facility Inspection Tool (FIT) results will be added as part of the expected measure (actual) under school climate for our local indicator tool. The Facility Inspection Tool will be used in order to provide results from the Williams Act visits that are reported to the State of California in the fall each year.

To maintain a safe, secure, healthy, and positive learning environment for all students and staff, the district will increase and expand counseling services and socioemotional, psychological, and academic support for students and families as well as expand its collaboration with community resources, local colleges, and industry. The expansions of services are as follows:

- 3.1 **School Safety and Student Support Services** - Due to increased safety needs, the SMBSD will expand our work with SROs for the 2018-2019 school year. The district will add **one additional School Resource Officers** in order to provide support and coverage to each of the four cluster groups. Three officers will be funded in the 2018-2019 school year by SMBSD and one partially funded by the City of Santa Maria Police Department. For the upcoming school year there will be a total of four officers providing services to each junior high and its feeder schools in our district. The SROs will extend their duties by teaching DARE to the schools within their cluster group. SROs will be stationed at the junior high schools and will be on the elementary campus on an "as needed" basis.
- 3.4 **UCSB Academic Outreach Counselors** – The description on the action and service was modified to reflect that this service is contracted out through UCSB.
- 3.5 **Program Specialist of School Based Services and Family Engagement Activities** – The narrative of the action and service was modified to indicate that the Program Specialist would continue in this position.
- 3.6 **Two Night Custodians, Extended day and Family Engagement Activities Safety and Transportation** - The district will increase support provided to sites for family engagement events and extended day events with the **expansion of services provided by night custodians**. We will increase the support by adding two additional night custodians. The expansion of this service will provide a safe, clean learning environment for our students and their families. The action and service has also been modified in that it no longer includes transportation services.
- 3.7 **Student Supervision and Safety** will be increased by **10%** for the upcoming school year to support a safe and secure learning environment for

students. The increase is necessary due to both safety and security reasons on all campuses district-wide.

3.8 School Climate Training and Support Services - Next year, we will continue to implement PBIS at ten currently participating school sites. In addition, two other sites will begin to implement the program.

3.9 Safe, Secure, Healthy and Positive Learning Environment – There is an increase in the budget due to an increase in outside contracted services. Services provided by Fighting Back Santa Maria Valley will only include Foster Youth services for the 2018-2019 year.

3.12 Extended Day – ASES Support - Increased enrollment for ASES will be offered at four 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. 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 next year.** Additional professional development will be offered for all staff. ASES will not be open the first three days in order to provide training of ASES staff. The professional development will include ASES Policies and Procedures, Classroom Management, Behavioral ABC's, Medical Support and Documentation, Google/Chromebooks, STEAM Curriculum, Imagine Learning, and Mathematics (which will be ongoing throughout the year). For the 2018-2019 schoolyear, additional purchases of supplemental materials will be made to expand STEAM curriculum. 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 CALSOAP 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).

Annual Update

LCAP Year Reviewed: **2017-18**

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).

Baseline

Baseline to be establish in the fall 2017

Actual

The Santa Maria-Bonita School District values the participation of parents in the education of their children and is committed to building a positive and respectful stakeholder culture. The metric for family engagement is the **California Family Engagement Framework Rubric**. We established this 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**) indicates compliance with required federal and state activities. The rating of Progressive Implementation (**Progressive**) reflects research and promising practice models. The rating of Innovative Implementation (**Innovative**) reflects exemplary research and practice models.

Expected

Actual

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 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 Single 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)**
- 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)**

Expected

Metric/Indicator

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

2017-18

SMBSD will maintain high levels of parent involvement, as demonstrated by the California Family Engagement Framework Rubric and satisfactory survey rates.

Baseline

Baseline to be established in the fall 2017

Actual

For the 2017-2018 year, the parent and community member survey was used as the metric. The district's LCAP 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 2, 2018 to April 4, 2018. The survey was posted on the district website, distributed twice 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 Meetings, English as a Second Language (ESL) classes, Literacy Nights, Parent/Teacher Conferences and LCAP Computer Literacy Courses.

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 will be measured again in the 2018-2019 year.

- 74% of parents and community members responding to our survey agree or strongly agree that the district's parent involvement policy provides opportunities for effective parent involvement in student achievement.
- 79% of parents and community members surveyed agree or strongly agree there is good communication between schools and parents
- 68% of parents and community members surveyed agree or strongly agree that school community liaisons help families connect to resources at school and in the community.
- 61% of parents and community members surveyed agree or strongly agree family advocate services help connect families to resources
- 66% of parents and community members surveyed agree or strongly agree there are many activities for parent participation at school
- 55% of parents and community members surveyed agree or strongly agree parents have access to ESL classes at their child's school
- 55% of parents and community members surveyed agree or

Expected

Actual


strongly agree parents have access to parenting classes at their child's school

- 24% and 22% of parents and community members surveyed report the time of events and family schedule respectively as a barrier to their participation.

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>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 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.</p>	<p> 4.1 Increase Community Liaisons to full-time (one per site) – The district continued to provide ongoing communication between the school, families and the community. All twenty full-time Bilingual Community Liaison positions that were filled last year continued this year. One District Bilingual Community Liaison was hired. The District Community Liaison provided the necessary district-wide services at the district level as well as at each of the school sites. The District Community Liaison was present at parent meetings, LCAP & LEA Stakeholder meetings, DELAC meetings, and family engagement activities. The District Community Liaison also provided interpreting services for parent meetings throughout the school year. The District Community Liaison also supported the opening of our Parent Support Center. This</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1633 & 1804) Supplemental and Concentration \$647,220</p>	<p>3000-3999 - 2000-2999: Classified Salaries (unit 1633 & 1804) Supplemental and Concentration \$615,245</p> <p>(unit 1804) 4000-4999: Books And Supplies Supplemental and Concentration \$600</p>


included helping to build a parent leadership team to support the center, working in the center, and supporting the center classes. Professional development was provided including interpreting and translating to all Bilingual Community Liaisons.

EFFECTIVENESS: The continued increase of Community Liaison support (from part-time to full-time) has been one of our most effective increases of support services. Community Liaisons have helped increase communication between parents and the entire school community. The Community Liaisons supported good attendance and a positive culture school-wide. They continue to provide the support that we need to continue to increase both good communications and family engagement activities. The LCAP Staff survey indicates 71% of those affected report being satisfied or completely satisfied with the efforts of Bilingual Community Liaisons and translation services provided to increase communication between schools and home. Of parents and community members affected by Community Liaisons' efforts, 81% agree or strongly agree with the statement "School Community Liaisons help families to connect to resources at school and in the community."

Action 2


Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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) to provide advocacy, assist with parent outreach and support services for students at risk.</p>	<p>4.2 Increase Family Advocates - The district continued 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. The district extended its contract with Family Service Agency to provide four additional 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. The design of having one Family Advocate per junior high and feeder group cluster elementary school has increased the Family Advocate's abilities to build relationships with the students and families within their community. EFFECTIVENESS: The 2018 LCAP Staff Survey indicates 62% of those affected are either satisfied or completely satisfied with the family advocate services provided in the effort to create a culture of respect and caring that supports positive relationships among all stakeholders. Of the affected parents and community members surveyed, 90% agree or strongly agree that Family Advocates help to connect families to resources.</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1722) Supplemental and Concentration \$245,175</p>	<p>5000-5999: Services And Other Operating Expenditures (unit 1722) Supplemental and Concentration \$268,286</p> <p>(unit 1722) 4000-4999: Books And Supplies Supplemental and Concentration \$8,349</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.3 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.</p>	<p> 4.3 Translation/Interpreter Services- The district delegated resources to improve translation/interpretation services with the goal of providing equitable language access for students and families. SMBSD hired three full-time Bilingual Translators/Interpreter (English/Spanish), one funded by general fund and two funded by LCAP. One of the LCAP Bilingual Translator/Interpreter positions was vacant between January and April 2018. The district hired one full-time Trilingual Translator/Interpreter (English/Spanish/ Mixtec) in May 2018. Due to a shortage of highly qualified applicants, the second full-time Trilingual/Interpreter translator position has not been filled yet. It is crucial to have all translator positions filled due to the needs of SMBSD's community needs. Seven out of ten families in the district speak a language other than English and one in ten families speak Mixtec. Our district will continued to actively search for highly qualified individuals to fill the vacant position for Trilingual Translator/Interpreter. EFFECTIVENESS: All documents and parent information materials have been translated in Spanish. Oral interpretation was provided in the parent's primary language,</p>	<p>3000-3999 - 2000-2999: Classified Salaries duplicate (unit 1524,1635,1721) Supplemental and Concentration \$320,386</p>	<p>3000-3999 - 2000-2999: Classified Salaries duplicate (unit 1524,1635,1721) Supplemental and Concentration \$131,844</p>

including indigenous languages such as Mixtec, Zapotec and Trique, at parent meetings and events. Messages were sent through ParentSquare in the parents' primary language. The LCAP Staff survey indicates 63% of those affected report being satisfied or completely satisfied with the efforts of community liaisons and translation services provided to increase communication between school and home. Parents and community members report sufficient translation services 71% of the time. Responses on English LCAP Parent and Community Member surveys indicate a greater need for expanded translation/interpretation services at 62%. While response on the Spanish LCAP Parent and Community Member surveys indicate a slightly higher overall satisfaction rate with the translation/interpretation services in the district and at the school site at 77%.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p> 4.4 Family Engagement Programs, Parent and Community Involvement – Santa Maria-Bonita School District is committed to building the capacity of parent leadership in the district. Parents were provided opportunities to develop leadership capacity through serving as District</p>	<p>4000-4999: Books And Supplies (unit 1805 and partial 1701) Supplemental and Concentration \$109,428</p>	<p>1000-1999: Certificated Personnel Salaries (unit 1805 and partial 1701) Supplemental and Concentration \$525</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration</p>

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 necessary to support their children’s health, safety, and academic success.

Advisory Council (DAC)/District English Learner Advisory Committee (DELAC) board members. The DAC/DELAC board members developed their leadership skills at monthly meetings. The DAC/DELAC members also served on the LCAP/LEA Parent Advisory Stakeholder Committee. This group of parents also attended a Computer Literacy and Digital Citizenship workshop series provided by the district. Twelve DAC/DELAC members attended two CAFE regional parent institutes and increased their knowledge of educational systems and further developed their skills as leaders in the school community. At the district level, a series of five parent and community events were held in March, April and May. The goal of these events was to provide information to parents about college and career readiness and to provide a connection to resources in the community. At the district level and at the school sites, parents continue to be invited and attend events that encourage parent involvement. In particular, several sites invite parents to participate in Lunch on the Lawn, Fall Festivals, Sports Events, Jog-A-Thons, Trimester or Semester Student Award Assemblies, Monthly School Assemblies, Reclassification Ceremonies, DARE Graduations, and junior high promotion and 6th grade promotion

	\$12,076
	3000-3999: Employee Benefits Supplemental and Concentration \$3,139
	4000-4999: Books And Supplies Supplemental and Concentration \$3,432
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$74,667

ceremonies. Several school sites have parents who participate on their PTA or PTC boards and attend PTA/PTC events.

EFFECTIVENESS: The 2018 LCAP Staff Survey indicated 52% of those affected reported being satisfied or completely satisfied with the family engagement programs and activities. Of parents and community members surveyed, over half (56%) believe that parents have adequate access to parenting classes at schools. Responses indicated the need to expand both communication efforts related to parent education events and involvement opportunities. The survey results also indicated a need to provide a variety of these opportunities for parents to participate as partners in their child's education. The district remained committed throughout the year to the goal of building capacity within the current parent leadership team, forming meaningful partnerships within the parent and school community and laying the groundwork for similar and expanded leadership opportunities and education efforts for the coming years.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.5 Parent Education Services Explanation - The district will continue to increase parent education classes at both the</p>	<p>4.5 Parent Education Services- Parent education continued on an ongoing basis at both the district and at all school sites. In addition,</p>	<p>1000-1999: Certificated Personnel Salaries (partial unit 1520) Supplemental and Concentration</p>	<p>1000-1999: Certificated Personnel Salaries (partial unit 1520) Supplemental and Concentration</p>

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:

- 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.

collaboration continued between the SMBSD and community agencies in order to provide services to families to support parent/family involvement in education.

- 1) Parents attended Nurturing Families and Parent Project classes to address issues that their children face in school and society. Both parents and students were provided with strategies that help address challenging behaviors, whether it is in elementary or junior high schools. Parents were also instructed on how to best support their children to be successful in school. The impact of these classes was reflected in the suspension rate for the district (decrease) and the high attendance rate.
- 2) Parent Project and Mixtec Nurturing Parenting classes were offered three times in the 2017-2018 school year. Nurturing skills for Families was held at Adam Elementary and Battles Elementary schools with 12 participants completing the course. Parent Project was held at Battles Elementary and had 134 participants completing the course.
- 3) Dare to Thrive was offered at Battles Elementary, Bruce Elementary, Tommie Kunst Junior High, Fairlawn Elementary, Miller Elementary and Tunnell Elementary Schools and 136 parents successfully completed the course.
- 4) English as a Second Language

\$263,816	\$250,460
2000-2999: Classified Personnel Salaries Supplemental and Concentration \$127,494	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$117,630
3000-3999: Employee Benefits Supplemental and Concentration \$83,377	3000-3999: Employee Benefits Supplemental and Concentration \$85,286
4000-4999: Books And Supplies Supplemental and Concentration \$138,935	4000-4999: Books And Supplies Supplemental and Concentration \$139,516
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,735

(ESL) classes were provided at 13 elementary schools and 1 junior high school in fall and spring. The classes were provided two days per week, for 16 weeks, each semester. A total of 604 parents and 549 students from preschool through 8th grade participated in the fall session.

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-five parents attended the Spanish Literacy classes in the fall session.

Parent Education Opportunities by site:

Ontiveros Elementary - Love and Logic, ESL classes and Citizenship classes

Rice Elementary - ESL classes and Nutrition Classes

Taylor Elementary - Love and Logic

Tunnell Elementary – Advancement Via Individual Determination (AVID) Parent Night and Growth Mindset

Tommie Kunst Junior High - AVID Parent Night and Early Academic Outreach Program (EAOP)

Arellanes Elementary - ESL classes and Fighting Back Santa Maria Valley (FBSMV) parent classes

Jimenez Elementary - Spring Literacy Nights, Dual Language Immersion Orientation, Parent Workshops and EAOP Parent

Nutrition

Liberty Elementary - ESL classes, Love and Logic, and Parents for Inclusion Diversity and Access (PIDA)

Sanchez Elementary - ESL classes, Literacy Nights and ORC Parents on a Mission

Arellanes Junior High - EAOP nights

Adam Elementary - ESL classes, Parent Project FBSMC, FBSMV Nurturing classes and FSMV Within our Reach

Alvin Elementary - PIDA (Spanish and Mixtec)

Battles Elementary -ESL classes and Dare to Thrive

Miller Elementary - Social Media Parent Nights and ESL classes

Fesler Junior High- EAOP, FBSMV classes, Social Media Parent Nights, and AVID Parent Night

Bonita Elementary -ESL classes, Latino Family Literacy Project, and Social Media Parent Nights

Bruce Elementary -Dare to Thrive, ESL classes, FBSMV parenting classes and PAC

Fairlawn Elementary- Family Literacy Nights

Oakley Elementary – Science Technology Engineering and Math (STEM) Showcase, Love and Logic, ESL classes and Kinder Social

El Camino Elementary - EAOP Parent Meetings, ESL classes, Dare to Thrive and 7th Grade Parent Night

Through **qualitative data** parents

who attended these classes have stated a marked increase in their ability to work with their children at home. They have also communicated an increased confidence in their own ability to effectively navigate the school system and the demands of the host country.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>4.6 Increased Parent Communication Services- 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 districtwide events. With the addition of a District Community Liaison, district-wide communication and outreach efforts have expanded. The District</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1520) Supplemental and Concentration \$39,200</p>	<p>5000-5999: Services And Other Operating Expenditures (partial unit 1520) Supplemental and Concentration \$48,000</p>

Community Liaison 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 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 agree or strongly agree there is 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 inclusive school and district environment.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>4.7 Parent and Community Involvement - School sites increased parent education classes at the school site level. The schools provided site-specific parent education programs to include parents as partners in their children’s</p>	<p>(partial unit 1701) 3000-3999 - 1000-1999: Certificated Salaries (partial unit 1701) Supplemental and Concentration \$43,862</p> <p>4000-4999: Books And Supplies Supplemental and Concentration</p>	<p>3000-3999 - 1000-1999: Certificated Salaries (partial unit 1701) Supplemental and Concentration \$211</p> <p>4000-4999: Books And Supplies Supplemental and Concentration</p>

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.


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% agree or strongly agree there are 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 include 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 remain committed to providing programs that foster and build positive relationships among stakeholders.

\$20,000

\$5,440

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$13,012

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.8 Increased Technology </p> <p>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.</p>	<p>4.8 Increased Technology - The district provided parent and student orientations and trainings on responsible digital citizenship and internet safety.</p> <p>EFFECTIVENESS: During the 2017-2018 schoolyear, five 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 at the district's Parent Resource Center.</p> <p>On the LCAP survey, 83% of staff surveyed reported being either satisfied or completely satisfied with the expansion of technology in the district.</p> <p>According to the 2018 LCAP Parent and Community Member Survey, a majority (78%) of parents and community members surveyed agree or strongly agree students have access to technology.</p>	<p>4000-4999: Books And Supplies (unit 1808) Supplemental and Concentration \$25,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000</p>	<p>6000-6999: Capital Outlay (unit 1808) Supplemental and Concentration \$37,705</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,295</p>

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 a positive and respectful stakeholder culture. The Local Control and Accountability Plan Parent Advisory Council and District English Language Advisory Council continue to provide input for decision making purposes. In addition, all twenty school sites have School Site Councils (SSC) and English Language Advisory Councils (ELAC) that are continuously involved in site level decisions and planning. Parents were invited to participate in the LCAP survey related to engagement with both the school and the district. The survey results affirmed parent support for the LCAP funded actions and services currently being offered. It further revealed that parents would like an expansion of current parent engagement activities and the creation of structures to promote two-way communication between schools and families. The twenty schools in the district offer a variety of opportunities for parents to engage with the school community. These activities include, but are not limited to, regularly scheduled SSC and ELAC meetings, parent education classes, English as a Second Language (ESL), citizenship classes, along with various back-to-school and orientation nights. Communication tools include the use of automated and individual phone calls, websites, email correspondence, flyers and other written communication sent home. Based on feedback from parent surveys, the district is working to vary and adapt the ways in which it communicates with families. Schools in the district invite parents to participate and attend student recognition events, PTA/PTC, and family/student events. SMBSD continues to increase linguistically inclusive and culturally responsive outreach to all families with the addition of staff who work with families connecting them to resources and providing opportunities for their participation in their child's education. These expanded endeavors have included the recruitment efforts to hire bilingual and trilingual interpretation services, increased availability for school site Community Liaisons, the hiring of a multilingual District Community Liaison, the addition of four Family Advocates and the employment of a Family Engagement and Pupil Support Specialist. SMBSD continues efforts to strengthen family engagement programs and parent education classes and services. A Parent Resource Center was started at the district office and there are plans to expand the service for families. Based upon the quantitative data gathered via surveys and qualitative data gathered via parent advisory committees, 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 parent engagement. The district's placement on this rubric was determined by evaluating current family engagement efforts and both district and school processes and procedures. 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 CDE's Family Engagement Framework reflects SMBSD's commitment to a comprehensive partnering among schools, families, and members of the community to support the education of our children.

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 2017-2018. 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. The increase of Community Liaisons and the addition of Family Advocates to the district have been an essential component of the efforts to increase parent and community engagement and have been well received by parents and the community according to our qualitative data. Parent leadership groups are forming and their capacity being built through education opportunities such as visits to CAFE conferences and plans to work with these parent leaders to assist in the engagement of other parents in the school community. The district has started the work of analysis needed for the creation of a Family Engagement Plan that is aligned with the California Framework for Family Engagement. Translation and interpretation services remain a challenge for the district, as the pool of qualified applicants has not yielded qualified candidates. Other measures are being sought to develop the capacity of current staff and to use technology to bridge this communication gap. The efforts toward parent engagement have increased parent

participation. While the actions/services that were implemented resulted in increased parent engagement and improved communication among our stakeholders, we remain 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 \$31,375 less on **Community Liaisons** due to the one position being vacant during the year.

4.2 The district spent \$31,460 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).

4.3 The district spent \$188,542 less due to the vacancy of our **Trilingual Translator/Interpreter positions**. We hired one in May 2018. We also had one of the Bilingual Translator/Interpreter positions vacant between January and April 2018. One Bilingual Translator/Interpreter position was moved out of LCAP and funded with restricted dollars.

4.4 The district spent \$15,589 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.

4.5 The district spent \$10,000 less on **Parent Education** services due to less parent participation than expected in DARE to Thrive . In the prior year, the budgeted expenditure under the 5000-5999 object code was zero. For the 2017 – 2018 year the district spent \$10,735 out of the 5000-5999 object code for parent professional development and training.

4.6 The district spent \$8,800 more on **Parent Communication** services due to an increase in cost for our ParentSquare outside contract.

4.7 The district spent \$45,199 less on **Parent and Community Involvement** due to only thirteen out of twenty sites hosting the ESL parent education classes. We also had less participation in the DARE to Thrive program district-wide.

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 2018-2019 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 measureable outcome has been refined and baseline changed for the Parent and Community Member Surveys, Parent attendance reporting, and analysis of family engagement opportunism and parent education opportunities metrics/indicator.

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 through 2019-2020 years is to increase positive perceptions of all specific data points.

Changes 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 – Next year, the district will fully fund the site Bilingual Community Liaisons through LCAP. The current District

Bilingual Community Liaison will continue in the position. Three additional District Bilingual Community Liaisons will be hired in order to provide additional school site support as well as evening support at the Parent Resource Center and at district-wide parent events.

4.3 Translation/ Interpreter Services- This service will be modified for the upcoming school year. The district will continue to recruit for these positions. In the 2018-2019 school year, a stipend will be given to classified staff members who provide translation/interpreter services at the school site.

4.4 Family Engagement Programs, Parent and Community Involvement – Additional resources will be allocated for developing parent programs and education services, including off-site parent training (including CAFE), cluster parent education events focused on College and Career Readiness, family focused reading events, and the expansion of our parent resource center.

4.5 Parent Education – For the 2018-2019 school year, the Dare to Thrive Family Engagement program will not be offered. We will no longer be contracting with Fighting Back Santa Maria Valley for these parent classes.

4.6 Increased Parent Communication Services – Understanding that communication is essential to the participation of families in the school community, the district continues to expand its efforts to improve the delivery of multi-language content. These efforts will include the purchase of ParentSquare, the piloting of Rosetta Stone Software for certificated and classified staff (to increase their abilities to directly communicate with families whose primary language is Spanish), improvement of the district website for content and ease of use, the purchase of simultaneous interpretation equipment for school sites and the expansion of interpretation training for district staff.

Actions and services remain in alignment to the California Family Engagement and this will continue to be used as the standard by which we seek to measure our Family Engagement efforts.

4.7 Parent and Community Involvement – Additional resources will be allocated for parent and community engagement activities including site and district-wide events.

Stakeholder Engagement

LCAP Year: 2018-19

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 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 has been 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 accumulate 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, Migrant parents, and English Learner parents. All meetings and events were held in different venues. All input was recorded as appropriate.

Quantitative and qualitative data was provided to stakeholders 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, 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 in order to review both quantitative and qualitative data. In particular, the State Indicators, Local Indicators, Reclassification data, English Learner and district benchmark assessment data were all discussed and reviewed. Stakeholders were involved in modifications made to the actions and services in the plan. Stakeholders had multiple opportunities to provide feedback and provide recommendations for changes and/or modifications that might be made. The LCAP Collaboration Committee 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, district staff (including both classified and certificated, site managers, District English Learner Advisory members, one school board member, the superintendent, other community leaders, 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 within 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 Office of Education, School Services of California Inc. Workshops, and WestEd Webinars. The LCAP Collaboration Committee met **five** times: September 18, 2018; November 13, 2018; January 22, 2018; March 12, 2018; May 14, 2018. Multimedia presentations were also sent out to or shared with specific members or all members of the committee by the Superintendent, LCAP Coordinator and Program Specialist. Dates in particular include: **November 8, 2017, November 29, 2017; January 31, 2018; February 21, 2018; February 28, 2018; March 14, 2018; March 28, 2018; and April 25, 2018.**

The LCAP draft was presented to the LCAP Collaboration Committee and posted on the district web site on May 15, 2018. Time was allowed for the superintendent to post any written comments to stakeholder questions (if applicable) prior to the **May 30, 2018** 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. School Site Council and English Learner Advisory Meetings were 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 sites' 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; (4) Single 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. A parent and **community member survey** was sent out to parents on March 2, 2018, 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 plan. The survey also asked specific questions concerning family engagement. 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 - The Santa Maria-Bonita school District has facilitated many venues for communication regarding the LCAP, and each of the actions and services that have been implemented are to increase or improve services to targeted students. This includes 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), and School Site Council Meetings (SSC).

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.

Below are the **Leadership** meeting dates :

Principal Junior High Meetings: **August 28, 2017; September 25, 2017; October 23, 2017; November 27, 2017; January 22, 2018; February 26, 2018; March 26, 2018; April 23, 2018; May 21, 2018.**

Feeder team meetings: **September 12, 2017; October 10, 2017; November 7, 2017; December 12, 2017; February 13, 2018; March 13, 2018; April 10, 2018; May 8, 2018.**

Joint Administrators Meetings: **September 19, 2017; October 17, 2017; November 14, 2017; January 9, 2018; February 20, 2018; March 20, 2018; May 15, 2018.**

School Site Council and English Learner Advisory Committee - Meetings were 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. An LCAP classroom was reopened in November 2017 in order to provide information and communication between site administrators, leadership teams, and the LCAP Coordinator. 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 2017 through May 2018.

District Advisory Council and District English Language Advisory Committees: 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 for the previous years, participating in school board meetings, and providing input and recommendations for school-wide and district-wide activities. At the March 29, 2017, 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 25, 2017 November 29, 2017, January 31, 2018 February 21, 2018, March 21, 2018, April 25, 2018, May 7, 2018 and May 23, 2018.

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 – July 19, 2017 – LCAP and Data Inquiry; Board Study Session – October 25, 2017 – LCAP’s Theory of Action: Professional Learning Communities (PLC) and Accountability, LCAP and Board Study Session - February 28, 2018 - LCFF and LCAP; Board Study Session - April 25, 2018 – Data Analysis Session and LCAP Discussion; Regular School Board Meeting - November 8, 2017 - LCAP Discussion Item; Regular School Board Meeting – April 18, 2018 - LCAP Discussion Item; Special School Board Meeting – May 30, 2018 – Public Hearing & May Revision – Budget Posting; Regular School Board Meeting – June 13, 2108 – Board Approval of LCAP and Budget.

The draft of the LCAP was provided to stakeholders and posted on the district website following the regular school board meeting on May 9, 2018. The public hearing was conducted at the special meeting of the SMBSD Board of Education on May 30 2018. There were no comments at the public hearing. Several stakeholders thanked the district for allowing them to be such an integral part of the process. The DELAC/LCAP Parent Advisory Committee president shared the councils' support of the new plan as well as their willingness to continue to collaborate with all stakeholders in order to ensure the effectiveness of further family engagement and of the new plan. The School Board approved the LCAP and adopted the 2018-2019 budget at the June 13, 2018 meeting. The LCAP Addendum was also approved by the board on June 13, 2018.

The District completed multiple surveys including the California Healthy Kids Survey 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 April 2018 study session.

The surveys sent out included:

1) The Santa Maria- Bonita School District 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 2017-2018 plan and to give stakeholders a chance to share additional actions of services that might be considered in the new plan in order to improve student achievement.

2) The California Healthy Kids survey - taken by 5th and 7th grade students

3) Santa Maria-Bonita School District Local Control Accountability Plan (LCAP) Staff Survey

The goal of the survey was to measure the effectiveness of our 2017-2018 plan and to give stakeholders a chance to share changes that might be made for the 2018-2019 plan, or additional actions of services that might be considered in the new plan in order to improve student achievement.

Each of the mentioned stakeholder groups and surveys contributed valuable input in the development of the LCAP for Santa Maria-Bonita School District. 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, the following goals, actions, services and expenditures have been included in our new 2017-2020 LCAP.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Santa Maria-Bonita School District values the significant role that all stakeholders play in supporting student performance. 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: Actions and services performed under this goal at the site and district level were rated highly effective by our stakeholders. Across all stakeholder groups, the positive impact of extended learning opportunities and the improved access to resources were highlighted as an important means to help closing the achievement gap. Stakeholders discussed and contributed to each of the modified actions and services in Goal 1. The increase in access to technology for students and their families has been positively received, and its continued expansion is a result of stakeholder input. The 2017-2018 school year saw the significant increase of access to technology inside and outside of the classroom. The SMBSD Connected pilot program provided take-home devices for students along with access to content-monitored internet. Stakeholders continue to be supportive of technology as a tool for learning and as means to improve student achievement.

Among the actions and services discussed was the addition of PE specialists. The stakeholder groups wanted assess the effectiveness before expanding this program and await the incoming data related to student achievement on state assessments. Class size continued to be a discussion point for the stakeholder groups. Stakeholders were informed and collaborated around RTI strategies currently in place to effectively lower class size. Stakeholders were informed about schools' use of a push-in model to assist in providing the opportunity for one-on-one reteaching and small group instruction for students who are English Learners, Foster Youth and otherwise At-Risk.

The expansion of Twilight Preschool was a result of stakeholder input. Stakeholders have gained a more complete understanding of this support provided to our school community and the extended learning opportunities it makes available to our students.

The progress made toward narrowing our focus for professional learning and work toward assessing the outcomes of our professional learning process were discussed at a variety of stakeholder meetings. Our focus on the PLC model for teachers, administrators, and classified staff was communicated and demonstrated for the stakeholder groups. The stakeholder group meetings were 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

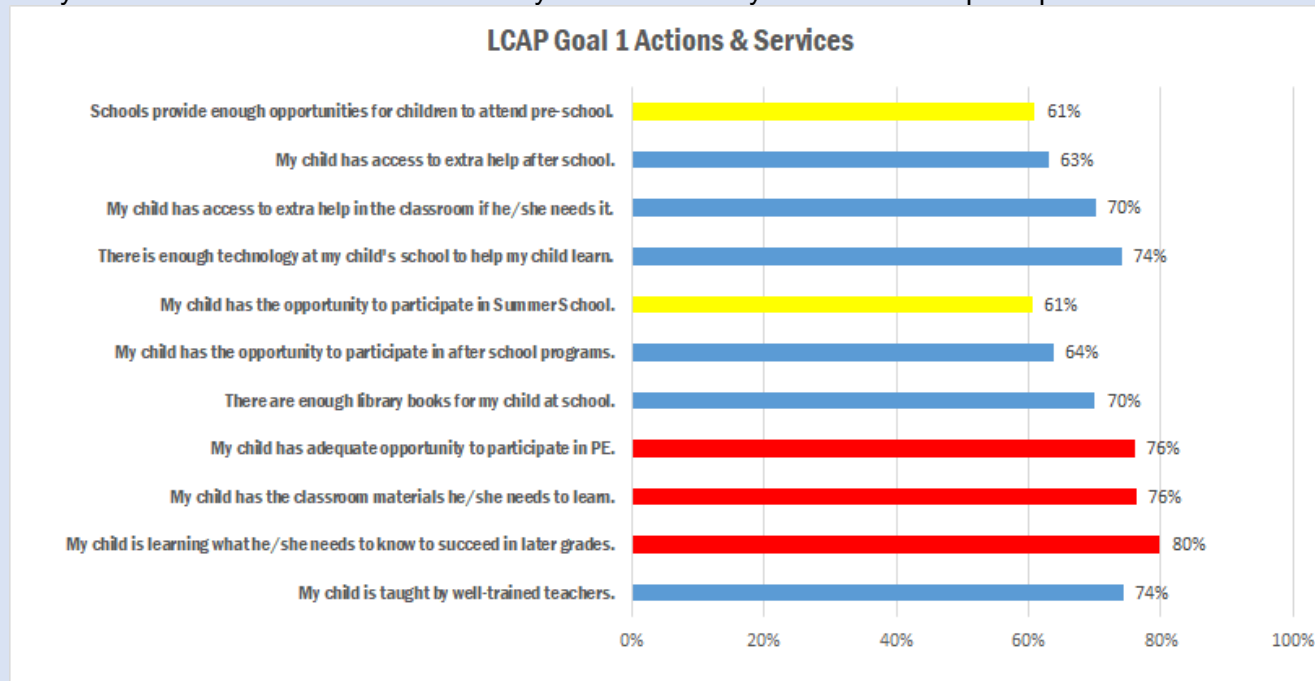
LCAP and their impact on student learning.

Support for the PLC model of professional learning involved both an understanding of the process, as stated above, and an exploration of the support structures in place to facilitate the implementation of this model. Modifications to our goal and refinement of the role of Curriculum Substitutes along with the newly-created Guest Teacher positions were a result of stakeholder discussions and input. These structures will support teacher collaboration, professional learning, and sharing of best practices among school leaders.

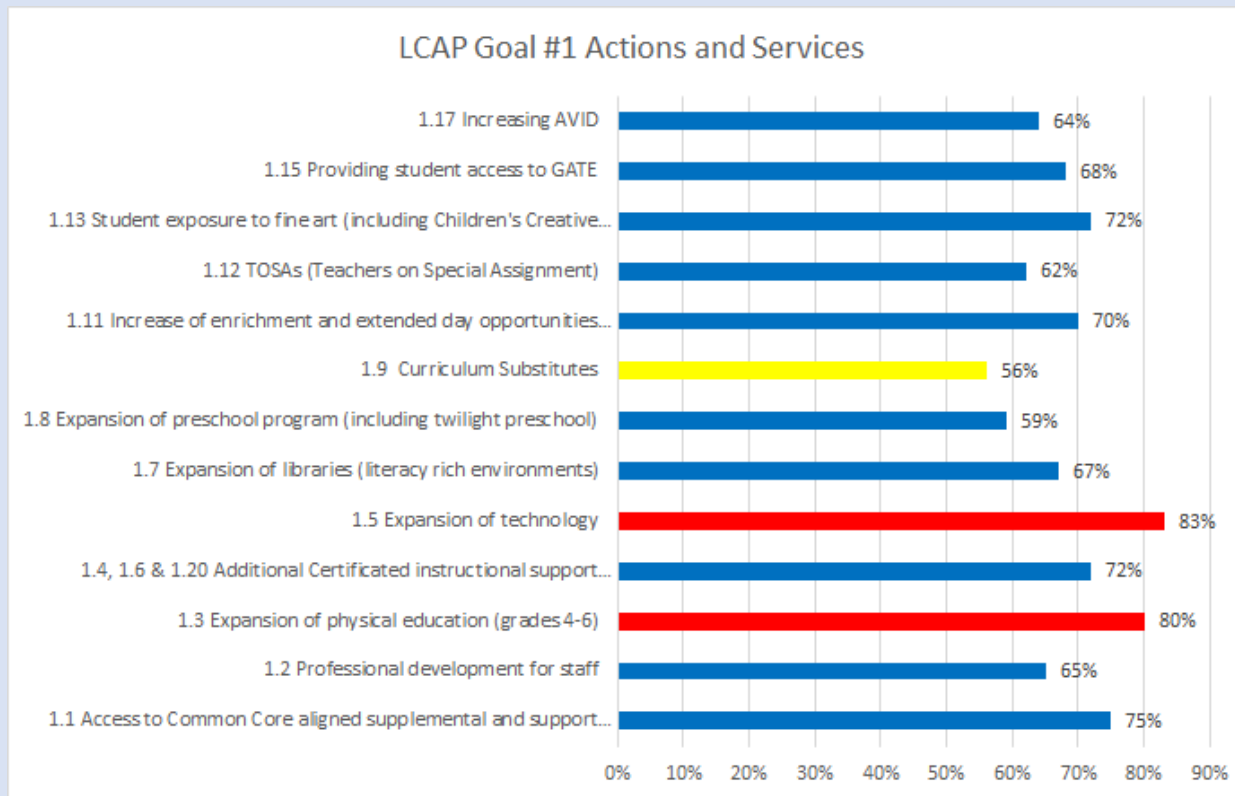
The expansion of the fine arts funding allocation will provide increased access to instruments for students participating in band programs. Stakeholders were informed and contributed to the discussion about support services provided by the school district and their impact on student learning. The expansion of district support for schools will allow school sites to focus on the achievement of their students and their interaction with families.

Based on stakeholder input, extended day programs will be expanded to meet the needs of our students. The modifications made to this goal reflect the district's desire to be responsive to the needs of our students and provide additional academic support for students who are English Learners, Foster Youth and Low-Income.

The following is a summary of the LCAP Parent and Community Member Survey that measures perceptions of the actions and services for Goal 1:

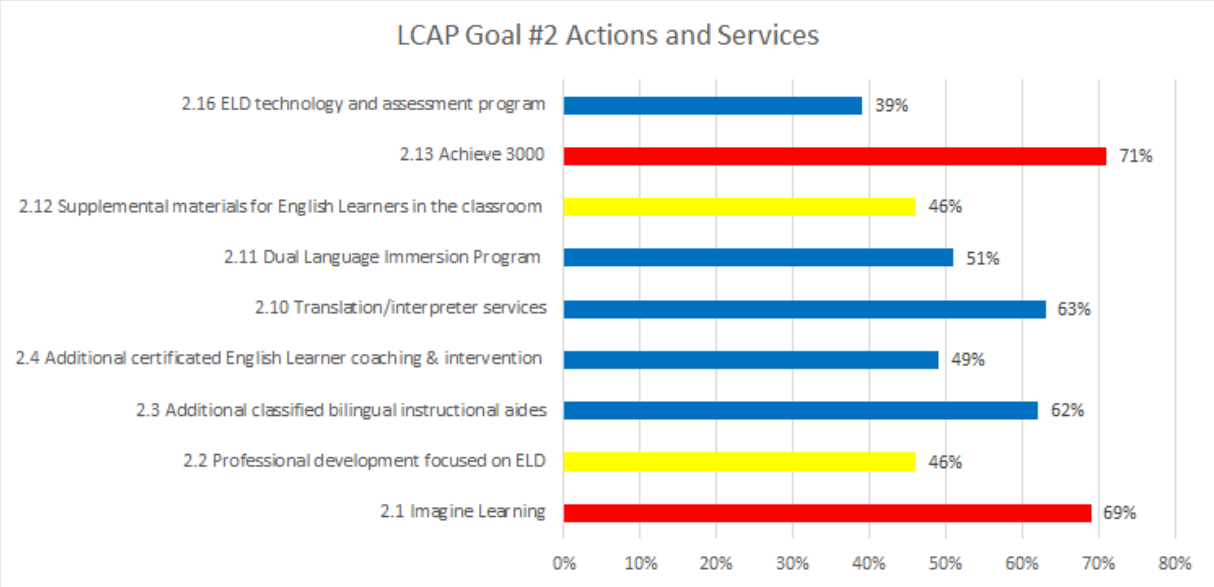


The following are a summary of the LCAP Staff Survey Results for those rating their perceptions of the actions and services for Goal 1 as Satisfied or Completely Satisfied:

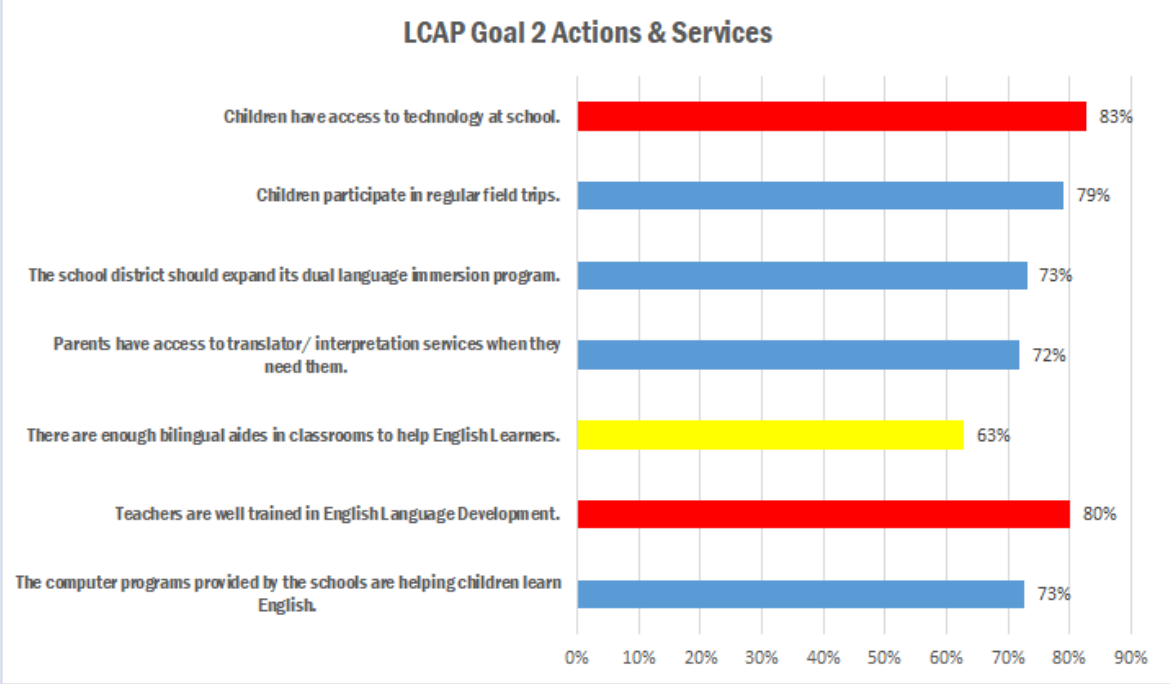


Goal 2: Stakeholders were informed and participated in a variety of forums designed to provide input related to the support and achievement of English Learners. Their participation and input has continued to impact and shape our actions and services for English Learners. The achievements of English Learners and academic supports have been the focus of many LCAP Stakeholder 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. Successes celebrated with our stakeholders including the CDE Dashboard indicator for English Learners changing from red to green. The successes have also included the academic growth of our students in language acquisition and in ELA. Effective actions and services that will be expanded based on data and stakeholder input are our extended day programs including Saturday School, Winter Intercession and Summer School. Our successful recruitment and high rates of participation for English Learners in these programs have contributed to the gains our students have made academically. Stakeholders have seen the increased support services provided by a Teacher On Special Assignment, the English Language Coordinator, and several English Language Development Intervention Teachers. Stakeholders have discussed, recommended and favorably viewed the expansion of Bilingual Instructional Assistants in primary grades. In addition, Teacher Tutors and Limited Assignment Teachers have provided necessary supports, and based on input, the expansion of this will continue based on the needs of our schools and students.

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:



The following is a summary of the LCAP Parent and Community Member Survey that measures perceptions of the actions and services for Goal 2:

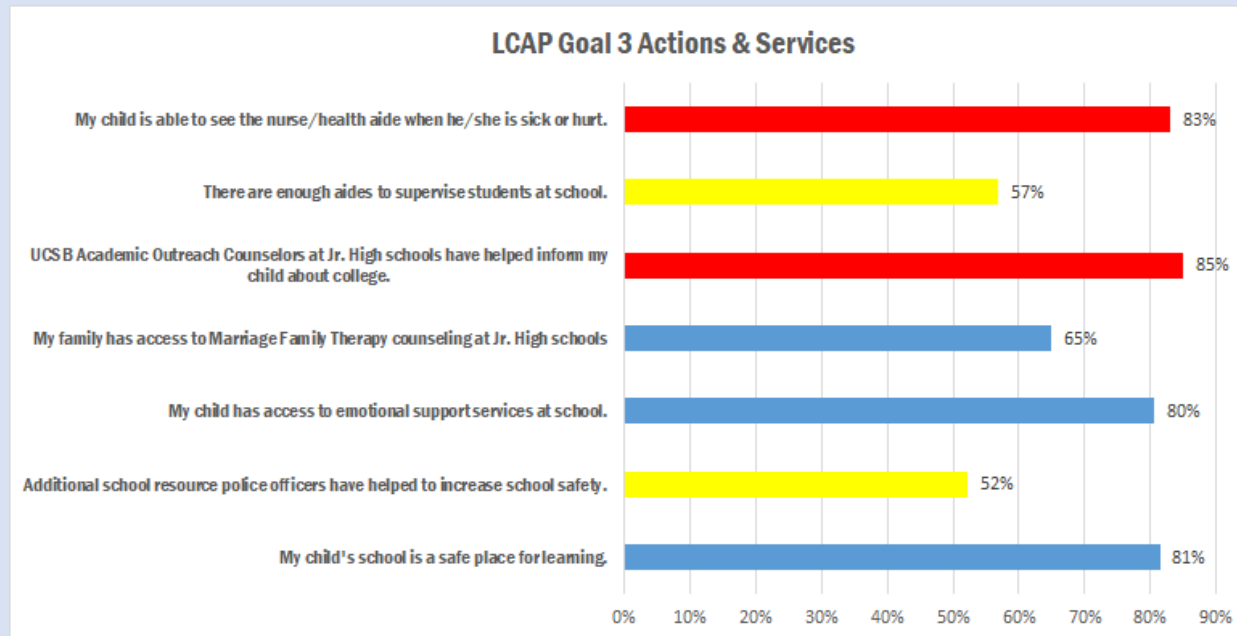


Goal 3: Stakeholders felt that the actions and services under Goal 3 all contributed to an increase in the districts' ability to maintain a safe, secure, healthy and positive learning environment. Stakeholders participated in the discussion and provided input for the modification of actions and services in this goal. The implementation and expansion of PBIS at schools were based on positive feedback from stakeholders. This framework assisted sites school sites in building a positive school climate and culture using evidence-based behavior interventions. These efforts have been integrated into a continuum designed to enhance the academic and social behavioral outcomes for our students. Stakeholders gained an understanding of how the PBIS frameworks and Restorative Justice systems are used to meet the social and behavioral needs of our students and support their academic achievement.

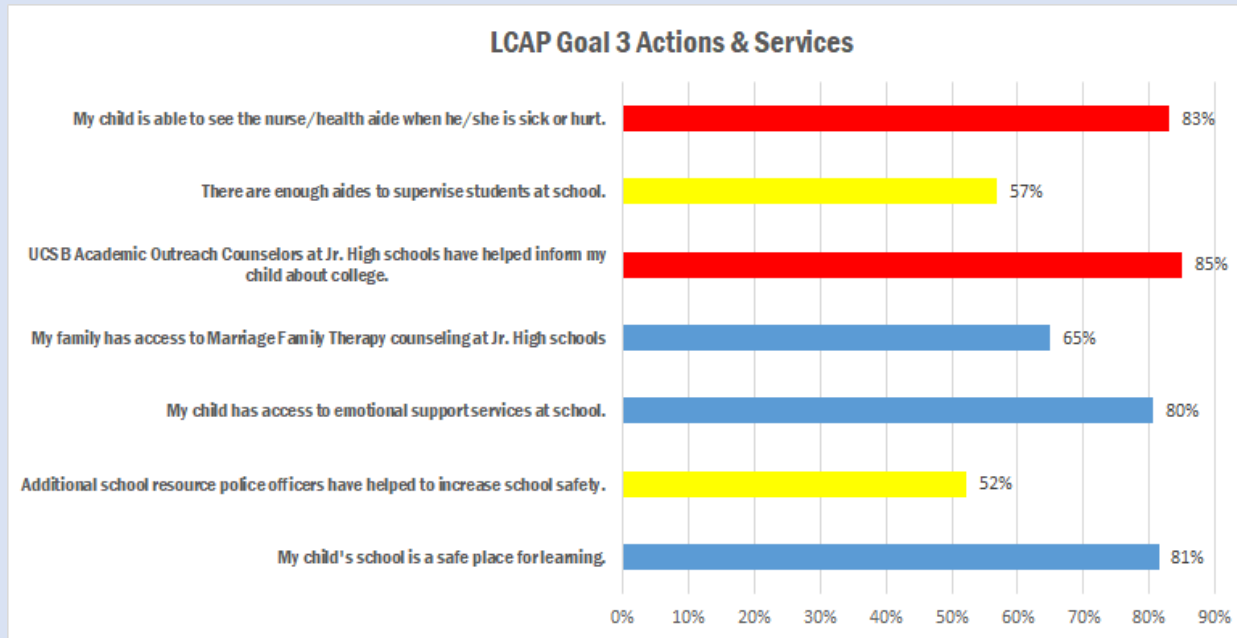
Stakeholders discussed concerns regarding student safety, and goals have been modified to reflect their input and the increased desire to meet the safety needs of the students at our school sites. We will add one additional SRO in order to provide support for each of the four clusters. In addition, based 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 are 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 Advisory group.

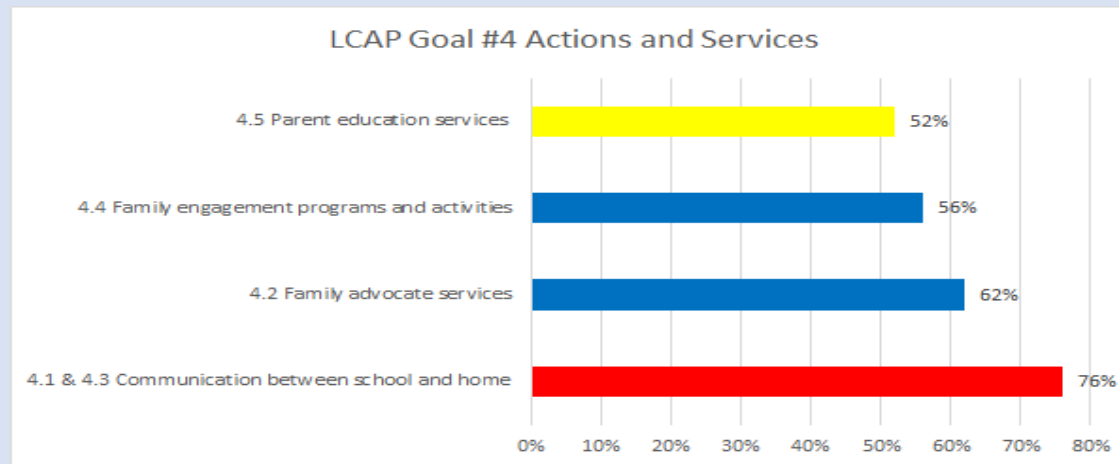
Modifications to the actions and services for Goal 4 have been made based on the input of stakeholders and the goal of engaging parents as partners in the education of their children.

Stakeholder input indicated the positive impact Community Liaisons have had on the communication between school and home. The modification of this goal to increase Community Liaison support at the district level will consist of the hiring of three additional District Community Liaisons. The need for interpretation and translations 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.

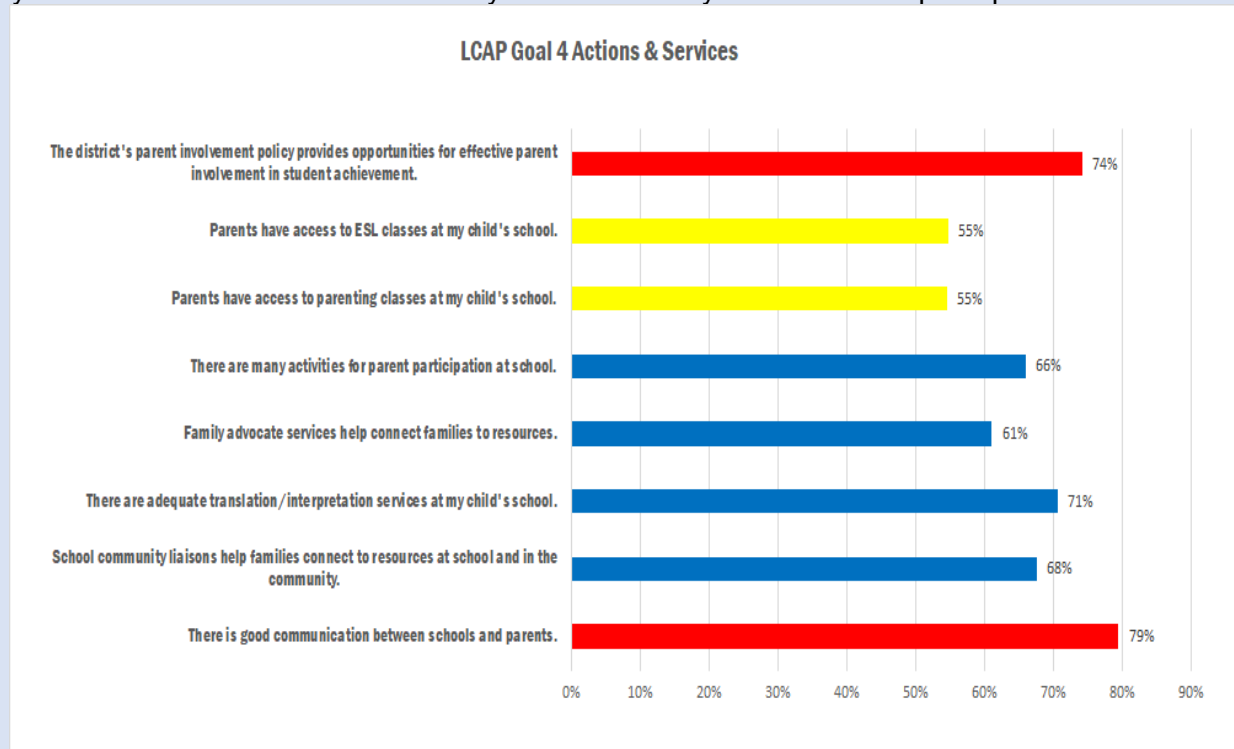
Stakeholder groups have all listed family engagement and parent programs as important in the process of building a positive stakeholder culture. The modification of this goal is in response to the requests for expansion of these services.

Communication is essential to our effective partnership with parents in the school community. 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 support for these efforts that will include interpretation equipment, language acquisition software for staff and expansion of digital communication platforms.

The following are 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

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: Basic (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 **Orange** performance level for our 3rd through 8th-grade students. For English Language Arts Foster Youth and Students with Disabilities performance level are both **Red** with the status being very low for both student groups. For English Language Arts, the change for both American Indian and Two or More Races declined. For Mathematics, Foster Youth and Students with Disabilities performance level are both **Red** with the status very low for both student groups. The change for Foster Youth declined significantly and the change for Students with Disabilities was maintained. It should be noted for Mathematics that the change for all other subgroups was maintained.

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 Indicators Basics (Teachers, Instructional Materials, 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
<p>English Language Arts (3-8) California School Dashboard</p>	<p>Student Groups - Performance as reported on the California State Dashboard:</p> <p>All students - Yellow Status: Low (51.7 points below level 3) Change: Increases + 9.8 points</p> <p>English Learners – Yellow Status: Low (61.2 points below level 3) Change: Maintained + 6.8</p> <p>Foster Youth - n/a Homeless - n/a</p> <p>Socioeconomically Disadvantaged – Yellow Status: Low (55.7 points below level 3) Change: Increased + 9.5 points</p> <p>Students with Disabilities Red Status: Very Low (139 points below level 3) Change: Maintained + 6.7 points</p> <p>African American – Orange Status: Low (47.7 points below level 3) Change: Declined - 1.7 points</p> <p>American Indian - Status: Low (26.9 points below level 3) Change: Increased + 15 points</p> <p>Asian - Green Status: Medium (4.1 points below level 3) Change: Increased Significantly + 28.7 points</p> <p>Filipino – Green Status:</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 Green for all student groups.</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 2018-2019 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.</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 2019-2020 metric. SMBSD students will improve in English Language Arts, as demonstrated by an increase of 27 points per year on the ELA CAASPP district-wide, so that the district average is in the "Standards Met" or level 3 and "Medium" category by the end of 2020. Performance on the Dashboard English Language Arts Indicator (grades 3-8) will improve to Green for all student groups.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Medium (9.7 points above level 3) Change: Increased + 17.6 points</p> <p>Hispanic – Orange Status: Low (54.3 points below level 3) Change: Increased +9.6 points</p> <p>Pacific Islander - n/a</p> <p>Two or More Races: Green Status: Medium (4.6 points below level 3) Change: Increased Significantly + 25.4 points</p> <p>White – Orange Status: Low (17.6 points below</p>			
Smarter Balanced English Language Arts State Assessment (3-8)	<p>SBAC Summary (Aggregate percentage for grades 3-8) 2016-2017</p> <p>ELA Percentages:</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 "met" areas by 5% on the Smarter Balanced ELA 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 ELA 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 ELA state assessments.
Mathematics (3-8) California School Dashboard	<p>Student Groups - Performance as reported on the California State Dashboard:</p> <p>All students - Yellow Status: Low (70.4 points below level 3) Change: Increases + 5.2 points</p> <p>English Learners – Yellow Status: Low (76.1 points below level 3) Change: Maintained + 2.6</p> <p>Foster Youth - n/a</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 Green for all	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	In 2017-2018 changes were made to the cut scores on the State accountability five by five grid. Changes to the metric are reflected in an increase of points for 2019-2020 metric. SMBSD students will improve in Math, as demonstrated by an increase of 35 points per year on the ELA CAASPP district-wide, so that the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Homeless - n/a</p> <p>Socioeconomically Disadvantaged Yellow Status: Low (73.2 points below level 3) Change: Increased + 5.3 points</p> <p>Students with Disabilities Red Status: Very Low (165.6 points below level 3) Change: Maintained - 0.6 points</p> <p>African American – Orange Status: Low (78.2 points below level 3) Change: Declined -2.6 points</p> <p>American Indian - Status: Low (67.4 points below level 3) Change: Increased + 1.5 points</p> <p>Asian – Green Status: Medium (19.8 points below level 3) Change: Increased Significantly + 16.6 points</p> <p>Filipino – Green Status: Medium (13.5 points above level 3) Change: Increased + 12.8 points</p> <p>Hispanic - Yellow Status: Low (72.5 points below level 3) Change: Increased +5 points</p> <p>Pacific Islander - n/a</p> <p>Two or More Races: Green Status: Medium (23.9 points below level 3) Change: Increased</p>	<p>student groups.</p>	<p>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.</p>	<p>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.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Significantly + 32.6 points White - Yellow Status: Low (46.4 points below level 3) Change: Increased + 4.1 points</p>			
<p>Smarter Balanced State Mathematics Assessment (3-8)</p>	<p>SBAC Summary (Aggregate percentage for grades 3-8) 2016 Math Percentages: 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" and "met" areas by 5% on the Smarter Balanced mathematics 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" and "met" areas by 5% on the Smarter Balanced mathematics state assessments.</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" and "met" areas by 5% on the Smarter Balanced mathematics state assessments.</p>
<p>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.</p>	<p>The average growth of students in basic and proficient for TK, K, and 1st grade students on the ELA Trimester 2 Benchmark Assessment was 2.51%. The average growth of student in basic and proficient for TK, K, and 1st grade students on the Math Trimester 2 Benchmark Assessment was 2.41%. The growth data from the beginning of the year pretest assessments will also be used as a baseline.</p>	<p>By 2018, Grades TK-1 students will decrease the 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>The grading rubric was changed for the 2017-2018 school year for Grades TK-1 from a 1-5 scale to a developmental scale (Beginning, Developing, Secure, and Exceeding). By 2020, Grades TK-1 students will decrease the percentage of all students in the "Beginning" and "Developing" areas by 5% and increase the percentage of all students in the "Secure" and "Exceeding" areas by 5% on the District Assessments for ELA and mathematics</p>	<p>The grading rubric was changed for the 2017-2018 school year for Grades TK-1 from a 1-5 scale to a developmental scale (Beginning, Developing, Secure, and Exceeding). By 2020, Grades TK-1 students will decrease the percentage of all students in the "Beginning" and "Developing" areas by 5% and increase the percentage of all students in the "Secure" and "Exceeding" areas by 5% on the District Assessments for ELA and mathematics.</p>
<p>By 2020, Grades 2nd grade students will</p>	<p>Growth data from the new 2nd grade beginning of the</p>	<p>By 2018, Grades 2 students will decrease the</p>	<p>The grading rubric was changed for the 2017-2018</p>	<p>The grading rubric was changed for the 2017-2018</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>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>year assessment (pretest) will be used as a baseline.</p>	<p>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>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>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 (HFZ) for all six fitness areas measured by the Physical Fitness Test.</p>	<p>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%</p>	<p>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</p>	<p>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.</p>	<p>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.</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)

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

Schoolwide

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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.

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.

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 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	\$191,478	\$191,478
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)	4000-4999: Books And Supplies (unit 1806 and partial 1701)

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

Unchanged 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

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

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

Learning Communities and to build capacity regarding personnel practices, site management, instructional leadership, and utilization of technology to enhance student 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.

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$101,126	\$159,275	\$165,646
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries (unit 1621)	1000-1999: Certificated Personnel Salaries (partial unit 1621)	1000-1999: Certificated Personnel Salaries (partial unit 1621)

Amount	\$34,474	\$27,000	\$28,080
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	\$38,379
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	\$12,322
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	\$875,262
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 (partial unit 1621 & partial 1701)

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: 4th, 5th, and 6th grades

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

1.3 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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,354,985	\$1,587,999	\$1,651,519
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 & partial 1701)
Amount	\$62,500	\$65,000	\$65,000
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

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

1.4 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

2018-19 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

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.

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.

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	\$1,878,754
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)

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

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

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 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 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.

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 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 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.

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 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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,127	\$29,430	\$30,607
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, 1607, partial 1621)
Amount	\$277,333	\$601,003	\$625,040
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	\$314,527	\$406,227	\$422,476
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	\$47,000
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	\$58,178	\$112,174	\$113,000
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 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

Unchanged 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 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.

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 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.

2019-20 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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$896,865	\$897,050	\$932,932
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)

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

Unchanged 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

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

2019-20 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

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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$604,378	\$1,037,781	\$1,079,292
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)

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)

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: Adam Elementary, Alvin Elementary, Battles Elementary, Bruce Elementary, Fairlawn Elementary, Miller Elementary, Ontiveros Elementary, Rice Elementary, and Sanchez Elementary

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

Unchanged Action

2017-18 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.

2018-19 Actions/Services

1.8 Preschool Program Support

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.

2019-20 Actions/Services

1.8 Preschool Program Support

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$203,600	\$370,283	\$385,095
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 & 1719)
Amount		\$5,751	\$5,981
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$13,042	\$13,564
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$3,463	\$4,602
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)

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

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 collaborate time 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 & Site Guest Teachers

Explanation - The district will continue to 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 continue to provide a Guest Teacher at each site. Guest teachers will provide release time/coverage for collaborate time 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$549,938	\$1,330,563	\$1,383,786
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 & 1905)

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

2019-20 Actions/Services

1.10 Lead Learners (certificated teacher paid at an hourly rate)

Explanation – Based on the review and analysis of 2018-2019 the district will review the role of English language arts, mathematics, science, English Language Development, social studies and technology Lead Learners and with the input of stakeholders determine if the action and service will continue.

determine how the program will proceed for the remainder of the year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$430,503	\$49,000	\$51,000
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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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 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.

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 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.

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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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,000	\$59,600	\$59,600
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 1720)
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 (unit 1701)

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

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, support professional development, and collaborate with teachers and administrators district-wide.

across all sites and to promote curriculum integration through technology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$609,048	\$850,990	\$885,030
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)

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)

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.13 Fine Arts Programs

Explanation - The funding for the district's

1.13 Fine Arts Programs

Explanation - The funding for the district's

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 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.

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 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.

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 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	\$387,102	\$402,586
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)	3000-3999 - 1000-1999: Certificated Salaries (unit 1516, 1523, 1716)
Amount	\$130,174	\$118,685	\$119,500
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	\$329,812
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)

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

1.14 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

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

2019-20 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 School, and Newcomer classes.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$565,268	\$1,414,954	\$1,471,552
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 & partial 1701)	1000-1999: Certificated Personnel Salaries duplicate (unit 1627,1628, partial 1720 & partial 1701)
Amount	\$227,224	\$350,337	\$364,350
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	\$389,534
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	\$310,000
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	\$176,350	\$365,126	\$365,126
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

2018-19 Actions/Services

1.15 Provide student access to GATE
Explanation - The district will continue to provide increased support to the GATE

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, on-line assessments, parent education, and further enrichment opportunities for our students.

program. The support will include professional development, on-line assessments, parent education, and further enrichment opportunities for our students.

program. The support will include professional development, on-line assessments, parent 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	\$104
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	\$27
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	\$1,387
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	\$18,487
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

Unchanged 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.

2019-20 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 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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$135,024	\$452,092	\$470,176
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 (unit 1636,1704,1705, 1901, 1902, 1903,1907,1908,1909)
Amount	\$152,565	\$798,856	\$830,810
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	\$580,977	\$604,216
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	\$48,640
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	\$26,047
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: Alvin Elementary, Arellanes Jr. High, Battles Elementary, Bonita Elementary, Bruce Elementary, Fairlawn Elementary, Fesler Jr. High, El Camino Jr. High, Liberty Elementary, Oakley Elementary, Ontiveros Elementary, Sanchez Elementary, Tommie Kunst Jr. High, Tunnell Elementary, and Rice Elementary.

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

Unchanged 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 Advancement 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 Advancement 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$127,300	\$137,994	\$138,500
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)

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

Unchanged 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 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.

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-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.

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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$456,245	\$562,818	\$562,818
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 & 1906)
Amount	\$800,000	\$94,716	\$94,716
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	\$591,349
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		6000-6999: Capital Outlay	6000-6999: Capital Outlay
Amount		\$2,100	\$2,200
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$60,014	\$62,414
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$29,435	\$30,612
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

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. 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,

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. 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,

Ants, and others when determined to be beneficial) and other technology replacement parts as needed.

Successmaker, Achieve3000, SmartyAnts, and others when determined to be beneficial) and other technology replacement parts as needed.

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	\$358,812	\$358,812
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)

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: Adam Elementary, Alvin Elementary, Battles Elementary, Bonita Elementary, Bruce Elementary, Fesler Jr. High, Fairlawn 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

2018-19 Actions/Services

2019-20 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 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.

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) 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.

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) and Intervention Teacher (full-time certificated teacher) Support

Explanation - Eight 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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,236	\$483,543	\$502,885
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 (partial unit 1701)

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:

The California Dashboard English Learner Progress Indicator results show the district level at **Green**. The Status is Medium 68.5% and the Change has increased by 2.8%.

The California Dashboard indicates that the academic indicators for English Language Arts and Mathematics are both **Orange** performance level for our 3rd through 8th grade students. The English Learners performance for English Language Arts is **Orange** with the Status being Low (62.8 points below level 3) and the Change being Maintained (-1.7 points). The English Learners performance for Mathematics is **Orange** with the Status being Low (76.9 points below level 3) and the Change being Maintained (-0.8 points).

English Learner Reclassification Rate - The District has identified the need to continue to increase the English Learner Reclassification rate. The rate for the 2016-2017 was 10.0%. The rate for 2017-2018 was 14.90%. The change is an improvement of 4.9%.

	Enrollment	English Learners	Fluent-English Proficient Students Rate	2017 - 2018 Redesignated FEP Rate	2016 - 2017 Redesignated FEP Rate
District Total	17,122	10,009 (58.5%)	3,631 (21.2%)	1,549 (14.90%) +4.9	1,019 (10.0%)
County Total	69,752	20,830 (29.9%)	14,954 (21.4%)	3,621 (16.20 %) +4.5	2,658 (11.7 %)
State Total	6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.60%) +1.3	183,272 (13.3%)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner Progress Indicator - California School Dashboard	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%).	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.	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.
English Learner Redesignation Rate	The district's overall English learner Redesignation rate 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.
AMAO 1 - Making annual progress in learning	AMAO 1 (Percentage of ELs attaining English	All English Learners will increase by at least one	All English Learners will increase by at least one	All English Learners will increase by at least one

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>English AMAO 2 - Attaining English proficient level on the California English Language development Test (CELDT):</p>	<p>Language Proficiency): 2016-17 = (4497/8535) 52.7%</p> <p>AMAO 2 (Percentage of ELs making annual progress in Learning English):</p> <p>2016-17 (< 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>proficiency level as demonstrated on the ELPAC. Annual Measurable Achievement Objective AMAO 1 - Making annual progress in learning English: The percentage of ELs making annual progress in learning English for the school year 2017 -2018 is the States targeted at 63.5%. AMAO 2 - The District's percentage of ELs with less than five years in US Schools attaining English proficient is the States targeted at 26.7% The District's percentage of ELs with five years or more in US Schools attaining English proficient is the States targeted at 54.7%.</p>	<p>proficiency level as demonstrated on the ELPAC. Annual Measurable Achievement Objective AMAO 1 - Making annual progress in learning English: The percentage of ELs making annual progress in learning English for the school year 2017 -2018 is the States targeted at 63.5%. AMAO 2 - The District's percentage of ELs with less than five years in US Schools attaining English proficient is the States targeted at 26.7% The District's percentage of ELs with five years or more in US Schools attaining English proficient is the States targeted at 54.7%.</p>	<p>proficiency level as demonstrated on the ELPAC. Annual Measurable Achievement Objective AMAO 1 - Making annual progress in learning English: The percentage of ELs making annual progress in learning English for the school year 2017 -2018 is the States targeted at 63.5%. AMAO 2 - The District's percentage of ELs with less than five years in US Schools attaining English proficient is the States targeted at 26.7% The District's percentage of ELs with five years or more in US Schools attaining English proficient is the States targeted at 54.7%.</p>
<p>California Assessment of Student Performance and Progress (CAASPP) - ELA and Math</p>	<p>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</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</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</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Nearly/Met/Exceeds: 51%		<p>to track progress of the English Language Learner growth on the SBAC ELA and Math results.</p> <p>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>to track progress of the English Language Learner growth on the SBAC ELA and Math results.</p> <p>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)

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

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 Learners the support they need in developing proficiency in English language and literacy.

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 Learners the support they need in developing proficiency in English language and literacy.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$300,000	\$320,000	\$320,000
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)
Amount	\$23,200	\$0	\$0
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

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)

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

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

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

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.

understanding of how to support English Language Learners and improved translating and interpreting skills. The district will continue to provide ongoing Professional Development to ensure staffs are prepared to implement effective Response to Intervention programs for our English Language Learners at each site.

understanding of how to support English Language Learners and improved translating and interpreting skills. The district will continue to provide ongoing Professional Development to ensure staffs are prepared to implement effective Response to Intervention programs for our English Language Learners at each site.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,658	\$15,000	\$15,600
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 & 1701)
Amount	\$5,542	\$12,845	\$12,845
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	\$56,043	\$6,693
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		\$10,000	\$10,400
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$5,462	\$5,907
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)

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

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 provide

2019-20 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, first, second and third grade classes. The Bilingual Instructional Assistants 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

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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,539,770	\$4,364,739	\$4,539,328
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 (unit 1616,1707,1801, 1911,partial 1701)

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)

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

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,037,366	\$2,167,810	\$2,254,522
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 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.

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 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.

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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$132,180	\$130,413	\$135,630
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

Unchanged 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

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

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 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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$896,865	\$897,050	\$932,932
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)

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)

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	\$165,277
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

Unchanged 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 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.

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 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.

2019-20 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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$647,716	\$1,414,954	\$1,471,552
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 1627,1628, partial 1720)
Amount	\$227,224	\$350,337	\$364,350
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	\$389,534
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	\$310,000
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	\$176,350	\$303,126	\$303,126
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)	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	Unchanged Action

2017-18 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.

2018-19 Actions/Services

2.9 Teachers on Special Assignment (TOSA) for English Learner Support Services
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.

2019-20 Actions/Services

2.9 Teachers on Special Assignment (TOSA) for English Learner Support Services
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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$243,620	\$243,138	\$253,862
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)

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)

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

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/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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$320,386	\$345,062	\$358,864
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)

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	\$4,100
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	\$758
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	\$45,372
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 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)

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

Schoolwide

All Schools
Specific Schools: Alvin Elementary, Battles Elementary, Bonita Elementary, Fairlawn Elementary, Liberty Elementary, Miller Elementary, Oakley Elementary, Rice Elementary and Tunnell Elementary

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

New Action

Modified Action

Unchanged 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 Math Inc.) and supplemental support materials. Training for intervention teachers, teachers, and instructional aides, will be provided in order to implement the assessment tool.

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 supplemental materials, Reasoning Minds, Successmaker, SWUN Math Inc.) and supplemental support materials. Training for intervention teachers, teachers, and

2019-20 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 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.

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	\$13,000
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)

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)

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

Schoolwide

Specific Schools: Alvin Elementary, Miller Elementary, Rice Elementary, Fairlawn Elementary, Liberty Elementary, Ontiveros Elementary, Tunnell Elementary, Battles Elementary

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.13 Achieve3000

Explanation - Fifteen out of twenty schools will

2.13 Achieve3000

Explanation - Eight out of twenty schools will

2.13 Achieve3000

Explanation - Eight 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.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$126,000	\$153,368	\$153,368
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)

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: Alvin Elementary, Sanchez Elementary and Fesler Junior High 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

2.14 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 - 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$10,000	\$10,000
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 (partial unit 1701)

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)	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

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

Unchanged 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.

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.

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	\$29,000
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)

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

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

2.16 English Language Development Technology and Assessment Program (Tell - ELD Assessment Tool)

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.

2018-19 Actions/Services

2.16 English Language Development Technology and Assessment Program (Tell - ELD Assessment Tool) 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.

2019-20 Actions/Services

2.16 English Language Development Technology and Assessment Program (Tell - ELD Assessment Tool) 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250,000	\$285,000	\$285,000
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)

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:

Need: Student learning is increased when the learning environment is comfortable and well maintained, and when students feel safe at school.

The California Dashboard indicates the suspension performance for all students **Yellow**. The status was high at 3.6% with a change of declined by 1%. There is one sub group whose Suspension rate performance level is at **Red**. The sub group is Two or More Races. This was addressed in the Plan Summary under the Performance Gap section.

The District has identified a need to increase attendance, reduce suspensions, and increase school safety. (Metrics: attendance rate, suspension rate, the number of students referred for counseling in 2017-18, and parent and community member surveys)

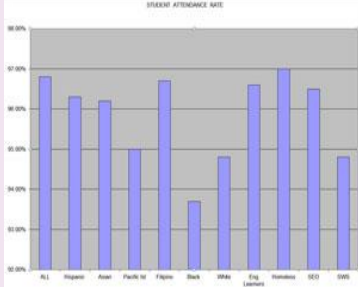
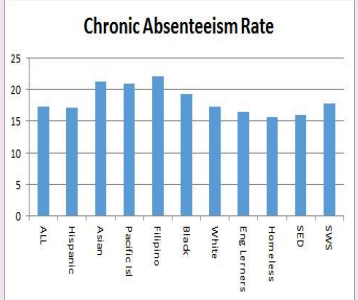
Survey results from both staff and parent surveys and data results indicate the need for students to continue to demonstrate improvement in social and learning outcomes, as demonstrated by the California Healthy Kids Survey, student attendance, and student discipline records. Survey results from both staff and parent surveys and data results indicate the need for Santa Maria-Bonita School District to continue to provide a safe learning environment. The district will maintain good attendance rates and implement strategies to promote good behavior, citizenship, and health.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California School Dashboard Student	Performance on Dashboard:	Performance on the Dashboard - Suspension	Performance on the Dashboard - Suspension	Performance on the Dashboard - Suspension

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Suspension Rates for all and applicable Student Groups (Priority 6)</p>	<p>All students - ORANGE Status: High (5.4%) Change: Maintained + 0.2%</p> <p>English Learners - ORANGE Status: High (4.7%) Change: Increased + 0.7%</p> <p>Foster Youth - n/a Homeless - n/a</p> <p>Socioeconomically Disadvantaged - ORANGE Status: High (5.5%) Change: Maintained + 0.2%</p> <p>Students with Disabilities - ORANGE Status: Very High (8.9%) Change: Declined - 0.3%</p> <p>African American - RED Status: Very High (14%) Change: Increased + 1.9%</p> <p>American Indian - ORANGE Status: Medium (2.7%) Change: Increased + 0.3%</p> <p>Asian - RED Status: Very High 8.1% Change: Increased Significantly + 5%</p> <p>Filipino - ORANGE Status: Medium (2%) Change: Increased + 0.4%</p> <p>Hispanic - ORANGE Status: High (5.4%) Change: Maintained + 0.2%</p> <p>Pacific Islander Status: Very Low (0%)</p>	<p>Performance Indicator (grades 3-8) will improve to Green for all student groups.</p>	<p>Performance Indicator (grades 3-8) will improve to Green for all student groups.</p>	<p>Performance Indicator (grades 3-8) will improve to Green for all student groups.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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%			
Student expulsion rates for all and applicable Student Groups	Student Expulsion Rates ALL - 0.0005%	The expected annual outcome for the expulsion rate for the District is to be less than 0.5%.	The expected annual outcome for the expulsion rate for the District is to be less than 0.5%.	The expected annual outcome for the expulsion rate for the District is to be less than 0.5%.
California Healthy Kids Survey	* 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).	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.	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.	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.
Student attendance rates for all and applicable Student Groups (Priority 5)	Student Attendance Rates <ul style="list-style-type: none"> • ALL – 96.75% 	Maintain above 96.75% for all and applicable Student Groups	Maintain above 96.75% for all and applicable Student Groups	Maintain above 96.75% for all and applicable Student Groups

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				
<p>Chronic absenteeism rates for all and applicable Student Groups (Priority 5)</p>	<p>Chronic Absenteeism Rates</p> <ul style="list-style-type: none"> ALL – 6.6% 	<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>School climate from local indicator tool</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 good standing as measured by FIT.</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 good standing as measured by FIT.</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) <input type="text" value="[Add Students to be Served selection here]"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="[Add Location(s) selection here]"/>
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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) <input type="text" value="English Learners"/> <input type="text" value="Foster Youth"/> <input type="text" value="Low Income"/>	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text" value="LEA-wide"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="All Schools"/>
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 <input type="text" value="Unchanged Action"/>	Select from New, Modified, or Unchanged for 2018-19 <input type="text" value="Modified Action"/>	Select from New, Modified, or Unchanged for 2019-20 <input type="text" value="Modified Action"/>
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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 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

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 district will continue to provide a safe school environment for all students. Increases in support services will include:
 1) Three School Resource Officers - serviced through law enforcement agencies

2019-20 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 district will continue to provide a safe school environment for all students.
 1) Three School Resource Officers - serviced through law enforcement agencies
 2) One Certificated Teacher for each Jr. High

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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$423,835	\$414,268	\$430,838
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)	3000-3999 - 1000-1999: Certificated Salaries (unit 1509,1712,1510,1624,1612)
Amount	\$1,388,515	\$1,442,600	\$1,442,600
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

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

Unchanged 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.

Budgeted Expenditures

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 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.

Year	2017-18	2018-19	2019-20
Amount	\$1,021,643	\$1,120,000	\$1,140,000
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)

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

3.3 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

2018-19 Actions/Services

3.3 MFT Counseling Hours - 250 hours per Jr. High Site
Explanation - 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

2019-20 Actions/Services

3.3 MFT Counseling Hours - 250 hours per Jr. High Site
Explanation - 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

day and throughout the school year.

emotional needs that occur during the school day and throughout the school year.

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	\$69,000
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)

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)

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

3.4 UCSB Academic Outreach Counselors Explanation - to support students in the classroom with presentations and provide college and career ready opportunities. Two

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

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

Outreach Counselors share knowledge with students in order to provide students with ideas and options concerning opportunities beyond elementary and Junior High School.

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.

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	\$125,000
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:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>English Learners Foster Youth Low Income</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>LEA-wide</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
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Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>New Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Modified Action</p>
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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 Services, Family Advocate Services, Family Engagement Activities, and College and Career Ready Services.

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 Services, Family Advocate Services, Family Engagement Activities, and College and Career Ready Services.

2019-20 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 Services, Family Advocate Services, Family Engagement Activities, and College and Career Ready Services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$134,156	\$137,900	\$143,416
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 1803)
Amount		\$5,059	\$5,059
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

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

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

3.6 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 Increase Night Custodians, 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. Four night custodians will continue in their positions. 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$130,198	\$242,899	\$252,615
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)

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

Modified Action

2017-18 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

2018-19 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 continue at the increased rate of 25% to

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 continue to be increased rate of 35% to

secure learning environment. This extra support provides greater coverage across the campuses during both recess and lunchtime.

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.

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	\$260,287
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)

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)

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$97,000	\$76,100	\$76,100
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 and partial 1701)
Amount	\$30,500	\$5,370	\$5,370
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	\$371
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)

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

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

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 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

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 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

2019-20 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 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).

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).

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).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$682,150	\$696,023	\$723,863
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 1503,1604,1625)

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

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

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.

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 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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$584,000	\$594,073	\$617,359
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

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

3.11 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, 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.

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 & partial 1701)

Amount	\$82,236	\$101,000	\$101,000
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)

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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

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

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 at each school site. The increase will be from eighty to one hundred students (per site).

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,069	\$31,186	\$32,433
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)
Amount	\$38,006	\$22,483	\$22,483
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	\$218.831
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)

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 Elementary, Alvin Elementary, Battles Elementary, Bruce Elementary, Arellanes Elementary, Jimenez Elementary, El Camino Jr. High, Fesler Jr. High, Arellanes Jr. High School, Miller Elementary, Ontiveros Elementary, Tommie Kunst Jr. 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

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 School, Ontiveros Elementary, Tommie Kunst Jr. High, Taylor Elementary/Tunnell Elementary, Rice Elementary, Sanchez

2019-20 Actions/Services

3.13 The district review contracts 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 – 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 School, Ontiveros Elementary, Tommie Kunst Jr. High, Taylor Elementary/Tunnell Elementary, Rice Elementary, Sanchez

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, 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.

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:

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.

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:

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$423,332	\$1,051,760	\$1,053,000
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)

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:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>English Learners Foster Youth Low Income</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>Schoolwide</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>Specific Schools: Adam Elementary, Alvin Elementary, Battles Elementary, Taylor Elementary, Oakley Elementary, Ontiveros Elementary, and Rice Elementary</p>
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Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Unchanged Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Unchanged Action</p>
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<p>2017-18 Actions/Services</p> <p>3.14 Coast to Coast Soccer & STEM 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.</p>	<p>2018-19 Actions/Services</p> <p>3.14 Coast to 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.</p>	<p>2019-20 Actions/Services</p> <p>3.14 Coast to 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</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$77,000	\$120,500	\$122,000
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)

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: parent and community member surveys)
- The District has identified a need to increase parent education and parent involvement as demonstrated by the California Family Engagement Framework Rubric. (Metric: parent and community member surveys)
- 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: parent and community member surveys)
- 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: parent and community member surveys)

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 maintain high levels of parent involvement, as demonstrated by the California Family Engagement Framework Rubric. By June 2020,	SMBSD will maintain high levels of parent involvement, as demonstrated by the California Family Engagement Framework Rubric. By June 2020,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>SMBSD will demonstrate a Basic or Progressive Implementation Level of the 18 principles within the five action areas outlined in the California Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access and Equity)</p>	<p>SMBSD will demonstrate a Basic or Progressive Implementation Level of the 18 principles within the five action areas outlined in the California Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access and Equity)</p>	<p>SMBSD will demonstrate a Basic or Progressive Implementation Level of the 18 principles within the five action areas outlined in the California Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access and Equity)</p>
<p>Parent and Community Member Surveys, Parent attendance reporting, and analysis of family engagement opportunities and parent education opportunities.</p>	<p>Baseline to be establish in the fall 2017</p>	<p>SMBSD will maintain high levels of parent involvement, as demonstrated by the California Family Engagement Framework Rubric. By June 2020, SMBSD will demonstrate a Basic or Progressive Implementation Level of the 18 principles within the five action areas outlined in the California Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access and Equity).</p>	<p>The metrics for this expected measureable outcome has been refined. For the metrics, we will monitor eight specific data points from the LCAP Parent and Community Member survey to demonstrate its maintenance of high levels of parent involvement for the 2018-2019 school year. These include perceptions of:</p> <ul style="list-style-type: none"> • District parent involvement policy • Communication between home and school • Community Liaison services • Family Advocate services • Family Engagement Activities • Parenting classes • ESL Classes 	<p>SMBSD will continue to increase perceptions of all specific data points using LCAP survey results from the 2018 -2019 year. These include perceptions of:</p> <ul style="list-style-type: none"> • 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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<ul style="list-style-type: none"> Scheduling of events <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>	

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 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.

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 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.

2019-20 Actions/Services

4.1 Increase Community Liaisons
Explanation - The district will continue to provide one full-time Bilingual Community Liaison at each school site. School site 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 four full-time district-level Bilingual Community Liaisons for district-level student services and family outreach services. These 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$647,220	\$1,062,077	\$1,104,560
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 & 1804)

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 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)

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

Modified 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

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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$245,175	\$277,191	\$288,278
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)

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

Unchanged 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 provide equitable language access for students and families. The district will continue to increase services by providing two trilingual translators

2018-19 Actions/Services

4.3 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

2019-20 Actions/Services

4.3 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

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.

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.

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	\$358,864
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)

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)

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

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 necessary to support their children's health, safety, and academic success.

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 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.

2019-20 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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$109,428	\$103,254	\$103,254
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)
Amount		\$104,885	\$104,885
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	\$550
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$1,043	\$1,088
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$293	\$305
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)

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

Unchanged Action

Modified Action

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:

- 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.

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:

- 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.

2019-20 Actions/Services

4.5 Parent Education Services

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- 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$263,816	\$277,569	\$278,679
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)
Amount	\$127,494	\$141,989	\$147,669
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	\$107,799
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	\$94,009
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	\$10,700
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

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged 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:

- 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

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, 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.

- Providing expanded Interpretation training for district staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$39,200	\$128,000	\$128,000
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 and 1904)
Amount		\$29,000	\$29,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	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

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

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). 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 and Literacy Nights). 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	\$82,244
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 (partial unit 1701)
Amount	\$20,000	\$0	\$0
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

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)

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

New Action

Unchanged Action

Unchanged 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 responsible digital citizenship and Internet safety. This will include parent, student and teacher training and after hours tech support to parents and students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$37,705	\$37,705
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	\$12,295
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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$46,534,320

Percentage to Increase or Improve Services

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 funding with the total LCFF budget which includes supplemental and concentration allocations.

Actions and services articulated within the SMBSD 2018-2019 LCAP account for approximately \$36,000,000 of the district's \$46,500,000 projected supplemental and concentration grant revenue for the year. The unallocated amount of approximately \$10,500,000 is supplemental and concentration grant resources and is comprised of the following: \$5.3 million in supplemental and concentration allocated directly to school site services that 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; a projected \$1 million in anticipation of settlement agreements with SMBSD's collective bargaining units that reflects positions funded through supplemental and concentration grant resources; approximately \$4.2 million anticipated for allocation to augment actions and services upon evaluation of accountability measures not available at time of LCAP approval. As data utilized in the annual update of services 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 more efficiently warrant the allocation of the remainder of supplemental and concentration grant resources.

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. The actions and services in the LCAP continue to be reviewed and refined to meet the needs of our students and their families. For the 2018-2019 school year, the actions and services remain relatively unchanged as the percentage of our unduplicated pupils remains very high and also relatively unchanged.

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).

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 re-employ 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 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.
- 9) The district will re-employ sixteen 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 (fifteen out of twenty schools), and other support software materials. The district will also increase

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).

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, 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

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).

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.

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

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).

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 will expanded access to technology and the internet. This will be expanded in the 2018-2019 school year.

10) The district will re-employ twelve 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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

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 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 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.

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 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,

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).

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.

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

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).

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).
- 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: lcff@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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (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, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	30,162,624.00	28,973,393.00	30,162,624.00	39,997,329.00	40,869,126.83	111,029,079.83
Supplemental and Concentration	30,162,624.00	28,973,393.00	30,162,624.00	39,997,329.00	40,869,126.83	111,029,079.83

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

Total Expenditures by Object Type

Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	30,162,624.00	28,973,393.00	30,162,624.00	39,997,329.00	40,869,126.83	111,029,079.83
1000-1999: Certificated Personnel Salaries	1,736,402.00	2,503,799.00	1,736,402.00	2,537,500.00	2,629,071.00	6,902,973.00
2000-2999: Classified Personnel Salaries	1,046,897.00	1,033,985.00	1,046,897.00	2,353,721.00	2,447,869.00	5,848,487.00
3000-3999 - 1000-1999: Certificated Salaries	10,326,823.00	8,672,482.00	10,326,823.00	11,621,677.00	12,087,584.00	34,036,084.00
3000-3999 - 2000-2999: Classified Salaries	6,340,407.00	5,411,725.00	6,340,407.00	8,273,155.00	8,603,603.00	23,217,165.00
3000-3999: Employee Benefits	814,524.00	966,543.00	814,524.00	1,685,325.00	1,753,965.00	4,253,814.00
4000-4999: Books And Supplies	2,902,974.00	3,183,256.00	2,902,974.00	4,281,462.00	4,285,010.00	11,469,446.00
5000-5999: Services And Other Operating Expenditures	6,778,997.00	6,203,022.00	6,778,997.00	8,272,857.00	8,075,580.83	23,127,434.83
5800: Professional/Consulting Services And Operating Expenditures	12,000.00	3,865.00	12,000.00	10,000.00	10,000.00	32,000.00
6000-6999: Capital Outlay	0.00	774,518.00	0.00	591,349.00	591,349.00	1,182,698.00
7000-7439: Other Outgo	203,600.00	220,198.00	203,600.00	370,283.00	385,095.00	958,978.00

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

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	30,162,624.00	28,973,393.00	30,162,624.00	39,997,329.00	40,869,126.83	111,029,079.83
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,736,402.00	2,503,799.00	1,736,402.00	2,537,500.00	2,629,071.00	6,902,973.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	1,046,897.00	1,033,985.00	1,046,897.00	2,353,721.00	2,447,869.00	5,848,487.00
3000-3999 - 1000-1999: Certificated Salaries	Supplemental and Concentration	10,326,823.00	8,672,482.00	10,326,823.00	11,621,677.00	12,087,584.00	34,036,084.00
3000-3999 - 2000-2999: Classified Salaries	Supplemental and Concentration	6,340,407.00	5,411,725.00	6,340,407.00	7,277,017.00	7,567,620.00	21,185,044.00
3000-3999: Employee Benefits	Supplemental and Concentration	814,524.00	966,543.00	814,524.00	1,685,325.00	1,763,965.00	4,253,814.00
4000-4999: Books And Supplies	Supplemental and Concentration	2,902,974.00	3,183,256.00	2,902,974.00	4,281,462.00	4,285,010.00	11,469,446.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	6,778,997.00	6,203,022.00	6,778,997.00	8,272,857.00	8,075,580.83	23,127,434.83
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	12,000.00	3,865.00	12,000.00	10,000.00	10,000.00	32,000.00
6000-6999: Capital Outlay	Supplemental and Concentration	0.00	774,518.00	0.00	591,349.00	591,349.00	1,182,698.00
7000-7439: Other Outgo	Supplemental and Concentration	203,600.00	220,198.00	203,600.00	370,283.00	385,095.00	958,978.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	12,791,908.00	13,158,067.00	12,791,908.00	18,454,063.00	19,010,157.00	50,265,128.00
Goal 2	9,641,529.00	8,645,935.00	9,641,529.00	12,017,252.00	12,346,073.00	34,004,854.00
Goal 3	5,640,289.00	5,330,938.00	5,640,289.00	6,717,684.00	6,623,012.83	18,980,985.83
Goal 4	2,088,898.00	1,838,453.00	2,088,898.00	2,808,330.00	2,889,884.00	7,787,112.00

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