

# Local Control and Accountability Plan

Santa Maria-Bonita



July 1, 2016 - June 30, 2019

Introduction:

LEA: Santa Maria-Bonita Contact (Name, Title, Email, Phone Number): Olivia Bolaños LCAP Year: 2016  
Director of C & I  
obolanos@smbdsd.net  
(805) 361-8152

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. Although many of our families have children who were born here in the United States, over 75% have a home language other than English. Over 93% of our students are Hispanic. Approximately 60% of our parent population does not have a high school degree, and 86.5% of our students qualify for free or reduced priced lunch. We have approximately 8% of our students identified as Gifted and Talented, 13% of our students are identified as Migrant, and 7% of our students are in Special Education. Our families are hardworking and want the very best education for their children. They want not only to see their children survive in our community and nation, but also thrive in all of their endeavors. They have a high respect for our teachers and the education we provide. Our families come from a rich culture with many life experiences. Their learning and embracing 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 student's potential and strengthen our entire district..

*Local Control and Accountability Plan and Annual Update Template*

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

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

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

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

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

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

### State Priorities

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

#### A. Conditions of Learning:

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

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

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

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

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

#### B. Pupil Outcomes:

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

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

#### C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The Santa Maria-Bonita School District (SMBSD) once again performed an extensive involvement process in year three of LCAP. SMBSD is committed to demonstrating a comprehensive plan in the area of community and staff engagement.</p> <p>Multiple public hearing dates were held to provide staff, community, and interested stake holders an opportunity to address the Board and express their interests and recommendations. There were many public comments at each of the designated School Board meetings with public hearings concerning LCAP. The LCAP public hearings were posted and publicized in accordance with the Brown Act.</p> <p>Evidence of the public hearings can be found on the agendas of the following Board meetings:</p> <p>January 20, 2016 - Board Discussion Item on Plan for Stakeholder Engagement</p> <p>February 10, 2016 - Public Hearing Number 1 and Discussion Item on 2015-16 LCAP Update</p> <p>March 9, 2016 - Public Hearing Number 2 and Discussion Item on Needs Analysis/Goal Identification</p> <p>April 13, 2016 - Public Hearing Number 3 and Discussion Item on Brainstorming of Actions and Services</p> <p>May 11, 2016 - Public Hearing Number 4 and Discussion Item on Prioritizing Actions and Services</p> <p>June 1, 2016 - Public Hearing Number 5 and Draft of LCAP/Budget</p> <p>June 8, 2016 - Public Hearing Number 6 and Approval of LCAP and Budget and LCAP</p> <p>Individual and group meetings have been held with bargaining unit leadership to describe both the stakeholder involvement process and to hear their interests and questions as well.</p> <p>Site managers were given the opportunity to work together in groups to identify and rank potential actions and services. Junior highs worked together and elementary schools were grouped into their feeders.</p> <p>The District updated its LCAP web page with the PowerPoint presentations from the meetings above so members of the public could monitor the discussion even if they could not attend. An email account was set up and made available on this page specifically to allow stakeholders to email their input at any time throughout the process. Cabinet worked together to identify local community leaders, resulting in a list of multiple advocates for young people who</p>	<p>During the course of conducting the public hearings, stakeholders were able to engage directly with the school Board regarding their interests for the District's focus in the coming year. Teachers, managers, parents and students all took advantage of this forum to share their interests for the arts, physical education, services for students with special needs, dual immersion, GATE and more. Groups advocated for more support directly in the classroom, and for alternative programs for students.</p> <p>Actions and Services that were created or modified based on these conversations included, additional funding for the Dual Language Immersion Pilot, Increased support for GATE and additional resources for district state preschool programs, .</p> <p>Because actions and services are to be focused on targeted students, a great deal of input was gathered from site managers to brainstorm and rank items to be brought to the board for consideration. The revised goals were also shared with this group so that consideration could be given as sites considered developing their single school plans with these new goals in mind. Discussions from these meetings were used to inform the listing of actions and services brought to the Board for consideration.</p> <p>Specific actions and services that were created or modified based on these discussions included, an additional 8th Grade Class placed at a County School, and Marriage Family Therapist for Junior Highs, an alternative or opportunity setting for students at Junior High, additional support for two intervention teachers at elementary each site, 2 additional Teacher Tutors at each site, instructional aid support for all First Grade classrooms, additional parent/family literacy classes, additional resources for site driven interventions and student support, additional support for student safety through student supervisors.</p> <p>Bargaining units were also provided opportunities to discuss each phase of the LCAP development process in a subgroup setting. During these meetings, the Board presentations were reviewed and specific content highlighting items that impacted unit members were discussed as well. These meetings provided an opportunity to determine where common interests for services were aligned between the LCAP and the bargaining unit leaders and served to limit surprises during the LCAP process. Bargaining units expressed support for additional translation services, instructional aid support, custodial services and the expansion of services across as many grade levels as possible for the benefit of all students.</p> <p>Survey results from students and adults were compared to prior surveys to determine if the level of support and interests on the</p>

<p>received a direct email with information about the nature and timing of the public hearings, as well as the LCAP@smbds.net email address.</p> <p>The District completed multiple surveys for students, classified, certificated, management, parents and community members to get a sense of community sentiment on various areas of the District's services. Of the responses, 3,400 indicated they were parents, 423 indicated they were community members, 350 indicated they were teachers, 155 indicated they were classified staff and 41 indicated they were administrators. Separate surveys were prepared for elementary students and junior high students to gather information from these important groups as well.</p> <p>School Site plans have been updated to reflect LCAP Goals and Priorities. Site plans have been reviewed and approved by School Site Councils and by the District Advisory Committee. LCAP input was also generated by the Migrant Parent Advisory Committee, DAC and DELAC committee meetings.</p>	<p>items described on the survey continued to determine if stakeholders had developed new interests since the prior survey. Results were mostly consistent between years with a focus on positive feelings around school climate, support for the arts and activities that build a positive school culture. Noticeably less support was shown for extended day programs, Saturday school programs and intercession. However, the District has supported increasing offerings for these additional services because the current offerings are generally full, Requests for additional offerings, additional instructional time and related activities serve students well. The actual participation levels for these additional offerings will be used to determine if there is actually more support for them than what the survey results indicated. Historically, summer school offerings have been attended by hundreds of students.</p> <p>Part of the May Revision included changing the funding gap, which provided additional funds for the supplemental and concentration grants. Comments and support from various stakeholders for actions and services were then revisited in order to identify and prioritize additional items for the list. Revisiting input from the stakeholder input increased service level funding for teacher tutors, GATE, Dual Language Immersion, School Climate Training and Special Assignment Teachers to provide support in the implementation of ELA/ELD and Math Standards with them providing more grade level focus on particular content areas.</p> <p>The LCAP Goals and draft listing of proposed actions and services were shared and supported at the DAC and DELAC committee meetings on April 27, 2016. This information will also be presented for consideration at the Migrant Parent Committee meeting on May 26, 2016 for consideration and received approval and support.</p>
<p>Annual Update:</p> <p>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 Joint Administrators Meeting (JAM), the Elementary School Principals Meeting (K6), the Junior High Principals Meeting (7/8), the Certificated and Classified Labor Management Council Meetings (LMC and CLMC), and School Site Council Meetings, as well as holding the multiple public hearings described earlier in this document and the Public Hearing and Discussion Item directly connected to the Annual Update held on February 10, 2016.</p> <p>JAM Meeting Schedule: Provided a venue for every manager to discuss implications and impact of each action and service included in the plan on their sites or within their department.</p> <p>July 30-31, 2015 – Administrative Retreat</p> <p>August 18, 2015</p> <p>September 15, 2015</p> <p>October 20, 2015</p> <p>November 17, 2015</p> <p>December 15 2015</p> <p>January 14-15, 2016, 8:30-3:30 – Administrative Retreat</p> <p>February 16, 2016</p> <p>March 15, 2016</p> <p>April 19, 2016</p> <p>May 17, 2016</p> <p>June 14, 2016 (tentative)</p> <p>K-6 Meetings: Provide a venue for District office managers and elementary site principals to discuss the impact and implications of actions and services specific to the elementary sites and students.</p> <p>September 8, 2015</p> <p>October 13, 2015</p> <p>November 10, 2015</p> <p>February 9, 2016</p> <p>March – 8, 2016</p> <p>April 12, 2016</p> <p>May 10, 2016</p> <p>7/8 Meetings: Provide a venue for District office managers and junior</p>	<p>Annual Update:</p> <p>The stakeholder engagement process uncovered many areas of conversation, discussion, debate, and problem solving opportunities. Time is precious and the limited minutes in the school day was a source of discussion related to the Fine Arts being added through LCAP. How many disciplines can be offered during the elementary school year while still providing time for regular instruction? The timing of pullout programs for the arts pulling students away from ELA, ELD and Math received significant attention in venues with teachers and instructional leaders alike. The LCAP continues to contain investments in professional development. Discussions with stakeholders also refine the most effective, agreeable approaches to bringing the best training possible to faculty and staff with LCAP resources.</p> <p>The conversation with elementary principals began right away during the September meeting and continued through many of the public hearings on the 2016-17 LCAP. Grade level teachers advocated for keeping students in class, while band teachers advocated for keeping band during the instructional day. Many options were provided by band teachers and evaluated by principals. Principals also developed options. Work in this area is still continuing. The balancing act between providing students with access to the arts with meeting the core academic needs of all students persists. While writing this plan, the decision has been to maximize core instruction during the school day and offer one session of band during the day and one after the school day.</p> <p>Another significant conversation that channeled through classrooms to principals and into the LCAP update and LCAP also has to do with the fine arts. Previously, a significant investment through LCAP was focused on a single provider group which made scheduling difficult between artists and school sites. It was determined that the investment needed to be generalized to allow sites to access multiple providers to create more options and flexibility on how students are provided access to the arts.</p> <p>Survey results were compared to prior surveys to determine if the level of support and interests on the items described on the survey continued to determine if stakeholders had developed new interests since the prior survey. Results were mostly consistent between years with a focus on positive feelings around school climate, support for the arts and activities that build a positive school culture. Noticeably less support was shown for extended day programs, Saturday school programs and intercession. However, the District has supported increasing offerings for these additional services because the current offerings are generally full, requests for additional offerings come from other sources and the additional instructional time and related activities serve students well. The actual participation levels for these additional offerings will be used to determine if there is actually more support for them than what the survey results indicated.</p> <p>It was also learned that there are secondary needs that sometimes go unanticipated when programs or personnel are requested through</p>

high site principals to discuss the impact and implications of actions and services specific to the junior high sites and students.

August 31, 2015

September 28, 2015

October 26, 2015

January 25, 2016

February 22, 2016

March 21, 2016

April 25, 2016

May 23, 2016

June 6, 2016

CLMC Meetings: Provide a venue for classified leadership to meet with members of cabinet to solve problems at the lowest level, and offer availability for communications on LCAP items. Meetings are planned monthly and held when there are items to discuss.

February 24, 2016

March 23, 2016

April 27, 2016

LMC Meetings: Provide a venue for certificated leadership to meet with members of cabinet to solve problems at the lowest level, and offer availability for communications on LCAP items. Meetings are planned monthly and held when there are items to discuss.

August 19, 2015

November 4, 2015

January 27, 2016

February 17, 2016

April 20, 2016

Parents are also an important part of the decision making process in 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. 21% of the Supplemental and Concentration funds are managed at this level.

The District completed multiple surveys for students, classified, certificated, management, parents and community members to get a sense of community sentiment on various areas of the District's services. Of the responses, 3,400 indicated they were parents, 423 indicated they were community members, 350 indicated they were teachers, 155 indicated they were classified staff and 41 indicated they were administrators. Separate surveys were prepared for elementary students and junior high students to gather information from these important groups as well.

Our district hosts our own migrant regional office and migrant parents also play an important role in the decision making process. About 25% of our students are eligible for migrant education. The Migrant Parent Advisory Committee members met six times during 2015-16 and provided input about the students' needs and recommendations for the LCAP. Six general meetings for all migrant parents were held to gather input about the students' needs and areas for improvement.

The District Advisory Committee (DAC) and District English Learner Advisory Committee (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 year, participating in school board meetings, and providing input and recommendations for school-wide and district-wide activities for the 2016-17 school year.

the LCAP process. Updates were required to address some of these needs and an item has been added into the 2016-17 LCAP to address some of these unforeseen needs. Examples include the need for supplies and equipment, training and mileage.

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

### Instructions:

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

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

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

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

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

#### Goal: Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

#### Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth

school level data analysis, etc.)?

- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
--------------	---	---

<b>Identified Need:</b>	1) In order to prepare all students for college and career readiness, students will need to achieve at higher levels of performance as shown by the 2015 baseline results for the CAASPP. 2) Williams Act: The District will assure that all students have access to current textbooks and quality materials compliant with state standards to use in the classroom and to take home to complete assignments. 3) The District will maintain its standard to employ teachers with the correct credentials and that they are appropriately assigned. 4) Re-evaluate on a yearly basis
-------------------------	--

<b>Goal Applies to:</b>	Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All
-------------------------	---

LCAP Year 1: 2016-17

<b>Expected Annual Measurable Outcomes:</b>	We will know that our students are succeeding in this area when we see: Students have increased access to State aligned instructional materials, including ELA, ELD and Math as measured by the Resolution of Sufficiency, which indicates 100% of students have access to standards aligned materials. All students and subgroups make an annual 5% improvement in the English/Language Arts and mathematics as evidenced by the following benchmarks: By 2017, Grades K-2 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. By 2017, 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 and mathematics state assessments. By 2017, meet with administrators/teachers to select and administer a baseline 2nd grade diagnostic assessment in ELA and mathematics. By 2017, all students in grades 5 and 7 will improve on the Healthy Fitness Zone at least 5% annually on State Physical Fitness Healthy Fitness Test. Professional Development Participation by staff (Certificated and Classified) in each of the following areas but not limited to : ELA, ELD, Math, Science, Social Studies, Special Education, Technology, Music, Physical Education and other areas to support students and school sites. Revisit Phil Daro's 5 X 8 card on what administrators should observe during math instruction. Train administrators on what "key shifts" to observe during English Language Arts/English Language Development.
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Adopt and purchase new textbooks and instructional materials for all students, as new curriculum frameworks are adopted by the state. Provide extra books and materials at every school site so that every students, including English Learners has current textbooks and quality instructional materials compliant with state standards, to use in the classroom and to take home to complete assignments.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF Base: \$2,321,545  Restricted Lottery - 4000-4999 Books and Supplies - Other State Revenues: \$688,275
1.2 Continue to provide administrative, certificated and classified staff professional development that supports State Standards in all academic areas, provides best practices, and supports the needs and program needs of school sites from preschool through 8th grade.  These include, but are not limited to: Math, English Language Arts, English Language Development, Science, Social Studies, GATE, AVID, the Dual Language Program, STEM, PE, Technology, Special Education, Preschool, Robotics and the Visual and Performing Arts.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	(unit 1621) - 1000-1999 Certificated Salaries - LCFF S & C: \$83,240  - 2000-2999 Classified Salaries - LCFF S & C: \$33,110  - 3000-3999 Employee Benefits - LCFF S & C: \$19,420

<p>* We will provide a District Wide Staff Development Day with a lens on English Language Learners from all content areas. Doug Fisher, Phil Daro, and Timothy Shanahan will provide training for the Elementary grades. Doug Fisher will also provide a voluntary staff development day on Close Reading.</p> <p>* An intense focus in professional development will be placed on the learning of Designated ELD with a movement of providing new learning in regards to Integrated ELD in the content areas.</p> <p>* New teachers will receive professional development by Rick Smith or Grace Dearborn on Classroom Management</p> <p>* Junior High School teachers will be provided an overview of Cultural Proficiency and on ongoing professional development by Dolores and Randal Lindsey. This will begin to give staff the ability to successfully teach students who come from a culture or cultures other than our own. It will entail developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.</p> <p>* Training from publishers will be provided to all teachers who will be piloting new state adopted materials in ELA/ELD. The implementation for this material will take place in 2017-2018.</p> <p>* We will continue to provide on-going training on District campaigns such as FactsWise, NumberTalks and the multitude of materials provided in the new math adoption. We will also begin to explore possible math intervention programs for students.</p> <p>* We will revisit with administrators key shifts and strategies to look for while conducting observations. (Ex. Phil Daro's 5x8 card)</p>			<p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$41,747</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$372,483</p>
<p>1.3 Continue to provide support systems, and practices that support student learning through:</p> <ol style="list-style-type: none"> <li>1) Technology clerks (Computer Lab technicians) assisting students in acquiring 21st Century skills</li> <li>2) Teacher tutors will provide one on one and small group instruction to students specifically in the area of Math, English Language Arts and English Language Development. All these will assist students in learning the State Standards</li> <li>3) Intervention Teachers will assist teachers and administrators with the appropriate placement of students, professional development at their sites and one on one/small group instruction with students in English Language Arts/English Language Development and Math.</li> <li>4) Limited Assignment Teachers will assist teachers and provide small group and one on one instruction to students in English Language Arts/English Language Development and Math.</li> <li>5) Additional support staff for Preschool - 8th grade will be provided to assist adn support small and individual group instruction.</li> <li>6) Appropriately aligned materials that address State Standards</li> <li>7) Library Media Clerks will assist students in learning basic information skills and locating and selecting appropriate materials to</li> </ol>	<p>LEA-Wide</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>1) 3000-3999 - 2000-2999 Classified Salaries - LCFF Base: \$103,628</p> <p>2) (unit 1710) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$880,000</p> <p>2) (Site) LCFF S &amp; C 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,831,562</p> <p>3) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$3,719,999</p> <p>4) (site) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S</p>

<p>enhance their learning</p> <p>8) Community Liaisons will provide on going communications between the school, families and community</p> <p>9) Visual and Performing Arts Personnel will provide direct teaching of the Visual and Performing Arts Standards to students. Instructional materials/instruments will be provided to students for instruction.</p> <p>10) Physical Education Specialists will provide students Physical Education and Health curriculum</p> <p>11) Speech Pathologist to assist students in their speech and language needs as needed</p> <p>12) Program Specialist to assist sites with their special education student's needs</p>			<p>&amp; C: \$419,703</p> <p>5) Obj 7611 (unit 1502) - 7000-7499 Other - LCFF S &amp; C: \$183,600</p> <p>6) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$25,000</p> <p>7)3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$576,694</p> <p>8) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$567,975</p> <p>9) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$357,000</p> <p>9) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$60,000</p> <p>9) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$339,430</p> <p>10) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$699,190</p> <p>11) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$124,896</p> <p>12) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$133,424</p>
<p>1.4 Continue to support staff learning through the use of:</p> <p>1) Two additional Teachers On Special Assignment to assist, plan and provide staff development to all sites in the focus areas of the district, with a lens on English Learners in ELA/ELD, Math and the content areas. In addition, to delve deeper into specific content/technology resources, such as the materials purchased in the new math adoption.</p> <p>2) Curriculum substitutes to provide coverage for professional learning opportunities, release time for observing, learning, planning, site leadership teams, department chair meetings, etc.</p> <p>3) Lead Learners to assist in their sites in the implementation of State Standards and provide some district wide professional learning</p> <p>4) Professional learning opportunities for all content areas through conferences, webinars,(for all Preschool - 8th grade teachers, administrators, and classified staff)</p>	<p>LEA-Wide</p>	<p><u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____</p>	<p>1) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$815,277</p> <p>2) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$337,471</p> <p>3) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$434,285</p> <p>4) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$2,302</p>

<p>These will mainly focus on district areas of need, particularly ELA/ELD, and Math.</p> <p>5) Providing materials, mileage, lodging, registration, meals to attend conferences/training for all Santa Maria-Bonita School District Staff</p> <p>6) Technology to support the implementation of the State Standards and District Programs including materials to support Special Ed Adaptive Technology and curricular licenses throughout the district</p> <p>7) Technology upgrades and repairs at sites and district office</p> <p>8) Budgeting extra time in the development of assessments, supplemental curricular materials and other areas that support the state standards</p> <p>Continue to support the following services due to the growing demands of the departments:</p> <p>9) Special Education Clerk provides clerical guidance to Psychologists and RSP teachers. In addition, the clerk provides clerical guidance in Special Ed contracts and non public contracts</p> <p>Hire a</p> <p>10) Curriculum Secretary and/or Clerk to assist with clerical maintenance of staff development attendance, sign -ins, registration and confirmations of staff development activities</p>			<p>4) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$21,616</p> <p>4) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$230,082</p> <p>5) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$65,000</p> <p>6) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$117,453</p> <p>6) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$12,154</p> <p>7) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$18,700</p> <p>7) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,300</p> <p>8) 3000-3999 - 1000-1999 Certificated Salaries - LCFF Base: \$14,579</p> <p>8) 3000-3999 - 1000-1999 Certificated Salaries - Other State Revenues: \$48,754</p> <p>8) 3000-3999 - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$38,743</p> <p>8) 3000-3999 - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$195,263</p> <p>9)3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$83,077</p> <p>10)3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$86,188</p>
<p>1.5 Develop Capacity of Beginning Teachers through the Teacher Induction Program and District Professional Learning Opportunities (Beginning of the year professional development by Grace Dearborn or Rick Smith</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>3000-3999 - 1000-1999 Certificated Salaries - LCFF Base: \$6,434</p>

on Classroom Management)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<p>1.6 Continue to work with a committee to enhance the work of creating formative assessments in all grades.</p> <p>Revisit and refine the district assessments in math K-8.</p> <p>Create grade level committees to begin creating district assessments aligned to state standards in ELA for all grade levels.</p> <p>Define a 2nd grade diagnostic assessment with administrators and teachers. Administer to set a baseline.</p> <p>1.6a Continue to notify parents of their child's academic progress by mailing home state testing results and through parent/teacher conferences.</p>	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
<p>1.7 To provide effective school wide support systems, procedures, processes, materials and practice that support student learning, sites will:</p> <p>Purchase supplemental technology such as but not limited to: Achieve 3000, Accelerated Reader</p> <p>Purchase more ipads and Chromebooks to provide 1:1 technology, as well as update outdated technology</p> <p>Purchase materials supporting State Standards such as, but not limited to: Standards Plus</p> <p>Provide more Visual and Performing Arts classes during and after school</p> <p>Provide extended day classes to help support academic success</p> <p>Provide more classroom libraries</p> <p>Establish a robotics program</p> <p>Provide on site professional development and collaboration</p> <p>Provide College Field trips</p>	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	(unit 1701 site) - 4000-4999 Books and Supplies - LCFF S & C: \$1,409,640  (unit 1701 site) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,409,640  - 1000-1999 Certificated Salaries - LCFF S & C: \$1,987,423  - 2000-2999 Classified Salaries - LCFF S & C: \$2,027,657  - 3000-3999 Employee Benefits - LCFF S & C: \$1,032,231  - 4000-4999 Books and Supplies - LCFF S & C: \$2,026,248  - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$500,337
<p>1.8 Provide STEM College Residential Programs for junior high students to support their college &amp; career readiness.</p> <p>1) This program helps students see themselves as future college students and lifelong learners.</p> <p>2) Strengthen the students' critical thinking and decision making skills, particularly as they relate to STEM and Leadership activities.</p> <p>3) Assist parents in understanding the university application process, financial aid and scholarship process, majors and required coursework; and understand what the university experience will be like for their child.</p>	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF S & C: \$5,000  - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$45,000
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	We will know that our students are succeeding in this area when we see: Students have increased access to State aligned instructional materials, including ELA, ELD and Math as measured		

by the Resolution of Sufficiency, which indicates 100% of students have access to standards aligned materials.

All students and subgroups make an annual 5% improvement in the English/Language Arts and mathematics as evidenced by the following benchmarks:

By 2017, Grades K-2 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.

By 2017, 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 and mathematics state assessments.

By 2017, meet with administrators/teachers to select and administer a baseline 2nd grade diagnostic assessment in ELA and mathematics.

By 2017, all students in grades 5 and 7 will improve on the Healthy Fitness Zone at least 5% annually on State Physical Fitness Healthy Fitness Test.

Professional Development Participation by staff (Certificated and Classified) in each of the following areas but not limited to :

ELA, ELD, Math, Science, Social Studies, Special Education, Technology, Music, Physical Education and other areas to support students and school sites.

Revisit Phil Daro's 5 X 8 card on what administrators should observe during math instruction.

Train administrators on what "key shifts" to observe during English Language Arts/English Language Development.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Adopt and purchase new textbooks and instructional materials for all students, as new curriculum frameworks are adopted by the state. Provide extra books and materials at every school site so that every students, including English Learners has current textbooks and quality instructional materials compliant with state standards, to use in the classroom and to take home to complete assignments.</p>	LEA-Wide	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>- 4000-4999 Books and Supplies - LCFF Base: \$2,321,545</p> <p>Restricted Lottery - 4000-4999 Books and Supplies - Other State Revenues: \$688,275</p>
<p>1.2 Continue to provide administrative, certificated and classified staff professional development that supports State Standards in all academic areas, provides best practices, and supports the needs and program needs of school sites from preschool through 8th grade.</p> <p>These include, but are not limited to: Math, English Language Arts, English Language Development, Science, Social Studies, GATE, AVID, the Dual Language Program, STEM, PE, Technology, Special Education, Preschool, Robotics and the Visual and Performing Arts.</p> <p>* We will provide a District Wide Staff Development Day with a lens on English Language Learners from all content areas. Doug Fisher, Phil Daro, and Timothy Shanahan will provide training for the Elementary grades. Doug Fisher will also provide a voluntary staff development day on Close Reading.</p> <p>* An intense focus in professional development will be placed on the learning of Designated ELD with a movement of providing new learning in regards to Integrated ELD in the content areas.</p> <p>* New teachers will receive professional development by Rick Smith or Grace Dearborn on Classroom Management</p> <p>* Junior High School teachers will be provided an overview of Cultural Proficiency and on ongoing professional development by Dolores and Randal Lindsey. This will begin to give staff the ability</p>	LEA-Wide	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>(unit 1621) - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$83,240</p> <p>- 2000-2999 Classified Salaries - LCFF S &amp; C: \$33,110</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$19,420</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$41,747</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$372,483</p>

<p>to successfully teach students who come from a culture or cultures other than our own. It will entail developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.</p> <p>* Training from publishers will be provided to all teachers who will be piloting new state adopted materials in ELA/ELD. The implementation for this material will take place in 2017-2018.</p> <p>* We will continue to provide on-going training on District campaigns such as FactsWise, NumberTalks and the multitude of materials provided in the new math adoption. We will also begin to explore possible math intervention programs for students.</p> <p>* We will revisit with administrators key shifts and strategies to look for while conducting observations. (Ex. Phil Daro's 5x8 card)</p>			
<p>1.3 Continue to provide support systems, and practices that support student learning through:</p> <ol style="list-style-type: none"> <li>1) Technology clerks (Computer Lab technicians) assisting students in acquiring 21st Century skills</li> <li>2) Teacher tutors will provide one on one and small group instruction to students specifically in the area of Math, English Language Arts and English Language Development. All these will assist students in learning the State Standards</li> <li>3) Intervention Teachers will assist teachers and administrators with the appropriate placement of students, professional development at their sites and one on one/small group instruction with students in English Language Arts/English Language Development and Math.</li> <li>4) Limited Assignment Teachers will assist teachers and provide small group and one on one instruction to students in English Language Arts/English Language Development and Math.</li> <li>5) Additional support staff for Preschool - 8th grade will be provided to assist adn support small and individual group instruction.</li> <li>6) Appropriately aligned materials that address State Standards</li> <li>7) Library Media Clerks will assist students in learning basic information skills and locating and selecting appropriate materials to enhance their learning</li> <li>8) Community Liaisons will provide on going communications between the school, families and community</li> <li>9) Visual and Performing Arts Personnel will provide direct teaching of the Visual and Performing Arts Standards to students. Instructional materials/instruments will be provided to students for instruction.</li> <li>10) Physical Education Specialists will provide students Physical Education and Health curriculum</li> <li>11) Speech Pathologist to assist students in their speech and language needs as needed</li> <li>12) Program Specialist to assist sites with their special education student's needs</li> </ol>	<p>LEA-Wide</p>	<p><u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____</p>	<p>1) 3000-3999 - 2000-2999 Classified Salaries - LCFF Base: \$103,628</p> <p>2) (unit 1710) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$880,000</p> <p>2) (Site) LCFF S &amp; C 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,831,562</p> <p>3) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$3,719,999</p> <p>4) (site) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$419,703</p> <p>5) Obj 7611 (unit 1502) - 7000-7499 Other - LCFF S &amp; C: \$183,600</p> <p>6) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$25,000</p> <p>7)3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$576,694</p> <p>8) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C:</p>

			<p>\$567,975</p> <p>9) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$357,000</p> <p>9) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$60,000</p> <p>9) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$339,430</p> <p>10) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$699,190</p> <p>11) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$124,896</p> <p>12) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$133,424</p>
<p>1.4 Continue to support staff learning through the use of:</p> <p>1) Two additional Teachers On Special Assignment to assist, plan and provide staff development to all sites in the focus areas of the district, with a lens on English Learners in ELA/ELD, Math and the content areas. In addition, to delve deeper into specific content/technology resources, such as the materials purchased in the new math adoption.</p> <p>2) Curriculum substitutes to provide coverage for professional learning opportunities, release time for observing, learning, planning, site leadership teams, department chair meetings, etc.</p> <p>3) Lead Learners to assist in their sites in the implementation of State Standards and provide some district wide professional learning</p> <p>4) Professional learning opportunities for all content areas through conferences, webinars,(for all Preschool - 8th grade teachers, administrators, and classified staff) These will mainly focus on district areas of need, particularly ELA/ELD, and Math.</p> <p>5) Providing materials, mileage, lodging, registration, meals to attend conferences/training for all Santa Maria-Bonita School District Staff</p> <p>6) Technology to support the implementation of the State Standards and District Programs including materials to support Special Ed Adaptive Technology and curricular licenses throughout the district</p> <p>7) Technology upgrades and repairs at sites and district office</p> <p>8) Budgeting extra time in the development of assessments, supplemental curricular materials and other areas that support the state standards</p> <p>Continue to support the following services due to the growing demands of the departments:</p> <p>9) Special Education Clerk provides clerical guidance to Psychologists and RSP teachers. In addition, the clerk provides clerical</p>	LEA-Wide	<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups: _____</p>	<p>1) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$815,277</p> <p>2) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$337,471</p> <p>3) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$434,285</p> <p>4) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$2,302</p> <p>4) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$21,616</p> <p>4) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$230,082</p> <p>5) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$65,000</p> <p>6) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$117,453</p> <p>6) - 5000-5999</p>

<p>guidance in Special Ed contracts and non public contracts</p> <p>Hire a 10) Curriculum Secretary and/or Clerk to assist with clerical maintenance of staff development attendance, sign -ins, registration and confirmations of staff development activities</p>			<p>Services and Other Operating Expenses - LCFF S &amp; C: \$12,154</p> <p>7) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$18,700</p> <p>7) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,300</p> <p>8) 3000-3999 - 1000-1999 Certificated Salaries - LCFF Base: \$14,579</p> <p>8) 3000-3999 - 1000-1999 Certificated Salaries - Other State Revenues: \$48,754</p> <p>8) 3000-3999 - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$38,743</p> <p>8) 3000-3999 - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$195,263</p> <p>9)3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$83,077</p> <p>10)3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$86,188</p>
<p>1.5 Develop Capacity of Beginning Teachers through the Teacher Induction Program and District Professional Learning Opportunities (Beginning of the year professional development by Grace Dearborn or Rick Smith on Classroom Management)</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>3000-3999 - 1000-1999 Certificated Salaries - LCFF Base: \$6,434</p>
<p>1.6 Continue to work with a committee to enhance the work of creating formative assessments in all grades.</p> <p>Revisit and refine the district assessments in math K-8.</p> <p>Create grade level committees to begin creating district assessments aligned to state standards in ELA for all grade levels.</p> <p>Define a 2nd grade diagnostic assessment with administrators and teachers. Administer to set a baseline.</p> <p>1.6a Continue to notify parents of their child's academic progress by mailing home state testing results and through parent/teacher conferences.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$0</p>

<p>1.7 To provide effective school wide support systems, procedures, processes, materials and practice that support student learning, sites will:</p> <p>Purchase supplemental technology such as but not limited to: Achieve 3000, Accelerated Reader</p> <p>Purchase more ipads and Chromebooks to provide 1:1 technology, as well as update outdated technology</p> <p>Purchase materials supporting State Standards such as, but not limited to: Standards Plus</p> <p>Provide more Visual and Performing Arts classes during and after school</p> <p>Provide extended day classes to help support academic success</p> <p>Provide more classroom libraries</p> <p>Establish a robotics program</p> <p>Provide on site professional development and collaboration</p> <p>Provide College Field trips</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>(unit 1701 site) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$1,409,640</p> <p>(unit 1701 site) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,409,640</p> <p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,987,423</p> <p>- 2000-2999 Classified Salaries - LCFF S &amp; C: \$2,027,657</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$1,032,231</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$2,026,248</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$500,337</p>
<p>1.8 Provide STEM College Residential Programs for junior high students to support their college &amp; career readiness.</p> <p>1) This program helps students see themselves as future college students and lifelong learners.</p> <p>2) Strengthen the students' critical thinking and decision making skills, particularly as they relate to STEM and Leadership activities.</p> <p>3) Assist parents in understanding the university application process, financial aid and scholarship process, majors and required coursework; and understand what the university experience will be like for their child.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$5,000</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$45,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>We will know that our students are succeeding in this area when we see:</p> <ul style="list-style-type: none"> <li>Students have increased access to State aligned instructional materials, including ELA, ELD and Math as measured by the Resolution of Sufficiency, which indicates 100% of students have access to standards aligned materials.</li> <li>All students and subgroups make an annual 5% improvement in the English/Language Arts and mathematics as evidenced by the following benchmarks: <ul style="list-style-type: none"> <li>By 2017, Grades K-2 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.</li> <li>By 2017, 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 and mathematics state assessments.</li> <li>By 2017, meet with administrators/teachers to select and administer a baseline 2nd grade diagnostic assessment in ELA and mathematics.</li> <li>By 2017, all students in grades 5 and 7 will improve on the Healthy Fitness Zone at least 5% annually on State Physical Fitness Healthy Fitness Test.</li> </ul> </li> <li>Professional Development Participation by staff (Certificated and Classified) in each of the following areas but not limited to : <ul style="list-style-type: none"> <li>ELA, ELD, Math, Science, Social Studies, Special Education, Technology, Music, Physical Education and other areas to support students and school sites.</li> </ul> </li> </ul>
---	--

Revisit Phil Daro's 5 X 8 card on what administrators should observe during math instruction.  
 Train administrators on what "key shifts" to observe during English Language Arts/English Language Development.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Adopt and purchase new textbooks and instructional materials for all students, as new curriculum frameworks are adopted by the state. Provide extra books and materials at every school site so that every students, including English Learners has current textbooks and quality instructional materials compliant with state standards, to use in the classroom and to take home to complete assignments.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All            -----            OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 4000-4999            Books and Supplies - LCFF Base: \$2,321,545             Restricted Lottery - 4000-4999            Books and Supplies - Other State Revenues: \$688,275</p>
<p>1.2 Continue to provide administrative, certificated and classified staff professional development that supports State Standards in all academic areas, provides best practices, and supports the needs and program needs of school sites from preschool through 8th grade.</p> <p>These include, but are not limited to: Math, English Language Arts, English Language Development, Science, Social Studies, GATE, AVID, the Dual Language Program, STEM, PE, Technology, Special Education, Preschool, Robotics and the Visual and Performing Arts.</p> <p>* We will provide a District Wide Staff Development Day with a lens on English Language Learners from all content areas. Doug Fisher, Phil Daro, and Timothy Shanahan will provide training for the Elementary grades. Doug Fisher will also provide a voluntary staff development day on Close Reading.</p> <p>* An intense focus in professional development will be placed on the learning of Designated ELD with a movement of providing new learning in regards to Integrated ELD in the content areas.</p> <p>* New teachers will receive professional development by Rick Smith or Grace Dearborn on Classroom Management</p> <p>* Junior High School teachers will be provided an overview of Cultural Proficiency and on ongoing professional development by Dolores and Randal Lindsey. This will begin to give staff the ability to successfully teach students who come from a culture or cultures other than our own. It will entail developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.</p> <p>* Training from publishers will be provided to all teachers who will be piloting new state adopted materials in ELA/ELD. The implementation for this material will take place in 2017-2018.</p> <p>* We will continue to provide on-going training on District campaigns such as FactsWise, NumberTalks and the multitude of materials provided in the new math adoption. We will also begin to explore possible math intervention programs for students.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All            -----            OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>(unit 1621) - 1000-1999            Certificated Salaries - LCFF S &amp; C: \$83,240             - 2000-2999            Classified Salaries - LCFF S &amp; C: \$33,110             - 3000-3999            Employee Benefits - LCFF S &amp; C: \$19,420             - 4000-4999            Books and Supplies - LCFF S &amp; C: \$41,747             - 5000-5999            Services and Other Operating Expenses - LCFF S &amp; C: \$372,483</p>

<p>* We will revisit with administrators key shifts and strategies to look for while conducting observations. (Ex. Phil Daro's 5x8 card)</p>			
<p>1.3 Continue to provide support systems, and practices that support student learning through:  1) Technology clerks (Computer Lab technicians) assisting students in acquiring 21st Century skills  2) Teacher tutors will provide one on one and small group instruction to students specifically in the area of Math, English Language Arts and English Language Development. All these will assist students in learning the State Standards  3) Intervention Teachers will assist teachers and administrators with the appropriate placement of students, professional development at their sites and one on one/small group instruction with students in English Language Arts/English Language Development and Math.  4) Limited Assignment Teachers will assist teachers and provide small group and one on one instruction to students in English Language Arts/English Language Development and Math.  5) Additional support staff for Preschool - 8th grade will be provided to assist adn support small and individual group instruction.  6) Appropriately aligned materials that address State Standards  7) Library Media Clerks will assist students in learning basic information skills and locating and selecting appropriate materials to enhance their learning  8) Community Liaisons will provide on going communications between the school, families and community  9) Visual and Performing Arts Personnel will provide direct teaching of the Visual and Performing Arts Standards to students. Instructional materials/instruments will be provided to students for instruction.  10) Physical Education Specialists will provide students Physical Education and Health curriculum  11) Speech Pathologist to assist students in their speech and language needs as needed  12) Program Specialist to assist sites with their special education student's needs</p>	<p>LEA-Wide</p>	<p><u>X</u>All  -----  OR:  __Low Income pupils __English Learners  __Foster Youth  __Redesignated fluent English proficient  __Other Subgroups: _____</p>	<p>1) 3000-3999 - 2000-2999  Classified Salaries - LCFF Base: \$103,628    2) (unit 1710)  3000-3999 - 1000-1999  Certificated Salaries - LCFF S &amp; C: \$880,000    2) (Site) LCFF S &amp; C  3000-3999 - 1000-1999  Certificated Salaries - LCFF S &amp; C: \$1,831,562    3) 3000-3999 - 1000-1999  Certificated Salaries - LCFF S &amp; C: \$3,719,999    4) (site)  3000-3999 - 1000-1999  Certificated Salaries - LCFF S &amp; C: \$419,703    5) Obj 7611 (unit 1502) - 7000-7499 Other - LCFF S &amp; C: \$183,600    6) - 4000-4999  Books and Supplies - LCFF S &amp; C: \$25,000    7)3000-3999 - 2000-2999  Classified Salaries - LCFF S &amp; C: \$576,694    8) 3000-3999 - 2000-2999  Classified Salaries - LCFF S &amp; C: \$567,975    9) - 5000-5999  Services and Other Operating Expenses - LCFF S &amp; C: \$357,000    9) - 4000-4999  Books and Supplies - LCFF S &amp; C: \$60,000    9) 3000-3999 - 1000-1999  Certificated Salaries - LCFF S &amp; C: \$339,430    10) 3000-3999 - 1000-1999  Certificated Salaries - LCFF S &amp; C: \$699,190</p>

			<p>11) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$124,896</p> <p>12) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$133,424</p>
<p>1.4 Continue to support staff learning through the use of:</p> <p>1) Two additional Teachers On Special Assignment to assist, plan and provide staff development to all sites in the focus areas of the district, with a lens on English Learners in ELA/ELD, Math and the content areas. In addition, to delve deeper into specific content/technology resources, such as the materials purchased in the new math adoption.</p> <p>2) Curriculum substitutes to provide coverage for professional learning opportunities, release time for observing, learning, planning, site leadership teams, department chair meetings, etc.</p> <p>3) Lead Learners to assist in their sites in the implementation of State Standards and provide some district wide professional learning</p> <p>4) Professional learning opportunities for all content areas through conferences, webinars,(for all Preschool - 8th grade teachers, administrators, and classified staff) These will mainly focus on district areas of need, particularly ELA/ELD, and Math.</p> <p>5) Providing materials, mileage, lodging, registration, meals to attend conferences/training for all Santa Maria-Bonita School District Staff</p> <p>6) Technology to support the implementation of the State Standards and District Programs including materials to support Special Ed Adaptive Technology and curricular licenses throughout the district</p> <p>7) Technology upgrades and repairs at sites and district office</p> <p>8) Budgeting extra time in the development of assessments, supplemental curricular materials and other areas that support the state standards</p> <p>Continue to support the following services due to the growing demands of the departments:</p> <p>9) Special Education Clerk provides clerical guidance to Psychologists and RSP teachers. In addition, the clerk provides clerical guidance in Special Ed contracts and non public contracts</p> <p>Hire a</p> <p>10) Curriculum Secretary and/or Clerk to assist with clerical maintenance of staff development attendance, sign -ins, registration and confirmations of staff development activities</p>	LEA-Wide	<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups: _____</p>	<p>1) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$815,277</p> <p>2) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$337,471</p> <p>3) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$434,285</p> <p>4) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$2,302</p> <p>4) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$21,616</p> <p>4) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$230,082</p> <p>5) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$65,000</p> <p>6) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$117,453</p> <p>6) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$12,154</p> <p>7) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$18,700</p> <p>7) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,300</p> <p>8) 3000-3999 - 1000-1999 Certificated Salaries - LCFF Base: \$14,579</p> <p>8) 3000-3999 - 1000-1999 Certificated</p>

			Salaries - Other State Revenues: \$48,754  8) 3000-3999 - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$38,743  8) 3000-3999 - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$195,263  9)3000-3999 - 2000-2999 Classified Salaries - LCFF S & C: \$83,077  10)3000-3999 - 2000-2999 Classified Salaries - LCFF S & C: \$86,188
1.5 Develop Capacity of Beginning Teachers through the Teacher Induction Program and District Professional Learning Opportunities (Beginning of the year professional development by Grace Dearborn or Rick Smith on Classroom Management)	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	3000-3999 - 1000-1999 Certificated Salaries - LCFF Base: \$6,434
1.6 Continue to work with a committee to enhance the work of creating formative assessments in all grades.  Revisit and refine the district assessments in math K-8.  Create grade level committees to begin creating district assessments aligned to state standards in ELA for all grade levels.  Define a 2nd grade diagnostic assessment with administrators and teachers. Administer to set a baseline.  1.6a Continue to notify parents of their child's academic progress by mailing home state testing results and through parent/teacher conferences.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
1.7 To provide effective school wide support systems, procedures, processes, materials and practice that support student learning, sites will:  Purchase supplemental technology such as but not limited to: Achieve 3000, Accelerated Reader  Purchase more ipads and Chromebooks to provide 1:1 technology, as well as update outdated technology  Purchase materials supporting State Standards such as, but not limited to: Standards Plus  Provide more Visual and Performing Arts classes during and after school  Provide extended day classes to help support academic success  Provide more classroom libraries  Establish a robotics program	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	(unit 1701 site) - 4000-4999 Books and Supplies - LCFF S & C: \$1,409,640  (unit 1701 site) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,409,640  - 1000-1999 Certificated Salaries - LCFF S & C: \$1,987,423  - 2000-2999 Classified Salaries - LCFF S & C: \$2,027,657  - 3000-3999 Employee Benefits - LCFF S & C:

<p>Provide on site professional development and collaboration</p> <p>Provide College Field trips</p>			<p>\$1,032,231</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$2,026,248</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$500,337</p>
<p>1.8 Provide STEM College Residential Programs for junior high students to support their college &amp; career readiness.</p> <p>1) This program helps students see themselves as future college students and lifelong learners.</p> <p>2) Strengthen the students' critical thinking and decision making skills, particularly as they relate to STEM and Leadership activities.</p> <p>3) Assist parents in understanding the university application process, financial aid and scholarship process, majors and required coursework; and understand what the university experience will be like for their child.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$5,000</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$45,000</p>

<b>GOAL:</b>	<b>Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.</b>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
--------------	--	---

<b>Identified Need:</b>	<p>English Learner Reclassification rate</p> <p>The District has identified the need to increase the EL reclassification rate. In 2015-2016 the reclassification rate was 10%, a decrease of 5% from 2014-15. The District has targeted to be at or above the state average of 11%.</p> <p>California Assessment of Student Performance and Progress (CAASPP)</p> <p>English Learner data from Smarter Balance Assessment Consortium (SBAC) for the school year 2015/2016 in English and Math will be reported in July 2016 when released by the California Department of Education. The District will have this as an identified need and progress toward student learning.</p> <p>Annual Measurable Achievement Objective (AMAO) 1 and 2</p> <p><b>AMAO 1 - Making annual progress in learning English</b></p> <p>The required percentage of ELs making annual progress in learning English for the school year 2015-16 was 62% The district annual performance in 2014-15 was 49.9%. Results for 2015-16 are not available.</p> <p><b>AMAO 2 - Attaining English proficient level on the California English Development Test (CELDT)</b></p> <p>The required percentage of ELs who have been in English language instruction educational programs for less than five years attaining English proficient level for school year 2015-16 was 25.5%. The District's percentage of ELs for less than five years attaining English proficient in 2014-15 was 12.7%. Results for 2015-16 are not available.</p> <p>The required percentage of ELs who have been in English Language instruction educational programs five years or more attaining English proficient level for 2015-16 was 52.8%. The district's percentage of ELs for five year or more attaining English proficient in 2014-15 was 42%. Results for 2015-16 are not available.</p> <p>The District has identified the need to provide services to English Learners to improve AMAO 1 and 2.</p> <p>Re-evaluate on a yearly basis.</p>
-------------------------	---

<b>Goal Applies to:</b>	Schools: <u>All</u> Applicable Pupil Subgroups: <u>English learners</u>
-------------------------	--

LCAP Year 1: 2016-17

<b>Expected Annual Measurable Outcomes:</b>	<p>We will know that our students are succeeding in this area when we see increases in the English Learner Reclassification Rate, an increase in the California Assessment of Student Performance and Progress (CAASPP) and the Annual Measurable Achievement Objectives (AMAO 1 and AMAO 2).</p> <p>English Learner Reclassification Rate:</p> <p>The District's goal will be to increase the EL reclassification rate for the school year 2016-2017 from 10% to 12%.</p> <p>California Assessment of Student Performance and Progress (CAASPP):</p> <p>English Learner data from Smarter Balanced Assessment Consortium (SBAC) for the school year 2015-2016 in English and Math will be reviewed and targeted goals will be set for the school year 2016-2017 data to be released in July 2016 by the California Department of Education.</p> <p>Annual Measurable Achievement Objective (AMAO) 1 and 2:</p> <p><b>AMAO 1 - Making annual progress in learning English:</b></p> <p>The percentage of ELs making annual progress in learning English for the school year 2016 -2017 is targeted at 62%.</p> <p><b>AMAO 2 - Attaining English proficient level on the California English Language development Test (CELDT):</b></p> <p>The District's percentage of ELs with less than five years in US Schools attaining English proficient is targeted at 25.5%.</p> <p>The District's percentage of ELs with five years or more in US Schools attaining English proficient is targeted at 52.8%.</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Purchase materials to help support teachers in providing English Language Development during their Integrated and Designated time. This may include, but is not limited to: * Hands on materials (realia) * Books/articles/magazines hard copies or via technology * Professional Development provided to all teachers in ELD which includes Designated and Integrated.  Transitional materials to move us forward in understanding Designated and Integrated ELD may include: Frames for Fluency, English 3D, The Academic Vocabulary Toolkit and AVID Excel	LEA-Wide	__All ----- OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$69,889  - 4000-4999 Books and Supplies - LCFF S & C: \$144,261  - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$285,850

<p>2.2 Continue to provide professional development in the area of Integrated and Designated English Language development. These may be provided by District administrators, teachers and outside presenters. Focus on the Big Four 1) Make sure Designated ELD is on the schedule 2) Make sure Designated ELD is grouped by proficiency level 3) Make sure Designated ELD is focused on the ELD Standards 4) Make sure Designated ELD is interactive at least 50% of time</p> <p>2.2a Release time and extra time will be provided for learning.</p>	LEA-Wide	<p><u>  </u>All ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$83,240 (repeated expenditure)</p> <p>- 2000-2999 Classified Salaries - LCFF S &amp; C: \$33,110 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$19,420 (repeated expenditure)</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$41,747 (repeated expenditure)</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$372,483 (repeated expenditure)</p>
<p>2.3 Provide an EL Coordinator to develop an EL Master Plan and provide direction with the implementation of ELD Standards. Provide two EL TOSAs to help support teachers in the teaching of Designated English Language Development. Coordinate EL methodologies through staff related activities such as the work by Dr. Kate Kinsella.</p>	LEA-Wide	<p><u>  </u>All ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups: _____</p>	<p>3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$391,381</p>
<p>2.4 Hire additional staff to support student learning: 1) Instructional assistants will provide small group and individual group instruction to students. In addition, they can assist their learning in providing guidance in the student's primary language. 2) Intervention teachers will assist in the delivery and instruction of English Language development individually and during small groups, with a focus on Designated English Language development. They will also assist in the accurate placement of students in the various proficiency levels. 3) Teacher Tutors and Limited Assignment Teachers will continue to provide small group instruction in the area of English Language Arts and English Language Development. 4) Other support staff to help assist in the implementation of ELA/ELD Standards.</p>	LEA-Wide	<p><u>  </u>All ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups: _____</p>	<p>1) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$947,000</p> <p>2) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$3,719,999 (repeated expenditure)</p> <p>3) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$880,000 (repeated expenditure)</p> <p>4) (unit 1725) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$348,000</p>
<p>2.5 Provide supplemental programs outside the school day to accelerate language acquisition and provide academic support and targeted interventions for English learners, newcomers, homeless, foster youth, low income and students not performing at grade level standards, including: 1) Saturday School: Provide intensive, strategic and benchmark classes for 700 students for 22 Saturdays, for a total of 100 instructional hours. 2) Summer School: Provide ELD, reading and</p>	LEA-Wide	<p><u>  </u>All ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups: <u>Students not Meeting State Standards</u></p>	<p>1) - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,274,311</p> <p>1) - 2000-2999 Classified Salaries - LCFF S &amp; C: \$52,574</p> <p>1) - 3000-3999 Employee Benefits</p>

<p>math intervention classes and academic support for 1,500 students to prevent the summer learning loss. Classes are offered at two school sites for 20 days, for a total of 80 instructional hours.</p> <p>3) Extended Day Program and Intersession Programs: Provide tutoring and academic support for 1,000 students before/after school and winter/spring break with a focus on homework/study skills, AVID, reading, math, Science, Social Students and ELD.</p>			<p>- LCFF S &amp; C: \$36,183</p> <p>1) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$57,920</p> <p>1) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$26,012</p> <p>2) - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$262,500</p> <p>2) - 2000-2999 Classified Salaries - LCFF S &amp; C: \$99,058</p> <p>2) - 3000-3999 Employee Benefits - LCFF S &amp; C: \$71,543</p> <p>2) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$58,399</p> <p>2) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$8,500</p> <p>3)3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$375,000</p>
<p>2.6 Provide English as a Second Language classes for newcomers, English learners and parents at 13 school sites in partnership with Allan Hancock College to support their English language acquisition.</p>	<p>LEA-Wide</p>	<p><u>  </u>All ----- OR: <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$276,366</p> <p>- 2000-2999 Classified Salaries - LCFF S &amp; C: \$100,570</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$79,264</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$146,427</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$11,000</p>
<p>2.7 To develop and enhance programs and services that support English Language Learners becoming proficient in all academic area sites will:</p> <p>Provide additional Intervention Teachers to provide instruction to students specifically in ELD and to provide small or individual group instruction</p> <p>Provide more instructional aides to assist students individually or small groups in the</p>	<p>LEA-Wide</p>	<p><u>  </u>All ----- OR: <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups: _____</p>	<p>(unit 1701 site) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$1,408,640 (repeated expenditure)</p> <p>(unit 1701 site) - 5000-5999 Services and Other Operating</p>

area of ELA/ELD.			Expenses - LCFF S & C: \$1,409,640 (repeated expenditure)
Provide professional development opportunities for staff			
Provide grade level time for collaboration			- 1000-1999 Certificated Salaries - LCFF S & C: \$1,987,423 (repeated expenditure)
Provide more supplemental materials to support English Learners			
Provide more extended day activities that promote language use			- 2000-2999 Classified Salaries - LCFF S & C: \$2,027,657 (repeated expenditure)
Licenses for various programs that promote learning English			- 3000-3999 Employee Benefits - LCFF S & C: \$1,032,231 (repeated expenditure)
			- 4000-4999 Books and Supplies - LCFF S & C: \$2,026,248 (repeated expenditure)
			- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$500,337 (repeated expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>We will know that our students are succeeding in this area when we see increases in the English Learner Reclassification Rate, an increase in the California Assessment of Student Performance and Progress (CAASPP) and the Annual Measurable Achievement Objectives (AMAO 1 and AMAO 2).</p> <p>English Learner Reclassification Rate:</p> <p>The District's goal will be to increase the EL reclassification rate for the school year 2016-2017 from 10% to 12%.</p> <p>California Assessment of Student Performance and Progress (CAASPP):</p> <p>English Learner data from Smarter Balanced Assessment Consortium (SBAC) for the school year 2015-2016 in English and Math will be reviewed and targeted goals will be set for the school year 2016-2017 data to be released in July 2016 by the California Department of Education.</p> <p>Annual Measurable Achievement Objective (AMAO) 1 and 2:</p> <p><u>AMAO 1 - Making annual progress in learning English:</u></p> <p>The percentage of ELs making annual progress in learning English for the school year 2016 -2017 is targeted at 62%.</p> <p><u>AMAO 2 - Attaining English proficient level on the California English Language development Test (CELDT):</u></p> <p>The District's percentage of ELs with less than five years in US Schools attaining English proficient is targeted at 25.5%.</p> <p>The District's percentage of ELs with five years or more in US Schools attaining English proficient is targeted at 52.8%.</p>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Purchase materials to help support teachers in providing English Language Development during their Integrated and Designated time. This may include, but is not limited to:</p> <p>* Hands on materials (realia)</p> <p>* Books/articles/magazines hard copies or via technology</p> <p>* Professional Development provided to all teachers in ELD which includes Designated and Integrated.</p> <p>Transitional materials to move us forward in</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$69,889</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$144,261</p> <p>- 5000-5999 Services and Other Operating</p>

<p>understanding Designated and Integrated ELD may include: Frames for Fluency, English 3D, The Academic Vocabulary Toolkit and AVID Excel</p>			<p>Expenses - LCFF S &amp; C: \$285,850</p>
<p>2.2 Continue to provide professional development in the area of Integrated and Designated English Language development. These may be provided by District administrators, teachers and outside presenters. Focus on the Big Four 1) Make sure Designated ELD is on the schedule 2) Make sure Designated ELD is grouped by proficiency level 3) Make sure Designated ELD is focused on the ELD Standards 4) Make sure Designated ELD is interactive at least 50% of time</p> <p>2.2a Release time and extra time will be provided for learning.</p>	<p>LEA-Wide</p>	<p><u>  </u>All ----- OR: <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$83,240 (repeated expenditure)</p> <p>- 2000-2999 Classified Salaries - LCFF S &amp; C: \$33,110 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$19,420 (repeated expenditure)</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$41,747 (repeated expenditure)</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$372,483 (repeated expenditure)</p>
<p>2.3 Provide an EL Coordinator to develop an EL Master Plan and provide direction with the implementation of ELD Standards. Provide two EL TOSAs to help support teachers in the teaching of Designated English Language Development. Coordinate EL methodologies through staff related activities such as the work by Dr. Kate Kinsella.</p>	<p>LEA-Wide</p>	<p><u>  </u>All ----- OR: <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups: _____</p>	<p>3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$391,381</p>
<p>2.4 Hire additional staff to support student learning: 1) Instructional assistants will provide small group and individual group instruction to students. In addition, they can assist their learning in providing guidance in the student's primary language. 2) Intervention teachers will assist in the delivery and instruction of English Language development individually and during small groups, with a focus on Designated English Language development. They will also assist in the accurate placement of students in the various proficiency levels. 3) Teacher Tutors and Limited Assignment Teachers will continue to provide small group instruction in the area of English Language Arts and English Language Development. 4) Other support staff to help assist in the implementation of ELA/ELD Standards.</p>	<p>LEA-Wide</p>	<p><u>  </u>All ----- OR: <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups: _____</p>	<p>1) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$947,000</p> <p>2) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$3,719,999 (repeated expenditure)</p> <p>3) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$880,000 (repeated expenditure)</p> <p>4) (unit 1725) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$348,000</p>
<p>2.5 Provide supplemental programs outside the school day to accelerate language acquisition and provide academic support and targeted interventions for English learners, newcomers, homeless, foster youth, low income and students not performing at grade level standards, including:</p>	<p>LEA-Wide</p>	<p><u>  </u>All ----- OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>X Other Subgroups: <u>Students not Meeting State</u></p>	<p>1) - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,274,311</p> <p>1) - 2000-2999 Classified Salaries</p>

<p>1) Saturday School: Provide intensive, strategic and benchmark classes for 700 students for 22 Saturdays, for a total of 100 instructional hours.</p> <p>2) Summer School: Provide ELD, reading and math intervention classes and academic support for 1,500 students to prevent the summer learning loss. Classes are offered at two school sites for 20 days, for a total of 80 instructional hours.</p> <p>3) Extended Day Program and Intersession Programs: Provide tutoring and academic support for 1,000 students before/after school and winter/spring break with a focus on homework/study skills, AVID, reading, math, Science, Social Students and ELD.</p>		<p><u>Standards</u></p>	<p>- LCFF S &amp; C: \$52,574</p> <p>1) - 3000-3999 Employee Benefits - LCFF S &amp; C: \$36,183</p> <p>1) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$57,920</p> <p>1) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$26,012</p> <p>2) - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$262,500</p> <p>2) - 2000-2999 Classified Salaries - LCFF S &amp; C: \$99,058</p> <p>2) - 3000-3999 Employee Benefits - LCFF S &amp; C: \$71,543</p> <p>2) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$58,399</p> <p>2) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$8,500</p> <p>3)3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$375,000</p>
<p>2.6 Provide English as a Second Language classes for newcomers, English learners and parents at 13 school sites in partnership with Allan Hancock College to support their English language acquisition.</p>	<p>LEA-Wide</p>	<p><u>__</u>All ----- OR: <u>__</u>Low Income pupils <u><input checked="" type="checkbox"/></u>English Learners <u>__</u>Foster Youth <u><input checked="" type="checkbox"/></u>Redesignated fluent English proficient <u>__</u>Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$276,366</p> <p>- 2000-2999 Classified Salaries - LCFF S &amp; C: \$100,570</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$79,264</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$146,427</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$11,000</p>
<p>2.7 To develop and enhance programs and services that support English Language Learners becoming proficient in all academic area sites will:</p> <p>Provide additional Intervention Teachers to provide instruction to students specifically in</p>	<p>LEA-Wide</p>	<p><u>__</u>All ----- OR: <u>__</u>Low Income pupils <u><input checked="" type="checkbox"/></u>English Learners <u>__</u>Foster Youth <u><input checked="" type="checkbox"/></u>Redesignated fluent English proficient <u>__</u>Other Subgroups: _____</p>	<p>(unit 1701 site) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$1,408,640 (repeated expenditure)</p>

<p>ELD and to provide small or individual group instruction</p> <p>Provide more instructional aides to assist students individually or small groups in the area of ELA/ELD.</p> <p>Provide professional development opportunities for staff</p> <p>Provide grade level time for collaboration</p> <p>Provide more supplemental materials to support English Learners</p> <p>Provide more extended day activities that promote language use</p> <p>Licenses for various programs that promote learning English</p>			<p>(unit 1701 site) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,409,640 (repeated expenditure)</p> <p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,987,423 (repeated expenditure)</p> <p>- 2000-2999 Classified Salaries - LCFF S &amp; C: \$2,027,657 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$1,032,231 (repeated expenditure)</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$2,026,248 (repeated expenditure)</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$500,337 (repeated expenditure)</p>
---	--	--	---

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>We will know that our students are succeeding in this area when we see increases in the English Learner Reclassification Rate, an increase in the California Assessment of Student Performance and Progress (CAASPP) and the Annual Measurable Achievement Objectives (AMAO 1 and AMAO 2).</p> <p>English Learner Reclassification Rate:</p> <p>The District's goal will be to increase the EL reclassification rate for the school year 2016-2017 from 10% to 12%.</p> <p>California Assessment of Student Performance and Progress (CAASPP):</p> <p>English Learner data from Smarter Balanced Assessment Consortium (SBAC) for the school year 2015-2016 in English and Math will be reviewed and targeted goals will be set for the school year 2016-2017 data to be released in July 2016 by the California Department of Education.</p> <p>Annual Measurable Achievement Objective (AMAO) 1 and 2:</p> <p><u>AMAO 1 - Making annual progress in learning English:</u></p> <p>The percentage of ELs making annual progress in learning English for the school year 2016 -2017 is targeted at 62%.</p> <p><u>AMAO 2 - Attaining English proficient level on the California English Language development Test (CELDT):</u></p> <p>The District's percentage of ELs with less than five years in US Schools attaining English proficient is targeted at 25.5%.</p> <p>The District's percentage of ELs with five years or more in US Schools attaining English proficient is targeted at 52.8%.</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Purchase materials to help support teachers in providing English Language Development during their Integrated and Designated time. This may include, but is not limited to:</p> <p>* Hands on materials (realia)</p> <p>* Books/articles/magazines hard copies or via technology</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$69,889</p> <p>- 4000-4999 Books and Supplies - LCFF S</p>

<p>* Professional Development provided to all teachers in ELD which includes Designated and Integrated.</p> <p>Transitional materials to move us forward in understanding Designated and Integrated ELD may include: Frames for Fluency, English 3D, The Academic Vocabulary Toolkit and AVID Excel</p>			<p>&amp; C: \$144,261</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$285,850</p>
<p>2.2 Continue to provide professional development in the area of Integrated and Designated English Language development. These may be provided by District administrators, teachers and outside presenters.</p> <p>Focus on the Big Four</p> <ol style="list-style-type: none"> <li>1) Make sure Designated ELD is on the schedule</li> <li>2) Make sure Designated ELD is grouped by proficiency level</li> <li>3) Make sure Designated ELD is focused on the ELD Standards</li> <li>4) Make sure Designated ELD is interactive at least 50% of time</li> </ol> <p>2.2a Release time and extra time will be provided for learning.</p>	LEA-Wide	<p><u>  </u>All</p> <p>-----</p> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  X</u>English Learners</p> <p><u>  </u>Foster Youth</p> <p><u>  </u>Redesignated fluent English proficient</p> <p><u>  </u>Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$83,240 (repeated expenditure)</p> <p>- 2000-2999 Classified Salaries - LCFF S &amp; C: \$33,110 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$19,420 (repeated expenditure)</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$41,747 (repeated expenditure)</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$372,483 (repeated expenditure)</p>
<p>2.3 Provide an EL Coordinator to develop an EL Master Plan and provide direction with the implementation of ELD Standards. Provide two EL TOSAs to help support teachers in the teaching of Designated English Language Development. Coordinate EL methodologies through staff related activities such as the work by Dr. Kate Kinsella.</p>	LEA-Wide	<p><u>  </u>All</p> <p>-----</p> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  X</u>English Learners</p> <p><u>  </u>Foster Youth</p> <p><u>  X</u>Redesignated fluent English proficient</p> <p><u>  </u>Other Subgroups: _____</p>	<p>3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$391,381</p>
<p>2.4 Hire additional staff to support student learning:</p> <ol style="list-style-type: none"> <li>1) Instructional assistants will provide small group and individual group instruction to students. In addition, they can assist their learning in providing guidance in the student's primary language.</li> <li>2) Intervention teachers will assist in the delivery and instruction of English Language development individually and during small groups, with a focus on Designated English Language development. They will also assist in the accurate placement of students in the various proficiency levels.</li> <li>3) Teacher Tutors and Limited Assignment Teachers will continue to provide small group instruction in the area of English Language Arts and English Language Development.</li> <li>4) Other support staff to help assist in the implementation of ELA/ELD Standards.</li> </ol>	LEA-Wide	<p><u>  </u>All</p> <p>-----</p> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  X</u>English Learners</p> <p><u>  </u>Foster Youth</p> <p><u>  X</u>Redesignated fluent English proficient</p> <p><u>  </u>Other Subgroups: _____</p>	<p>1) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$947,000</p> <p>2) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$3,719,999 (repeated expenditure)</p> <p>3) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$880,000 (repeated expenditure)</p> <p>4) (unit 1725) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$348,000</p>

<p>2.5 Provide supplemental programs outside the school day to accelerate language acquisition and provide academic support and targeted interventions for English learners, newcomers, homeless, foster youth, low income and students not performing at grade level standards, including:</p> <p>1) Saturday School: Provide intensive, strategic and benchmark classes for 700 students for 22 Saturdays, for a total of 100 instructional hours.</p> <p>2) Summer School: Provide ELD, reading and math intervention classes and academic support for 1,500 students to prevent the summer learning loss. Classes are offered at two school sites for 20 days, for a total of 80 instructional hours.</p> <p>3) Extended Day Program and Intersession Programs: Provide tutoring and academic support for 1,000 students before/after school and winter/spring break with a focus on homework/study skills, AVID, reading, math, Science, Social Students and ELD.</p>	<p>LEA-Wide</p>	<p><u>  </u>All ----- OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>X Other Subgroups: <u>Students not Meeting State Standards</u></p>	<p>1) - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,274,311</p> <p>1) - 2000-2999 Classified Salaries - LCFF S &amp; C: \$52,574</p> <p>1) - 3000-3999 Employee Benefits - LCFF S &amp; C: \$36,183</p> <p>1) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$57,920</p> <p>1) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$26,012</p> <p>2) - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$262,500</p> <p>2) - 2000-2999 Classified Salaries - LCFF S &amp; C: \$99,058</p> <p>2) - 3000-3999 Employee Benefits - LCFF S &amp; C: \$71,543</p> <p>2) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$58,399</p> <p>2) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$8,500</p> <p>3)3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$375,000</p>
<p>2.6 Provide English as a Second Language classes for newcomers, English learners and parents at 13 school sites in partnership with Allan Hancock College to support their English language acquisition.</p>	<p>LEA-Wide</p>	<p><u>  </u>All ----- OR: <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$276,366</p> <p>- 2000-2999 Classified Salaries - LCFF S &amp; C: \$100,570</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$79,264</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$146,427</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$11,000</p>

<p>2.7 To develop and enhance programs and services that support English Language Learners becoming proficient in all academic area sites will:</p> <p>Provide additional Intervention Teachers to provide instruction to students specifically in ELD and to provide small or individual group instruction</p> <p>Provide more instructional aides to assist students individually or small groups in the area of ELA/ELD.</p> <p>Provide professional development opportunities for staff</p> <p>Provide grade level time for collaboration</p> <p>Provide more supplemental materials to support English Learners</p> <p>Provide more extended day activities that promote language use</p> <p>Licenses for various programs that promote learning English</p>	<p>LEA-Wide</p>	<p><u>  </u>All</p> <p>-----</p> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>X English Learners</p> <p><u>  </u>Foster Youth</p> <p><u>  </u>X Redesignated fluent English proficient</p> <p><u>  </u>Other Subgroups: _____</p>	<p>(unit 1701 site) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$1,408,640 (repeated expenditure)</p> <p>(unit 1701 site) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,409,640 (repeated expenditure)</p> <p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,987,423 (repeated expenditure)</p> <p>- 2000-2999 Classified Salaries - LCFF S &amp; C: \$2,027,657 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$1,032,231 (repeated expenditure)</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$2,026,248 (repeated expenditure)</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$500,337 (repeated expenditure)</p>
---	-----------------	--	---

<b>GOAL:</b>	<b>Maintain a safe, secure, healthy and positive learning environment for all students and staff.</b>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
--------------	---	---

<b>Identified Need:</b>	<p><b>School Facilities</b> The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every Fall. For the intent of this report the overall rating for the school year 2016-2017 will be reported District wide.</p> <p><b>Expulsion Rate</b> The expected annual outcome for the expulsion rate for the District is to be less than 0.5%</p> <p><b>Student Suspension Rate</b> The District's expected annual outcome for student suspension rates is to stay under 5.5%</p> <p><b>District Attendance Rate</b> The District Attendance rate for the 2016/2017 for the expected annual outcome for student attendance is to be at 96% or above</p> <p><b>Chronic Absenteeism Rate</b> The District's expected annual outcome for chronic absenteeism rates is to stay under 20%</p> <p>Re-evaluate on a yearly basis.</p> <p><b>Drop Out Rate</b> The District's expected dropout rate is to decrease the number of dropouts each year, until we reach zero dropouts.</p>
-------------------------	--

<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All
-------------------------	---

LCAP Year 1: 2016-17

<b>Expected Annual Measurable Outcomes:</b>	<p>We will know these are the right services and actions when:</p> <p><b>Williams Act - School Facilities:</b> The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every Fall. For the intent of this report the expected annual outcome for the school year 2016-2017 will be to maintain a rate of "Good Standing."</p> <p><b>Expulsion Rate</b> The expected annual outcome for expulsion rates for the District is to be below 0.5%</p> <p><b>Student Suspension Rate</b> The District's expected annual outcome for student suspension rates is to stay under 5.5%</p> <p><b>District Attendance Rate</b> the district Attendance rate for 2016-2017 for the expected annual outcome for student attendance is to be at 96% or above</p> <p><b>Chronic Absenteeism Rate</b> The District's expected annual outcome for chronic absenteeism rates is to stay under 20%</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 To maintain a safe, secure, healthy and positive learning environment for all students and staff sites will:</p> <p>Provide more transportation for students needing extended day classes, as well as extracurricular activities</p> <p>Provide more Outreach Counselors to assist students who need more social skill development, as well as emotional support</p> <p>Hire a Marriage and Family Therapist to provide assistance to families in our district</p> <p>Purchase the STEM lunch program and other lunch programs that engage students in their learning in various academic and social needs of our students</p>	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>(unite 1701 site) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$1,409,640 (repeated expenditure)</p> <p>(unit 1701 site) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,409,640 (repeated expenditure)</p> <p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,987,423 (repeated expenditure)</p> <p>- 2000-2999 Classified Salaries</p>

			- LCFF S & C: \$2,027,657 (repeated expenditure)  - 3000-3999 Employee Benefits - LCFF S & C: \$1,032,231 (repeated expenditure)  - 4000-4999 Books and Supplies - LCFF S & C: \$2,026,248 (repeated expenditure)  - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$500,337 (repeated expenditure)
3.2 Continue the use of the night custodians to provide safe and clean facilities.	LEA-Wide	<u>X</u> All ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: _____	3000-3999 - 2000-2999 Classified Salaries - LCFF S & C: \$129,323
3.3 To maintain a safe, secure, healthy and positive learning environment for all students and staff, we will continue to provide the following actions and services:  1) Two School Psychologists- assist with assessments and special education services to determine eligibility for different programs 2) School Psychologist Intern- assist school psychologists in their job duties and receive training on school related issues 3) BCBA Behavioral Support Specialists- work with students that require behavior support at school so that these students will be successful in the classroom setting 4) Behavior Support Teacher- support teacher with strategies to implement to support students with behavior challenges 5) Continue Fighting Back Santa Maria Valley Services (Truancy Mentors) to support students and positive attendance habits. 6) Continue School Nurse (total of 10 in the school district) to provide health care services, case management, health care plans, and other needed health services for students as needed. 7) Continue SMPD Resource Officer to respond to issues that require law enforcement at the different school sites 8) Continue SBCEO Jr. High At Risk Class (Fitzgerald School) to meet the needs of students that struggle in the general school setting and that would benefit from a small group environment 9) Continue Outreach Counselors to full time-support students with emotional needs during the school day and throughout the school year 10) Continue Health Aides to Full Time-assist students with health issues at school and administer first aid when necessary 11) Continue Additional Assistant Principal- to support principal with administrative duties on campus (working with staff, parents, and students) 12) Continue Additional College Field Trips (\$2,000 per site) to send students to explore and see the college atmosphere and prepare them for their next step in education 13) Continue Cal Soap Tutors to support	LEA-Wide	<u>X</u> All ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: _____	1) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S & C: \$265,581  2) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S & C: \$49,599  3) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S & C: \$110,771  4) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S & C: \$107,610  5) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$380,650  6) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S & C: \$271,673  7) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$202,000  8) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$365,972  9) - 5000-5999

<p>students in the classroom with academic work (one on one and small group instruction)</p> <p>14) Continue to provide an Outreach Counselor at Jimenez Elementary School to assist students with emotional needs during the day and throughout the school year</p> <p>15) Continue Student Connections (Second Step Pilot, Foster Youth Liaison, Teen Court) to provide interventions to meet student needs in different areas (self esteem, positive behavior, accessing educational resources)</p> <p>16) Continue 20 additional ASES slots at Los Adobes to assist students with homework and enrichment activities</p> <p>17) Continue funding ASES at Jimenez Elementary School to assist 80 students with homework and other enrichment activities</p> <p>18) Continue funding ASES at Bruce and Tunnell School to increase slots from 80 to 100 students and to assist student with homework and enrichment activities</p> <p>19) Continue additional painter (no service vehicle)- continue to support painter with district wide projects so that sites are painted in a timely manner</p>			<p>Services and Other Operating Expenses - LCFF S &amp; C: \$522,444</p> <p>10) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$472,911</p> <p>11) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$135,608</p> <p>12) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$40,188</p> <p>13) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$171,804</p> <p>14) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$52,244</p> <p>15) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$90,423</p> <p>16) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$20,000</p> <p>17) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$102,500</p> <p>17) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$10,000</p> <p>18) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$60,000</p> <p>19) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$87,561</p>
<p>3.4 To maintain a safe, secure, healthy and positive learning environment for all students and staff, we will expand on the following actions and services:</p> <p>1) Additional Fitzgerald Class in 8th grade- to assist students with behavioral challenges at school in a small group setting</p> <p>2) Noon Duty Aides Increase Coverage 25% to help supervise students during lunch time at school sites and provide greater coverage for supervision</p> <p>3) Marriage Family Therapist Counseling (250</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>1) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$365,980</p> <p>2) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$178,000</p> <p>3) - 5000-5999</p>

<p>hours per JH site) to assist students with emotional needs that occur during the school day and throughout the school year</p> <p>4) Opportunity Class (teacher per junior high site) to assist students with behavioral challenges at school and provide them with a small group setting that will meet their instructional needs</p> <p>5) Extended Day/Intersession Services to assist students with academic needs in the various subject areas (Math, ELA, homework, etc.)</p> <p>6) Santa Maria Valley Youth and Family Outreach Consultants to work with students on emotional needs that occur throughout the school year.</p> <p>7 Plus Optix Vision Screening Tool for nurses to utilize for vision screenings for students</p> <p>8) School Climate Training and Support- Implementation of Positive Behavior Intervention and Supports &amp; Restorative Practices- utilize to improve school and classroom climate and reduce suspension rates</p> <p>9) An LCAP Coordinator will oversee plans and expenditures, meet with parents and stakeholders, plan and conduct appropriate surveys, assure compliance with all aspects of LCAP, and complete all needed reports to assure student progress.</p> <p>10) An LCAP Secretary will assist the LCAP Coordinator with all needed secretarial duties.</p> <p>11) Additional Preschool Support will include 2 Instructional Aides, training, field trips, and other needed support to maximize the learning potential of all students in the preschool program</p> <p>12) Continue Parent Project Classes / Mixteco Nurturing Parenting Classes to support parents with skills to help their children at home so they are successful in school</p> <p>13) Continue providing a Bilingual Healthy Start Advocate dedicated to SMBSD to assist parents and families in connecting with services so that they are healthy and prepared for school each day</p>			<p>Services and Other Operating Expenses - LCFF S &amp; C: \$65,000</p> <p>4) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$500,000</p> <p>5) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$375,000 (repeated expenditure)</p> <p>6) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$80,000</p> <p>7) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$12,000</p> <p>8) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$82,000</p> <p>9) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$151,500</p> <p>10) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$84,750</p> <p>11) Obj 7611 - 7000-7499 Other - LCFF S &amp; C: \$50,000</p> <p>12) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$35,165</p> <p>13) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$110,000</p>
<p>3.5 Additional Dual Language Immersion Program Support which will support the expansion of the second year SMBSD Dual Language Immersion program</p>	<p>Targeted; The Dual Language Program is only at Jimenez Elementary School</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$15,000</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>We will know these are the right services and actions when:</p> <p>Williams Act - School Facilities:</p> <p>The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every Fall. For the intent of this report the expected annual outcome for the school year 2016-2017 will be to maintain a rate of "Good Standing."</p> <p>Expulsion Rate</p>
---	---

The expected annual outcome for expulsion rates for the District is to be below 0.5%

Student Suspension Rate

The District's expected annual outcome for student suspension rates is to stay under 5.5%

District Attendance Rate

the district Attendance rate for 2016-2017 for the expected annual outcome for student attendance is to be at 96% or above

Chronic Absenteeism Rate

The District's expected annual outcome for chronic absenteeism rates is to stay under 20%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 To maintain a safe, secure, healthy and positive learning environment for all students and staff sites will:</p> <p>Provide more transportation for students needing extended day classes, as well as extracurricular activities</p> <p>Provide more Outreach Counselors to assist students who need more social skill development, as well as emotional support</p> <p>Hire a Marriage and Family Therapist to provide assistance to families in our district</p> <p>Purchase the STEM lunch program and other lunch programs that engage students in their learning in various academic and social needs of our students</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>(unite 1701 site) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$1,409,640 (repeated expenditure)</p> <p>(unit 1701 site) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,409,640 (repeated expenditure)</p> <p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,987,423 (repeated expenditure)</p> <p>- 2000-2999 Classified Salaries - LCFF S &amp; C: \$2,027,657 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$1,032,231 (repeated expenditure)</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$2,026,248 (repeated expenditure)</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$500,337 (repeated expenditure)</p>
<p>3.2 Continue the use of the night custodians to provide safe and clean facilities.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$129,323</p>
<p>3.3 To maintain a safe, secure, healthy and positive learning environment for all students and staff, we will continue to provide the following actions and services:</p> <p>1) Two School Psychologists- assist with assessments and special education services to determine eligibility for different programs</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>1) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$265,581</p> <p>2) 3000-3999 - 1000-1999</p>

2) School Psychologist Intern- assist school psychologists in their job duties and receive training on school related issues		Certificated Salaries - LCFF S & C: \$49,599
3) BCBA Behavioral Support Specialists- work with students that require behavior support at school so that these students will be successful in the classroom setting		3) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S & C: \$110,771
4) Behavior Support Teacher- support teacher with strategies to implement to support students with behavior challenges		4) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S & C: \$107,610
5) Continue Fighting Back Santa Maria Valley Services (Truancy Mentors) to support students and positive attendance habits.		5) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$380,650
6) Continue School Nurse (total of 10 in the school district) to provide health care services, case management, health care plans, and other needed health services for students as needed.		6) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S & C: \$271,673
7) Continue SMPD Resource Officer to respond to issues that require law enforcement at the different school sites		7) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$202,000
8) Continue SBCEO Jr. High At Risk Class (Fitzgerald School) to meet the needs of students that struggle in the general school setting and that would benefit from a small group environment		8) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$365,972
9) Continue Outreach Counselors to full time-support students with emotional needs during the school day and throughout the school year		9) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$522,444
10) Continue Health Aides to Full Time-assist students with health issues at school and administer first aid when necessary		10) 3000-3999 - 2000-2999 Classified Salaries - LCFF S & C: \$472,911
11) Continue Additional Assistant Principal- to support principal with administrative duties on campus (working with staff, parents, and students)		11) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S & C: \$135,608
12) Continue Additional College Field Trips (\$2,000 per site) to send students to explore and see the college atmosphere and prepare them for their next step in education		12) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$40,188
13) Continue Cal Soap Tutors to support students in the classroom with academic work (one on one and small group instruction)		13) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$171,804
14) Continue to provide an Outreach Counselor at Jimenez Elementary School to assist students with emotional needs during the day and throughout the school year		14) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$52,244
15) Continue Student Connections (Second Step Pilot, Foster Youth Liaison, Teen Court) to provide interventions to meet student needs in different areas (self esteem, positive behavior, accessing educational resources)		15) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$90,423
16) Continue 20 additional ASES slots at Los Adobes to assist students with homework and enrichment activities		16) - 5000-5999
17) Continue funding ASES at Jimenez Elementary School to assist 80 students with homework and other enrichment activities		
18) Continue funding ASES at Bruce and Tunnell School to increase slots from 80 to 100 students and to assist student with homework and enrichment activities		
19) Continue additional painter (no service vehicle)- continue to support painter with district wide projects so that sites are painted in a timely manner		

			<p>Services and Other Operating Expenses - LCFF S &amp; C: \$20,000</p> <p>17) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$102,500</p> <p>17) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$10,000</p> <p>18) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$60,000</p> <p>19) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$87,561</p>
<p>3.4 To maintain a safe, secure, healthy and positive learning environment for all students and staff, we will expand on the following actions and services:</p> <p>1) Additional Fitzgerald Class in 8th grade- to assist students with behavioral challenges at school in a small group setting</p> <p>2) Noon Duty Aides Increase Coverage 25% to help supervise students during lunch time at school sites and provide greater coverage for supervision</p> <p>3) Marriage Family Therapist Counseling (250 hours per JH site) to assist students with emotional needs that occur during the school day and throughout the school year</p> <p>4) Opportunity Class (teacher per junior high site) to assist students with behavioral challenges at school and provide them with a small group setting that will meet their instructional needs</p> <p>5) Extended Day/Intersession Services to assist students with academic needs in the various subject areas (Math, ELA, homework, etc.)</p> <p>6) Santa Maria Valley Youth and Family Outreach Consultants to work with students on emotional needs that occur throughout the school year.</p> <p>7) Plus Optix Vision Screening Tool for nurses to utilize for vision screenings for students</p> <p>8) School Climate Training and Support- Implementation of Positive Behavior Intervention and Supports &amp; Restorative Practices- utilize to improve school and classroom climate and reduce suspension rates</p> <p>9) An LCAP Coordinator will oversee plans and expenditures, meet with parents and stakeholders, plan and conduct appropriate surveys, assure compliance with all aspects of LCAP, and complete all needed reports to assure student progress.</p> <p>10) An LCAP Secretary will assist the LCAP Coordinator with all needed secretarial duties.</p> <p>11) Additional Preschool Support will include 2 Instructional Aides, training, field trips, and other needed support to maximize the learning potential of all students in the preschool program</p> <p>12) Continue Parent Project Classes / Mixteco Nurturing Parenting Classes to support parents with skills to help their children at home so they are successful in school</p>	LEA-Wide	<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups: _____</p>	<p>1) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$365,980</p> <p>2) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$178,000</p> <p>3) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$65,000</p> <p>4) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$500,000</p> <p>5) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$375,000 (repeated expenditure)</p> <p>6) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$80,000</p> <p>7) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$12,000</p> <p>8) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$82,000</p> <p>9) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$151,500</p>

<p>13) Continue providing a Bilingual Healthy Start Advocate dedicated to SMBSD to assist parents and families in connecting with services so that they are healthy and prepared for school each day</p>			<p>10) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$84,750</p> <p>11) Obj 7611 - 7000-7499 Other - LCFF S &amp; C: \$50,000</p> <p>12) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$35,165</p> <p>13) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$110,000</p>
<p>3.5 Additional Dual Language Immersion Program Support which will support the expansion of the second year SMBSD Dual Language Immersion program</p>	<p>Targeted; The Dual Language Program is only at Jimenez Elementary School</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$15,000</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>We will know these are the right services and actions when:</p> <p>Williams Act - School Facilities: The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every Fall. For the intent of this report the expected annual outcome for the school year 2016-2017 will be to maintain a rate of "Good Standing."</p> <p>Expulsion Rate The expected annual outcome for expulsion rates for the District is to be below 0.5%</p> <p>Student Suspension Rate The District's expected annual outcome for student suspension rates is to stay under 5.5%</p> <p>District Attendance Rate the district Attendance rate for 2016-2017 for the expected annual outcome for student attendance is to be at 96% or above</p> <p>Chronic Absenteeism Rate The District's expected annual outcome for chronic absenteeism rates is to stay under 20%</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>3.1 To maintain a safe, secure, healthy and positive learning environment for all students and staff sites will:</p> <p>Provide more transportation for students needing extended day classes, as well as extracurricular activities</p> <p>Provide more Outreach Counselors to assist students who need more social skill development, as well as emotional support</p> <p>Hire a Marriage and Family Therapist to provide assistance to families in our district</p> <p>Purchase the STEM lunch program and other lunch programs that engage students in their learning in various academic and social needs of our students</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>(unite 1701 site) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$1,409,640 (repeated expenditure)</p> <p>(unit 1701 site) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,409,640 (repeated expenditure)</p> <p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,987,423 (repeated expenditure)</p> <p>- 2000-2999 Classified Salaries</p>

			- LCFF S & C: \$2,027,657 (repeated expenditure)  - 3000-3999 Employee Benefits - LCFF S & C: \$1,032,231 (repeated expenditure)  - 4000-4999 Books and Supplies - LCFF S & C: \$2,026,248 (repeated expenditure)  - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$500,337 (repeated expenditure)
3.2 Continue the use of the night custodians to provide safe and clean facilities.	LEA-Wide	<u>X</u> All ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: _____	3000-3999 - 2000-2999 Classified Salaries - LCFF S & C: \$129,323
3.3 To maintain a safe, secure, healthy and positive learning environment for all students and staff, we will continue to provide the following actions and services:  1) Two School Psychologists- assist with assessments and special education services to determine eligibility for different programs 2) School Psychologist Intern- assist school psychologists in their job duties and receive training on school related issues 3) BCBA Behavioral Support Specialists- work with students that require behavior support at school so that these students will be successful in the classroom setting 4) Behavior Support Teacher- support teacher with strategies to implement to support students with behavior challenges 5) Continue Fighting Back Santa Maria Valley Services (Truancy Mentors) to support students and positive attendance habits. 6) Continue School Nurse (total of 10 in the school district) to provide health care services, case management, health care plans, and other needed health services for students as needed. 7) Continue SMPD Resource Officer to respond to issues that require law enforcement at the different school sites 8) Continue SBCEO Jr. High At Risk Class (Fitzgerald School) to meet the needs of students that struggle in the general school setting and that would benefit from a small group environment 9) Continue Outreach Counselors to full time-support students with emotional needs during the school day and throughout the school year 10) Continue Health Aides to Full Time-assist students with health issues at school and administer first aid when necessary 11) Continue Additional Assistant Principal- to support principal with administrative duties on campus (working with staff, parents, and students) 12) Continue Additional College Field Trips (\$2,000 per site) to send students to explore and see the college atmosphere and prepare them for their next step in education 13) Continue Cal Soap Tutors to support	LEA-Wide	<u>X</u> All ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: _____	1) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S & C: \$265,581  2) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S & C: \$49,599  3) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S & C: \$110,771  4) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S & C: \$107,610  5) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$380,650  6) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S & C: \$271,673  7) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$202,000  8) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$365,972  9) - 5000-5999

<p>students in the classroom with academic work (one on one and small group instruction)</p> <p>14) Continue to provide an Outreach Counselor at Jimenez Elementary School to assist students with emotional needs during the day and throughout the school year</p> <p>15) Continue Student Connections (Second Step Pilot, Foster Youth Liaison, Teen Court) to provide interventions to meet student needs in different areas (self esteem, positive behavior, accessing educational resources)</p> <p>16) Continue 20 additional ASES slots at Los Adobes to assist students with homework and enrichment activities</p> <p>17) Continue funding ASES at Jimenez Elementary School to assist 80 students with homework and other enrichment activities</p> <p>18) Continue funding ASES at Bruce and Tunnell School to increase slots from 80 to 100 students and to assist student with homework and enrichment activities</p> <p>19) Continue additional painter (no service vehicle)- continue to support painter with district wide projects so that sites are painted in a timely manner</p>			<p>Services and Other Operating Expenses - LCFF S &amp; C: \$522,444</p> <p>10) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$472,911</p> <p>11) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$135,608</p> <p>12) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$40,188</p> <p>13) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$171,804</p> <p>14) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$52,244</p> <p>15) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$90,423</p> <p>16) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$20,000</p> <p>17) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$102,500</p> <p>17) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$10,000</p> <p>18) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$60,000</p> <p>19) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$87,561</p>
<p>3.4 To maintain a safe, secure, healthy and positive learning environment for all students and staff, we will expand on the following actions and services:</p> <p>1) Additional Fitzgerald Class in 8th grade- to assist students with behavioral challenges at school in a small group setting</p> <p>2) Noon Duty Aides Increase Coverage 25% to help supervise students during lunch time at school sites and provide greater coverage for supervision</p> <p>3) Marriage Family Therapist Counseling (250 hours per JH site) to assist students with</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>1) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$365,980</p> <p>2) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$178,000</p> <p>3) - 5000-5999 Services and Other</p>

<p>emotional needs that occur during the school day and throughout the school year</p> <p>4) Opportunity Class (teacher per junior high site) to assist students with behavioral challenges at school and provide them with a small group setting that will meet their instructional needs</p> <p>5) Extended Day/Intersession Services to assist students with academic needs in the various subject areas (Math, ELA, homework, etc.)</p> <p>6) Santa Maria Valley Youth and Family Outreach Consultants to work with students on emotional needs that occur throughout the school year.</p> <p>7) Plus Optix Vision Screening Tool for nurses to utilize for vision screenings for students</p> <p>8) School Climate Training and Support- Implementation of Positive Behavior Intervention and Supports &amp; Restorative Practices- utilize to improve school and classroom climate and reduce suspension rates</p> <p>9) An LCAP Coordinator will oversee plans and expenditures, meet with parents and stakeholders, plan and conduct appropriate surveys, assure compliance with all aspects of LCAP, and complete all needed reports to assure student progress.</p> <p>10) An LCAP Secretary will assist the LCAP Coordinator with all needed secretarial duties.</p> <p>11) Additional Preschool Support will include 2 Instructional Aides, training, field trips, and other needed support to maximize the learning potential of all students in the preschool program</p> <p>12) Continue Parent Project Classes / Mixteco Nurturing Parenting Classes to support parents with skills to help their children at home so they are successful in school</p> <p>13) Continue providing a Bilingual Healthy Start Advocate dedicated to SMBSD to assist parents and families in connecting with services so that they are healthy and prepared for school each day</p>			<p>Operating Expenses - LCFF S &amp; C: \$65,000</p> <p>4) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$500,000</p> <p>5) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$375,000 (repeated expenditure)</p> <p>6) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$80,000</p> <p>7) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$12,000</p> <p>8) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$82,000</p> <p>9) 3000-3999 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$151,500</p> <p>10) 3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$84,750</p> <p>11) Obj 7611 - 7000-7499 Other - LCFF S &amp; C: \$50,000</p> <p>12) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$35,165</p> <p>13) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$110,000</p>
<p>3.5 Additional Dual Language Immersion Program Support which will support the expansion of the second year SMBSD Dual Language Immersion program</p>	<p>Targeted; The Dual Language Program is only at Jimenez Elementary School</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$15,000</p>

GOAL:	<p>Create a culture of respect and caring that supports positive relationships among all stakeholders (Parents/Staff/Students/Community Members).</p>		<p>Related State and/or Local Priorities:  1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local: _____</p>
Identified Need:	<p>The District has a need to increase school community involvement and create a culture of respect and caring that supports positive relationships among all stakeholders.  LCAP Parent Survey will contain questions dealing with respect and caring to refine guiding future decisions.  All sites will have open house, parent conference, parent meetings, and SSC meetings among other parent/staff /student/community meetings.  Re-evaluate on a yearly basis.</p>		
Goal Applies to:	<p>Schools: All  Applicable Pupil Subgroups: All</p>		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<p>We will know these are the right services and actions when:</p> <ul style="list-style-type: none"> <li>All parents are able to participate in parent meetings due to appropriate Interpretation services.</li> <li>Through a variety of means of parent outreach electronic means and flyers, all parents receive notification of meetings.</li> <li>All parents and guardians have their phone numbers entered into the Connect-Ed system with the appropriate home language to enable accurate notification of parent meetings, conferences, and other school activities.</li> </ul> <p>We have increased parental participation for Unduplicated Pupils.</p> <ul style="list-style-type: none"> <li>On Biannual Healthy Kids Survey, all 20 SMBSD schools will score above state averages on School Connectedness Scale.</li> <li>With consultation of site SSC, all 20 SMBSD schools will complete a Comprehensive School Safety Plan, which will address school climate as a component.</li> <li>Community Members, parents, students, teachers, classified, and administration have been given the opportunity to participate in the annual LCAP Survey, and at least 4500 responses have been received.</li> <li>All parents have received the Annual Notification of Rights and Responsibilities and sign off on it.</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 To create a culture of respect and caring that supports positive relationships among all stakeholders sites will:</p> <p>Provide more assistance with translating and interpreting services</p> <p>Provide more school wide events and parent education opportunities. This include, but are not limited to: Family Literacy, Math Nights, Science Nights, Fine Arts Festivals</p> <p>Provide more events that encourage parental involvement</p> <p>Provide parent education and student educational activities that promote student, staff, family and community engagement and conversations</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>(unit 1701 site) -  4000-4999 Books and Supplies -  LCFF S &amp; C:  \$1,409,640  (repeated expenditure)</p> <p>(unit 1701 site) -  5000-5999  Services and Other Operating  Expenses - LCFF S  &amp; C: \$1,409,640  (repeated expenditure)</p> <p>- 1000-1999  Certificated  Salaries - LCFF S  &amp; C: \$1,987,423  (repeated expenditure)</p> <p>- 2000-2999  Classified Salaries  - LCFF S &amp; C:  \$2,027,657  (repeated expenditure)</p> <p>- 3000-3999  Employee Benefits  - LCFF S &amp; C:  \$1,032,231  (repeated expenditure)</p> <p>- 4000-4999  Books and  Supplies - LCFF S  &amp; C: \$2,026,248  (repeated expenditure)</p>

			- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$500,337 (repeated expenditure)
4.2 Parents will attend school-wide events and/or District wide (open house, parent conferences, parent meetings, School Site Council, and IEPs meeting) and other events at school. District wide parents may attend (DAC, DELAC, GATE, Migrant meetings) Parents will be active stakeholders in their child's education.  The Site and/or District will continue to provide translation/interpreters at school/District-wide events. Additional training to be provided to instructional assistants and community liaisons.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$54,000 (repeated expenditure)  3000-3999 - 2000-2999 Classified Salaries - LCFF S & C: \$79,600
4.3 SMBSD will continue Parent Project classes with families to help support them enforce positive behaviors with their children.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	(unit 1714 & 1722) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$190,000
4.4 Maintain Fighting Back Services and Truancy Mentors to assist with families and ensure students improve their attendance.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$380,650 (repeated expenditure)
4.5 One Trilingual Interpreter to assist students and families with their translating/interpreting needs within the district	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	3000-3999 - 2000-2999 Classified Salaries - LCFF S & C: \$79,600 (repeated expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>We will know these are the right services and actions when:</p> <ul style="list-style-type: none"> <li>• All parents are able to participate in parent meetings due to appropriate Interpretation services.</li> <li>• Through a variety of means of parent outreach electronic means and flyers, all parents receive notification of meetings.</li> <li>• All parents and guardians have their phone numbers entered into the Connect-Ed system with the appropriate home language to enable accurate notification of parent meetings, conferences, and other school activities.</li> <li>• We have increased parental participation for Unduplicated Pupils.</li> <li>• On Biannual Healthy Kids Survey, all 20 SMBSD schools will score above state averages on School Connectedness Scale.</li> <li>• With consultation of site SSC, all 20 SMBSD schools will complete a Comprehensive School Safety Plan, which will address school climate as a component.</li> <li>• Community Members, parents, students, teachers, classified, and administration have been given the opportunity to participate in the annual LCAP Survey, and at least 4500 responses have been received.</li> <li>• All parents have received the Annual Notification of Rights and Responsibilities and sign off on it.</li> </ul>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 To create a culture of respect and caring that supports positive relationships among all stakeholders sites will:  Provide more assistance with translating and interpreting services  Provide more school wide events and parent education opportunities. This include, but are not limited to: Family Literacy, Math Nights, Science Nights, Fine Arts Festivals	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	(unit 1701 site) - 4000-4999 Books and Supplies - LCFF S & C: \$1,409,640 (repeated expenditure)  (unit 1701 site) - 5000-5999 Services and Other Operating

<p>Provide more events that encourage parental involvement</p> <p>Provide parent education and student educational activities that promote student, staff, family and community engagement and conversations</p>			<p>Expenses - LCFF S &amp; C: \$1,409,640 (repeated expenditure)</p> <p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,987,423 (repeated expenditure)</p> <p>- 2000-2999 Classified Salaries - LCFF S &amp; C: \$2,027,657 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$1,032,231 (repeated expenditure)</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$2,026,248 (repeated expenditure)</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$500,337 (repeated expenditure)</p>
<p>4.2 Parents will attend school-wide events and/or District wide (open house, parent conferences, parent meetings, School Site Council, and IEPs meeting) and other events at school. District wide parents may attend (DAC, DELAC, GATE, Migrant meetings) Parents will be active stakeholders in their child's education.</p> <p>The Site and/or District will continue to provide translation/interpreters at school/District-wide events. Additional training to be provided to instructional assistants and community liaisons.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All ----- OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$54,000 (repeated expenditure)</p> <p>3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$79,600</p>
<p>4.3 SMBSD will continue Parent Project classes with families to help support them enforce positive behaviors with their children.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All ----- OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>(unit 1714 &amp; 1722) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$190,000</p>
<p>4.4 Maintain Fighting Back Services and Truancy Mentors to assist with families and ensure students improve their attendance.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All ----- OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$380,650 (repeated expenditure)</p>
<p>4.5 One Trilingual Interpreter to assist students and families with their translating/interpreting needs within the district</p>	LEA-Wide	<p><input type="checkbox"/> All ----- OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>3000-3999 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$79,600 (repeated expenditure)</p>
LCAP Year 3: 2018-19			

We will know these are the right services and actions when:

- All parents are able to participate in parent meetings due to appropriate Interpretation services.
- Through a variety of means of parent outreach electronic means and flyers, all parents receive notification of meetings.
- All parents and guardians have their phone numbers entered into the Connect-Ed system with the appropriate home language to enable accurate notification of parent meetings, conferences, and other school activities.

Expected Annual Measurable Outcomes:

- We have increased parental participation for Unduplicated Pupils.
- On Biannual Healthy Kids Survey, all 20 SMBSD schools will score above state averages on School Connectedness Scale.
- With consultation of site SSC, all 20 SMBSD schools will complete a Comprehensive School Safety Plan, which will address school climate as a component.
- Community Members, parents, students, teachers, classified, and administration have been given the opportunity to participate in the annual LCAP Survey, and at least 4500 responses have been received.
- All parents have received the Annual Notification of Rights and Responsibilities and sign off on it.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 To create a culture of respect and caring that supports positive relationships among all stakeholders sites will:</p> <p>Provide more assistance with translating and interpreting services</p> <p>Provide more school wide events and parent education opportunities. This include, but are not limited to: Family Literacy, Math Nights, Science Nights, Fine Arts Festivals</p> <p>Provide more events that encourage parental involvement</p> <p>Provide parent education and student educational activities that promote student, staff, family and community engagement and conversations</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>(unit 1701 site) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$1,409,640 (repeated expenditure)</p> <p>(unit 1701 site) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,409,640 (repeated expenditure)</p> <p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,987,423 (repeated expenditure)</p> <p>- 2000-2999 Classified Salaries - LCFF S &amp; C: \$2,027,657 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$1,032,231 (repeated expenditure)</p> <p>- 4000-4999 Books and Supplies - LCFF S &amp; C: \$2,026,248 (repeated expenditure)</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$500,337 (repeated expenditure)</p>
<p>4.2 Parents will attend school-wide events and/or District wide (open house, parent conferences, parent meetings, School Site Council, and IEPs meeting) and other events at school. District wide parents may attend (DAC, DELAC, GATE, Migrant meetings) Parents will be active stakeholders in their child's education.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$54,000 (repeated expenditure)</p>

The Site and/or District will continue to provide translation/interpreters at school/District-wide events. Additional training to be provided to instructional assistants and community liaisons.			3000-3999 - 2000-2999 Classified Salaries - LCFF S & C: \$79,600
4.3 SMBSD will continue Parent Project classes with families to help support them enforce positive behaviors with their children.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	(unit 1714 & 1722) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$190,000
4.4 Maintain Fighting Back Services and Truancy Mentors to assist with families and ensure students improve their attendance.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$380,650 (repeated expenditure)
4.5 One Trilingual Interpreter to assist students and families with their translating/interpreting needs within the district	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	3000-3999 - 2000-2999 Classified Salaries - LCFF S & C: \$79,600 (repeated expenditure)

## Annual Update

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

### Guiding Questions:

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

Original GOAL from prior year LCAP:	100% Fully qualified teachers		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	100% Fully qualified teachers	Actual Annual Measurable Outcomes:	All SMBSD teachers have verified teaching credentials.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<input checked="" type="checkbox"/> Recruit and retain teachers who are appropriately credentialed and have a deep understanding of the content they teach	N/A	All SMBSD teachers have verified teaching credentials in the appropriate subject areas.	N/A	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		
Recruit through EdJoin for highly qualified teachers	\$1,400 LCFF Revenue Obj 5840	With the growing number of teachers to be hired the District has continued to utilize the EdJoin website for all certificated recruitment. It has more than doubled the number of applications received on a yearly basis. Edjoin has allowed the District to select from a much larger pool of qualified candidates. Due to this, the cost reflects the growing numbers.	\$2,260 LCFF Revenue Obj 5840	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators. Continue to ensure that all teachers are credentialed and supported. Edjoin has proven to be very effective for us to use in attracting highly qualified teachers and we will continue the service.			

Original GOAL from prior year LCAP:	The District will complete an assessment of facility needs to determine where investments in additional maintenance and operations staff are needed. In addition, the assessment will help determine what equipment and work is needed to help maintain the major facilities systems required.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	All school facilities are safe, clean and in good repair. Maintain school facilities with an overall FIT rating of "Good."	Actual Annual Measurable Outcomes: All facilities received an overall FIT rating of at least "Good"	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Create a plan based on an assessment of needs for 1) deferred maintenance 2) maintenance staffing 3) routine maintenance 4) specialized equipment Correct any findings for rating less than "good."	LCFF Sup/Con \$167,000 Obj 6400 \$176,000 Obj 2210	A plan was created during the year to help assess our overall needs. Due to the plan, during the year the district completed a roofing status analysis and initiated a study of the blacktops and flat work for maintenance planning purposes. Priorities identified within the plan are being scheduled for completion starting in 2016-17. We hired an additional HVAC Technician in addition to purchasing a tractor and top dresser for our play fields. We also purchased a backhoe to replace the aging one that had been in service for some time. Actual spending was less than planned expenditures based on the passage of time during the recruitment of staff members creating vacancy savings and better than anticipated pricing of the items and services purchased.	LCFF Sup/Con \$60,677 Obj 2000 & 3000 \$50,000 Obj 4000 \$112,337 Obj 6000  LCFF Base \$52,879 Obj 2000 & 3000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	With plans developed in the past two years, the District will prioritize projects accordingly.		

Original GOAL from prior year LCAP:	Every student, including English Learners, has current textbooks and quality instructional materials compliant with state standards, to use in the classroom and to take home to complete assignments.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	100% Williams Report Findings indicates that the district has sufficient textbooks and instructional materials	Actual Annual Measurable Outcomes:	100% Williams Report Findings in September that the district has sufficient textbooks and instructional materials
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Adopt and purchase new textbooks and instructional materials for all students, as new curriculum frameworks are adopted by the state. Provide extra books and materials at every school site so that every student, including English Learners, has current textbooks and quality instructional materials compliant with state standards, to use in the classroom and to take home to complete assignments.	Restricted Lottery Rev. \$568,000 Obj. 4300	A new state-adopted Math curriculum for TK-6 was purchased. Every student received a textbook with 5 extra copies housed in the Library. With an increase in ADA we will continue to use and purchase previously adopted textbooks in ELA, Science, and Social Studies and purchase as needed with growing enrollment. Due to the adoption of a new math curriculum and supplemental ELD materials there was an increase in actual expenditures in this area.	Restricted Lottery Rev. \$376,193 Obj 4300  LCFF Base \$284,982 Obj 4000 \$165,853 Obj 5000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to purchase and provide sufficient textbooks and materials for all students in the district. We will purchase state adopted materials that are State Standard approved in the various content areas when they have been approved through our C&I, COT process and Board approved.		

Original GOAL from prior year LCAP:	All students have access to a broad course of study that includes all of the subject areas.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE Only: 9__ 10__ Local: _____																
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All															
Expected Annual Measurable Outcomes:	The total number and percentage of students receiving a broad course of study as evidenced on class rosters and enrollment.	Actual Annual Measurable Outcomes:	Students have had access to a Broad Course of Study this year. The implementation of a Dual Language Program for students began for Jiménez Elementary School , GATE strategies were provided for teachers to utilize with students, AVID classes were provided for the JH students, Pete Fitzgerald support classes were also provided. New trainings for teachers to implement robotics and NGSS were rolled out for teachers to begin some implementation of the NGSS. Total hours of PD															
			<table border="1"> <thead> <tr> <th>Content</th> <th>2014-2015</th> <th>2015-2016</th> </tr> </thead> <tbody> <tr> <td>Science</td> <td>338</td> <td>3314</td> </tr> <tr> <td>GATE, AVID, Robotics</td> <td>2120</td> <td>9,524</td> </tr> <tr> <td>Social Studies</td> <td>623</td> <td>648</td> </tr> <tr> <td>Technology</td> <td>8807</td> <td>1328</td> </tr> <tr> <td>Music/PE</td> <td>0/0</td> <td>52/107</td> </tr> </tbody> </table>	Content	2014-2015	2015-2016	Science	338	3314	GATE, AVID, Robotics	2120	9,524	Social Studies	623	648	Technology	8807	1328
Content	2014-2015	2015-2016																
Science	338	3314																
GATE, AVID, Robotics	2120	9,524																
Social Studies	623	648																
Technology	8807	1328																
Music/PE	0/0	52/107																
LCAP Year: 2015-16																		
Planned Actions/Services		Actual Actions/Services																
	Budgeted Expenditures		Estimated Actual Annual Expenditures															
<ul style="list-style-type: none"> <li>Continue to support the Dual Immersion Language Task Force on the working implementation of the Dual Immersion Language program at Jiménez Elementary</li> </ul>	LCFF Sup/Con \$25,000 Obj 1160 & 5000	All Dual Language Immersion teachers attended the ATDLE Conference. The task force met with Consultant Rosa Molina to talk about next steps, report cards and other professional development.	LCFF Sup/Con \$25,000 Obj 5220 & 5860															
Scope of Service:	Targeted; Jimenez Elementary School	Scope of Service:	Targeted; Jimenez Elementary School															
<u>__</u> All ----- OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Dual Language program</u>		<u>__</u> All ----- OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Dual Language program</u>																
<ul style="list-style-type: none"> <li>Continue to provide support for students enrolled in Pete Fitzgerald School to ensure access to a broad course of study</li> </ul>	LCFF Sup/Con \$126,975 Obj 5100	<p>Students were referred to Pete Fitzgerald School and received a broad course of study. The class was made up of 20 or fewer students through out the year.</p> <p>The metric to determine the effectiveness of this service is if the capacity of Fitzgerald school is maximized and suspension rates at the junior high schools decrease.</p> <p>The budgeted cost for this action and service was provided by the service provider in the prior year and included an offset for the collection of ADA connected revenues. In the end, the billings from the service provider were substantially more for this service and did not contain an offset for ada revenues as the District in fact collected these revenues.</p>	LCFF Sup/Con \$233,100 Obj 5100															
Scope of Service:	Targeted; Jr. High Schools	Scope of Service:	Targeted; Students in the 8th grade attended Pete Fitzgerald School															
<u><input checked="" type="checkbox"/></u> All ----- OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth		<u><input checked="" type="checkbox"/></u> All ----- OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth																

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<ul style="list-style-type: none"> <li>Continue to support the professional development of the GATE program and AVID for teachers, so that students needs are met</li> </ul>	N/A	Both programs have been strongly supported in our district. Trainings been provided and have been well attended. Opportunities to attend conferences have been made available to all teachers. Students have been receiving GATE and AVID services through teachers who have attended these trainings.	N/A
Scope of Service:		Scope of Service:	
LEA-Wide		LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<ul style="list-style-type: none"> <li>Continue to encourage teachers to attend trainings provided for the Next Generation Science Standards, and Social studies to provide access to a broad course of study</li> </ul>	N/A (none budgeted)	Teachers have begun to attend more trainings for STEM and Next Generations Science Standards, as well as, History Social Studies conferences.  One of our TOSAs attended the National Social Studies Conference.  The number of total PD hours attended by teachers is noted in the Actual Annual Measurable Outcomes.	LCFF Base \$3,142 Obj 5000
Scope of Service:		Scope of Service:	
LEA-Wide		LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<ul style="list-style-type: none"> <li>Add a curriculum secretary to help support all the data entry and support lead learners and TOSA's in their professional development</li> </ul>	LCFF Sup/Con \$75,000 Obj 2220	With current staff changes, a curriculum secretary to help support all the data entry has not been hired. The plan is to hire a secretary or clerk to assist in the 2016-2017 school year to maintain the data base on staff development and providing assistance in sign -ins, registration, confirmations, catering, and on going needs as it relates to professional development. Due to this, no expenditures were used.	None
Scope of Service:		Scope of Service:	
LEA-Wide		LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<ul style="list-style-type: none"> <li>Purchase Writing Kits to support writing in the ASES Program to meet the CCSS Writing standards in the CCSS</li> </ul>	LCFF Sup/Con \$30,000 Obj 4300	These materials were purchased to help support students in their writing during ASES. Writing activities demonstrated student growth. With changes for next year, this will not be continued.	LCFF Sup/Con \$32,729 Obj 4300
Scope of Service:		Scope of Service:	
LEA-Wide		LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<ul style="list-style-type: none"> <li>Upgrade IMC Training Lab to provide professional development training in the integration of technology in all content areas</li> </ul>	LCFF Sup/Con \$47,000 Obj 4420	An upgrade to the IMC Training Lab was provided and professional development is an ongoing process. With the learning that occurs, teachers beginning to put into practice the integration of technology in all content areas. Actual expenditures were slightly less as some of the hardware that was purchased become available below the initial quoted costs.	LCFF Sup/Con \$44,894 Obj 4420,4415,4300
Scope of Service:		Scope of Service:	
LEA-Wide		LEA-Wide	

<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<ul style="list-style-type: none"> <li>Provide funding for students to participate in a robotics program to help prepare them for STEM types of activities</li> </ul>	LCFF Sup/Con \$5,000 Obj 4300	Funding was provided for eight sites to purchase First Lego League (FLL) Robotics equipment to support after school clubs. Six of those sites were also provided funding to enter FLL competitions. All allocated funding was fully spent.	LCFF Sup/Con \$3,993 Obj 4000 \$1,132 Obj 5000
Scope of Service:		LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	There is a desire to continue to support and enhance the opportunities for students to have access to a Broad Course of Study. In addition, continue to provide professional development to everyone to support the Dual Language program, Pete Fitzgerald, STEM and Next Generation Science Standard, GATE, AVID and robotics. There is still a desire to hire a Curriculum Secretary or clerk.		

Original GOAL from prior year LCAP:	Full Implementation of State board adopted Common Core State Standards in English Language Arts, Literacy		Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____		
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	The percentage or number of teachers/ administrators trained in the implementation of Common Core State Standards in ELA, Literacy. Pupil performance on district wide implementation of formative and/or interim assessments.	Actual Annual Measurable Outcomes:	The amount of training for SMBSD teachers and aides has continued to rise throughout the past 3 years. The school year began with a full training on building student engagement and academic vocabulary. We concluded the overview of Close Reading, but conclude that our district still needs more training on the ELA Standards.		
			Total hours of PD		
			2013-2014	2014-2015	2015-2016
			3,080	6,123	16,509
			Our baseline data on the CAASPP did not provide us with adequate information to use as an assessment.		
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
Provide a District wide conference for all teachers and administrators that focus on the ELA/ELD Framework	LCFF Sup/Con \$763,816 Function 2140  \$97,167 LCFF Rev Function 2140  \$796,720 Federal Rev Function 2140	A District Wide conference was provided to all TK - 8th grade teachers and administrators. The focus was on building student engagement and academic vocabulary. Based on feedback from teachers they felt this was one of the best conferences the district has provided. There were plenty of choice options for teachers.	LCFF Sup/Con \$113,690 Obj 5860 \$327,616 Obj 1000 \$48,250 Obj 3000		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide		
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____			
Work with Consultant, Sue Beers to help develop a blueprint for staff development, curriculum development and instructional targets	State Categorical \$6,673 Function 2140	Consultant Sue Beers provided professional development for the Lead Learners, TOSAs and administrators. She was asked by administrators to return to do more training from before. More teachers attended the training than anticipated during the Summer. Due to her training, teachers have begun to develop their own units of study.	LCFF Sup/Con \$8,400 Obj 5860		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide		
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____			
Continue to support TOSA's assisting the district with the review of the new ELA programs and its alignment to the ELA/Literacy state standards	Part of: \$97,167 LCFF Rev Function 2140	The TOSA's have been reviewing all the new ELA/ELD Adoption Programs. They have attended ToolKit trainings and facilitated the piloting of the adoption and Publisher's Fairs. Due to the lack of substitutes, costs were smaller than anticipated.	LCFF Sup/Con \$27,100 Obj 5000 \$8,348 Obj 1000 and 3000		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide		
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____			

Continue to provide support on the implementation of the ELA and literacy standards in some of the following areas, but not limited to:  1. ELA/ELD Framework 2. Understanding the shifts in ELA 3. Close Reading 4. Vocabulary 5. Writing 6. Performance Tasks 7. Listening and speaking 8. Technology integration 9. Literacy standards in all content areas 10. Materials that support the literacy standards in all content areas 11. Universal Design for Learning 12: Reviewing new state adopted materials 13: Unpacking the ELA/Literacy Standards	LCFF Sup/Con \$776,000 Obj 1100	Professional development has been provided in: 1. ELA/ELD Framework 2. Understanding the shifts in ELA 3. Close Reading 4. Vocabulary 5. Writing 6. Performance Tasks 7. Listening and speaking 8. Technology integration 9. Literacy standards in all content areas 10. Materials that support the literacy standards in all content areas 11. Universal Design for Learning 12: Reviewing new state adopted materials 13: Unpacking the ELA/Literacy Standards  A deeper understanding in each area needs to be part of professional development for the new year. Due to the lack of substitutes, all funding was not used.	LCFF Sup/Con \$60,926 Obj 1000 \$21,862 Obj 2000 \$11,065 Obj 3000 \$56,350 Obj 4000 \$433921 Obj 5000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Implementation of school site targets in: 1) Reading 2) Writing	N/A	There are a variety of assessment pieces utilized in setting targets for either reading or writing. This varies from site to site. Reading: Running records, DIBELS. Accelerated Reader, Reading Counts. Writing: Step Up to Writing, Six Traits, Writer's Workshop  No costs were needed as this occurs during the school day.	N/A
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Continue to provide support for teachers and students through: 1. Technology clerk services 2. Teacher Tutors 3. Intervention Teachers 4. Limited Assignment Teachers 5. Additional Support Staff Aides for Preschool, TK and Kinder 6. Materials: adaptive technology 7. Libraray Media Clerks 8. Cal Soap tutors For all of the above, continue to support the use of TOSA's. outside specialists, curriculum subs , Lead Learners and Special Ed lead learners, release time for learning and/or observing, PD for all content areas through conferences, webinars, trainings, (for all Preschool - 8th grade teachers, administrators and classified staff) materials, and technology to support the implementation of ELA and Literacy common core standards. Re-evaluate yearly	LCFF Rev \$100,500 Obj 2410  LCFF Sup/Con (site) \$1,243,000 Obj 1110  LCFF Sup/Con \$929,000 Obj 2110 \$136,450 Obj 2210 \$61,000 Obj 4300 \$420,000 Obj 2210 \$171,000 Obj 5100  Res 3010, 4035, 4203 \$1,050,000 Obj 1110  LCFF Sup/Con \$700,000 Obj 1110 & Obj 5100	Support has been provided for teachers and students through: 1. Technology clerk services 2. Teacher Tutors 3. Intervention Teachers 4. Limited Assignment Teachers 5. Additional Support Staff Aides for Preschool, TK and Kinder 6. Materials: adaptive technology 7. Libraray Media Clerks 8. Cal Soap tutors For all of the above, continue to support the use of TOSA's. outside specialists, curriculum subs , Lead Learners and Special Ed lead learners, release time for learning and/or observing, PD for all content areas through conferences, webinars, trainings, (for all Preschool - 8th grade teachers, administrators and classified staff) materials, and technology to support the implementation of ELA and Literacy common core standards. Library media clerks were able to increase services to students through increased visits by students to the library (biweekly to weekly at some schools or the amount of time in the weekly visits). Re-evaluate yearly  Due to the high number of hirees, the cost was more than anticipated.	LCFF Rev \$98,356 Obj 2410 & 3000  LCFF Sup/Con (site) \$1,071,000 Obj 1120 & 3000  LCFF Sup/Con \$1,201,632 Obj 2110 & 3000 \$148,721 Obj 2110 & 3000 \$52,825 Obj 4300 \$514,322 Obj 2210 & 3000 \$171,000 Obj 5860  Federal Restricted Revenue (Res 3010, 4035, 4203) \$2,735,684 Obj 1000 & 3000  LCFF Sup/Con \$60,981 Obj 1000 \$21,862 Obj 2000 \$11,074 Obj

	LCFF Sup/Con \$19,716 Obj 1360		3000 \$56,350 Obj 4000 \$440,898 Obj 5000  LCFF Sup/Con \$20,647 Obj 1160 & 3000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Although many hours have been invested in learning about ELA/Literacy standards, more learning opportunities for teachers to actually focus on the standards needs to take place in order for full implementation to occur in the classroom. There is a need for a systematic approach to deliver ELA Standards. Administrators and teachers want and still need more training. There is a need for additional TOSAs to help deliver and support teachers in their learning. With the rigors of our latest Standards there continues to be a need to hire more LATs, Teacher tutors, instructional aides and more support staff to work individually and in smaller group settings with students. There also continues to be a need for more opportunities to learn and collaborate on the latest Standards.</p> <p>In order to make sure that our ELA/ELD adoption aligns with new standards, our district will be piloting 2 of each of the following ELA/ELD Programs: 2,3,4 and 5. Discussions on the use of these programs will be extremely important as we approach the new 2016 school year.</p>		

Original GOAL from prior year LCAP:	Full Implementation of State Board adopted Common Core State Standards in Mathematics	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____			
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:	The percentage or number of teachers/ administrators trained in the implementation of Common Core State Standards in Mathematics. Pupil performance on district wide implementation of formative and/or interim assessments.	Actual Annual Measurable Outcomes:	Total hours of Professional Development		
			2013-2014	2014-2015	2015-2016
			5687	5411	5,460
			Pupil performance on district wide implementation of formative and/or interim assessments was used to a small degree due to the newness of the assessments.		
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
Continue professional development (provided by the District teacher leaders, TOSA's, administrators, County, CDE, webinars, outside conferences, etc.) in the following areas, but not limited to, for all teachers: 1. New math adoption 2. Georgia Performance Task 3. Learn zillion and other technology integrated programs 4. Smarter Balanced Practice release questions on math 5. Facts Wise 6. Number Talks 7. Math Progressions 8. Mathematical practices 9. OARS Inspect CCSS 10. CPM Conference 11. Guided Math 12. Technology integration 13. Universal Design for Learning	Sup/Con \$763,816 Function 2140  \$97,167 LCFF Revenue Function 2140  \$796,720 Federal Revenue Function 2140  \$6,673 State Categorical Revenue Function 2140  LCFF Sup/Com \$776,000 Obj 1100  Federal Grant Rev \$600,000 Obj 1000	Professional development was provided throughout the school year in the following areas: 1. New math adoption 2. Georgia Performance Task 3. Learn zillion and other technology integrated programs 4. Smarter Balanced Practice release questions on math 5. Facts Wise 6. Number Talks 7. Math Progressions 8. Mathematical practices 9. OARS Inspect CCSS 10. CPM Conference 11. Guided Math 12. Technology integration 13. Universal Design for Learning  Due to the shortage of substitutes some of these areas were minimal. There will be a need to continue deeper training needs next year for continuous learning and for new teachers. As a result of the shortage of substitutes, actual expenditures were less than budgeted.  We received a CaMSP grant that helped provide more math professional development opportunities for teacher in grades 3 through 8. Approx. 65 teachers.  There is currently a discrepancy of \$20,947 under the Technology Integration portion of this funding as some equipment is being quoted for purchase.	Sup/Con Function 2140 \$295,292 Obj 1000s and 3000s \$62,050 Obj 4000 \$222,719 Obj 5000  LCFF Revenue Function 2140 \$770 Obj 2000s and 3000s \$11,802 Obj 4000 \$19,611 Obj 5000  Federal Revenue Function 2140 \$488,000 Obj 1000 \$11,560 Obj 2000 \$140,112 Obj 3000 \$7,583 Obj 4000 \$275,430 Obj 5000  State Categorical Revenue Function 2140 \$0  LCFF Sup/Con \$60,926 Obj 1000 \$21,862 Obj 2000 \$11,065 Obj 3000 \$56,350 Obj 4000 \$433,921 Obj 5000  Federal Grant Rev Res 4050 \$272,647 1000s and 3000s \$223,072 5000		

				\$10,539 7000
Scope of Service:		LEA-Wide	Scope of Service:	
			LEA-Wide	
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		
For all of the above, continue to support the use of TOSA's. outside specialists, curriculum subs, Lead Learners, Special Ed lead learners, release time for learning and/or observing, PD for all content areas through conferences, webinars, trainings, (for all Preschool - 8th grade teachers, administrators and classified staff) materials, and technology to support the implementation of math common core standards and mathematical practices. Re-evaluate yearly	LCFF Sup/Con \$700,000 Obj 1100 & Obj 5100 \$15,000 Obj 4300	We continued to provide district and site support through TOSAs, outside specialist, Lead Learners, release time for learning and/or observing, webinars, providing materials at trainings, and technology integration support. These trainings were provided to all Preschool through 8th grade teachers and administrators. The cost difference is based on the fact that we allowed many more Lead Learners attend conferences during the weekends.	LCFF Sup/Con \$88,032 Obj 1000 \$21,863 Obj 2000 \$15,000 Obj 3000 \$167,679 Obj 4000 \$560,526 Obj 5000	
Scope of Service:		LEA-Wide	Scope of Service:	
			LEA-Wide	
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In order to have teachers fully implement the new math adoption, there is a need for more professional development training. We will continue to provide on-going professional development opportunities in the new adoption, use of manipulatives, consistent training on math strategies, FactsWise, Number Talks, that help support the learning. There is also a need for more manipulative materials due to increasing enrollment and new teachers. A desire for one more TOSA in the area of math would assist with more grade level specific training. The CaMSP has also given us the opportunity to provide much more training to teachers in 3rd through 8th grade. We would like to continue our collaboration with Cal Poly State University.			

Original GOAL from prior year LCAP:	Full implementation of State Board adopted English Language Development Standards	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
-------------------------------------	---	---

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

Expected Annual Measurable Outcomes:	The percentage or number of teachers/ administrators trained in the implementation of Common Core State Standards in English Language Development. Pupil performance on district wide implementation of formative and/or interim assessments. CELDT Test Results	Actual Annual Measurable Outcomes:	Ventura County Office of Education provided an English Learner Institute for Teaching Excellence to all administrators on the foundations of Designated ELD, Curriculum and Instruction in the ELD Standards, knowledge on Long Term English Learners and Leadership support in reviewing site data to facilitate a high quality, effective and compliant ELD program that promotes successful language acquisition. All administrators and teachers attended a conference provided by over 60 local, state, and national presenters that focused on building student engagement and academic vocabulary. <b>Total hours of Professional Development</b>						
		<table border="1"> <tr> <td>2013-2014</td> <td>2014-2015</td> <td>2015-2016</td> </tr> <tr> <td>0</td> <td>246</td> <td>16588 ELA/ELD combined</td> </tr> </table>		2013-2014	2014-2015	2015-2016	0	246	16588 ELA/ELD combined
2013-2014	2014-2015	2015-2016							
0	246	16588 ELA/ELD combined							

LCAP Year: 2015-16

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

Provide a District wide conference for all teachers and administrators that focuses on the ELA/ELD Framework with an emphasis on student engagement and academic vocabulary.	Part of: LCFF Sup/Con \$250,000 Obj 1310 & 5100	A district wide conference for all teachers and administrators that focuses on the ELA/ELD Framework with an emphasis on student engagement and academic vocabulary was provided. Based on feedback from teachers, they really felt we had some of the best presenters they had ever seen and loved the opportunity to choose sessions to meet their needs. Expenditures ended up being more than anticipated due to a high number of presenters, extra time teachers did to prepare and catering involved for the day.	LCFF Sup/Con \$113,690 Obj 5860 \$327,616 Obj 1000 \$48,250 Obj 3000
--	--	---	--

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
-------------------	----------	-------------------	----------

<u>__</u> All OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____	<u>__</u> All OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____
---	---

Provide training for all site administrators and TOSA's through Ventura County Office of Education's Institute titled English Learner Institute for Teaching Excellence (ELITE) a 4 module workshop series designed to help implement a compliant high quality English Language Development Program.	Part of: LCFF Sup/Con \$250,000 Obj 1310 & 5100	Training for all site administrators and TOSA's through Ventura County Office of Education's Institute titled English Learner Institute for Teaching Excellence (ELITE) a 4 module workshop series designed to help implement a compliant high quality English Language Development Program was provided. Based on Principal feedback this was a very valuable training that was very well planned and moved our district forward in making changes needed to move to full implementation towards Designated ELD. Costs were much less than anticipated.	LCFF Sup/Con \$27,713 Obj 5000
--	--	--	--------------------------------

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
-------------------	----------	-------------------	----------

<u>__</u> All OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____	<u>__</u> All OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____
---	---

Hire an ELL Coordinator and ELL TOSA to provide ongoing training to teachers in the teaching of ELL's. Explore a variety of materials or trainings so that all teachers could increase their knowledge in understanding the strategies or best practices for ELL's. Work closely with other TOSA's in the district, Lead Learners, administrators, county personnel and CDE, in providing professional development in all, but not limited to, the following for all teachers:  1. An awareness of the ELA/ELD Framework	Part of: LCFF Sup/Con \$250,000 Obj 1310 & 5100	An ELL Coordinator has been hired, but will not be able to begin work with the district until July 2016. Due to this, cost were much less. No training was provided by the EL Coordinator. An ELL TOSA has yet to be hired.  Some teachers have begun to explore a variety of materials and trainings.  Although teachers/administrators have been learning about each of the areas noted below, they will need continuous support and professional	LCFF Sup/Con \$11,011 Obj 1310 & 3000
--	--	---	---------------------------------------

<p>2. An understanding of the different shifts in ELA and what it looks like (target a specific shift)</p> <p>3. Close Reading</p> <p>4. ELD Language Demands</p> <p>5. Vocabulary</p> <p>6. Writing</p> <p>7. Performance Tasks</p> <p>8. High Quality Text</p> <p>9. Listening and Speaking</p> <p>10. Technology integration</p> <p>11. Transitional Kinder and Kindergarten Literacy</p> <p>12. Response to Intervention</p> <p>13. Viewing the ELD standards as essential components of the ELA/literacy standards</p> <p>14. Creating an ELL Task Force</p> <p>15. Work towards establishing a unified Designated ELD Time</p>		<p>development in the following areas:</p> <p>1. An awareness of the ELA/ELD Framework</p> <p>2. An understanding of the different shifts in ELA and what it looks like (target a specific shift)</p> <p>3. Close Reading</p> <p>4. ELD Language Demands</p> <p>5. Vocabulary</p> <p>6. Writing</p> <p>7. Performance Tasks</p> <p>8. High Quality Text</p> <p>9. Listening and Speaking</p> <p>10. Technology integration</p> <p>11. Transitional Kinder and Kindergarten Literacy</p> <p>12. Response to Intervention</p> <p>13. Viewing the ELD standards as essential components of the ELA/literacy standards</p> <p>14. Creating an ELL Task Force</p> <p>15. Work towards establishing a unified Designated ELD Time</p>	
<p>Scope of Service:</p>	<p>LEA-Wide</p>	<p>Scope of Service:</p>	<p>LEA-Wide</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As a result of these actions, services and expenditures, ongoing professional development in the area of English Language Development continues to be a high need in delivering English Language Development to English Language Learners. We will continue to commit to the Big 4 for English language development: Designated ELD must be put on the schedule, must be interactive, must focus on the ELD Standards and must be by proficiency level. An EL Coordinator will put together a Master EL Plan for the district. Two TOSAs are needed to help share the learning of EL strategies with teachers. There is a desire to hire individual Intervention teachers that will focus on EL Learners at the sites. In addition, there is a desire to add more ESL classes and parent education classes.</p> <p>With a Teacher Quality Grant from Cal Poly State University for the next four years, we will work closer with their Professors to provide some on site training to one our schools in the area of English Language Development, particularly Designated ELD.</p> <p>In addition, being that we currently do not have ELA/ELD materials that align with the new Standards, we will be piloting two publishers from each of the following programs in the 2016-2017 school year: Program 2,3,4 and 5. We will then implement some of these during the 2017-2018 school year.</p>		

Original GOAL from prior year LCAP:	Students meet "standard met" or above on the Smarter Balanced Assessment.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____			
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	For all students, in every subgroup to reach "standard met or above."	Actual Annual Measurable Outcomes:	Baseline percentage data from 2014-15 Smarter Balanced Testing:		
				ELA	Math
			District	22.9%	17%
			Hispanic	21.7%	16%
			Socio-economically Disadvantaged	21.3%	15.9%
			English Learners	16.3%	12.6%
		Students with Disabilities	2.1%	2%	
LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
Form a committee to create K-2 formative assessments. Form a committee to align Interim Assessments for grades 7-8. Inform parents on the academic progress of their children and how they can help their children Inform teachers on how students can prepare for Smarter Balanced Testing.	N/A	TK-1 formative assessments were created and implemented in math for the 15-16 school year. Grade 2-8 are creating math formative assessments to be implemented in the 16-17 school year. Math Interim Assessments were given grades 3-8. A decision was made to not implement these as district assessments. Teachers have been trained and have access to all Interim Assessments. Parents received a letter with SBA results. A presentation on SBA reporting has been created to be presented at site parent meetings for the 16-17 school year. It was provided to one site in 15-16.	N/A		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide		
<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____			
Support the use of technology with State Wide testing • Continue to support need for Computer lab technicians • Provide funding for Chromebook repairs • Provide training to teachers and test administrators • Upgrade the Instructional Materials Center Computer Lab	LCFF Sup/Con \$10,000 Obj 4300 \$47,000 Obj 4300	Training was provided to all administrators on scoring and reporting of Smarter Balanced Assessments. Training was provided to all grades 3-8 teachers on administration and hand-scoring on the Smarter Balanced Interim Assessment System. Discrepancy in spending for chromebooks repair (\$10,000 requested and \$7,556 spent) was caused by the lack of availability of back ordering of parts.	LCFF Sup/Con \$7,556 Obj 4300 \$44,188 Obj 4300, 4415, 4420		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide		
<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____			
Purchase CCSS Special Ed aligned testing materials and curriculum.	LCFF Sup/Con \$68,000 Obj 4100	Testing materials and curriculum aligned with CCSS was purchased for students with disabilities.	LCFF Sup/Con \$63,346 Obj 4000 \$2,654 Obj 5000		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide		
<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____			

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

Implement District Assessments in mathematics for all grades to provide information and guidance in instruction to move students towards proficiency.

We currently do not have ELA/ELD materials that align with the newest Standards. Therefore, we will begin to pilot 2 programs of ELA/ELD materials in Program 2, 3, 4, & 5 and begin discussions around district assessments for ELA .

Original GOAL from prior year LCAP:	Improve API towards state designated target	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE Only: 9__ 10__ Local: _____	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	Baseline criteria and data will determine the 2015-2016 school year.	Actual Annual Measurable Outcomes:	There was no API criteria provided by the state this year. AYP was based on testing participation rate and student attendance. We met the participation rate in both ELA and mathematics. The target for attendance was 90%. All schools met the attendance targets in 2014-15. We met the target with 97% attendance districtwide. One of our schools, Arellanes Elementary, exited from Program Improvement status in fall 2015. Baseline testing scores for 14-15 are as follows: ELA: 23% of students met or exceeded the Smarter Balanced testing Math: 17% of students met or exceeded the Smarter Balanced testing
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Prepare students to meet the criteria throughout the year by using multiple sources of data such as interim assessments and other local assessments to target instruction.	N/A	Site level formative data was used to make decisions and guide instruction.	N/A
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Inform parents of student performance on state testing. Train teachers and test administrators on how to prepare students for testing. Continue to prepare and have students meet grade level standards.	N/A	Parents received a letter with SBA results explaining results. A presentation has been created for parent meetings for the 16-17 school year. It was provided to one site this year. Administrators and Teachers were trained on the Interim Assessment system. Both groups were provided training on handscoring and how to use these assessments to guide instruction. Grades TK-8 are creating district assessments to provide another source of information in guiding instruction. Teachers received staff development related to grade level standards throughout the year. No costs were related to these as as was done during the regular workday.	N/A
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Students will increase in both ELA and Mathematics proficiency by at least 5% for the 16-17 school year. Continue to build local assessments, both site and district level, to guide instruction and improve performance. Involve stakeholders in the process. Inform parents of students progress in both local and state assessments.		

Original GOAL from prior year LCAP:	All Students and Student Subgroups are performing in Healthy Fitness Zone (HFZ)		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE Only: 9__ 10__ Local: _____		
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increase % of students in the HFQ by 5% annually.	Actual Annual Measurable Outcomes:	Preliminary Results for 2015-16 School Year:		
				5th Grade HFZ	7th Grade HFZ
			Aerobic Capacity	45.7%	56.1%
			Body Composition	44.4%	51.4%
			Abdominal Strength	31%	80.3%
			Trunk Strength	69.8%	76.4%
			Upper Body Strength	53.2%	64.1%
			Flexibility	21.9%	72.6%
LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
Increase the number of PE teachers to help support students in reaching their Healthy Fitness Zone throughout the district.	LCFF Sup/Con \$351,000 Obj 1110	Four Elementary PE Specialists were hired to bring the total number to eight. Each Specialist provides instruction(200 minutes every two weeks) to the fifth and sixth grade students at two sites. In the elementary schools where PE teachers were implemented to work with 5th and 6th grade students looking at preliminary scores from this year we see a growth in 5/6 areas(from 2% in the lowest area to 40% in the highest area) of the PFT from 5th grade students as compared to the previous year. In looking at cohort data for 7th grade from their previous 5th grade data we see growth in the preliminary data for this year in 4/6 areas(4.5% in the lowest area to 40.5% in the highest area). Approximately one half of the students in 7th grade received half a year of PE services during 6th grade from Certified PE Specialists. Actual expenditures in this area was less than budgeted due to hiring new teachers with a lower salary.	LCFF Sup/Con \$335,422 Obj 1110 and 3000		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide		
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____			
Provide changing rooms to two Jr. Highs.	LCFF Sup/Con \$4,337,060 Obj 7612	Funds have been transferred for used in the capital projects fund and earmarked for the construction of the PE Changing Facilities at 2 Junior Highs.	LCFF Sup/Con \$4,314,960 Obj 7612		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide		
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	PE Teachers for grades 5 and 6 were provided during the 15-16 school year. Beginning in 16-17, we would anticipate increase of at least 5% in the 7th grade scores.				

Original GOAL from prior year LCAP:	Pupil Outcomes in the visual and performing arts		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE Only: 9__ 10__ Local: _____	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Increase % of students participating in extracurricular activities related to visual and performing arts.	Actual Annual Measurable Outcomes:	<p>All TK-6 grade students received Children's Creative Project in 1-2 disciplines(visual arts, dance, drama, or music).</p> <p>All 3rd grade students received general music for 15 weeks at 45 minutes.</p> <p>Grades 4-6 band is a pull out program. It was provided 2 times a week for approximately 45 minutes per session. 879 students received instruction in Band.</p> <p>Jr. High Band is offered as an elective. 218 students received instruction in Band.</p>	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Continue to provide Children's Creative Project to all students in transitional Kindergarten through 6th grade by providing them 2 disciplines in the area of Fine Arts.	LCFF Sup/Con \$327,000 Obj 5100 Mgt 3650	All students in grades TK-6 received Children's Creative Project in 1-2 disciplines. Mid-year and end-of-year surveys regarding the quality of the services in the areas of workshop presentation/preparation, student skill development, motivation and arts knowledge awareness indicated a 68-71% of respondents thought the Children's Creative Project services were excellent. This expenditure was slightly more due to the added costs of necessary supplies for the Visual Arts contractors.		LCFF Sup/Con \$8,860 Obj 4000 Mgt 3650 \$319,680 Obj 5000 Mgt 3650
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide	
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Looking at instructional minutes, services next year will look different.</p> <p>Fine Arts will look different for elementary. 5 sites will provide Fine Arts with a per pupil allotment. 11 sites will receive one discipline of Children's Creative Project(visual arts, dance, drama or music). Band grades 4-6 will occur as a pull out one time a week during the school day, and one day a week as an after-school program.</p>			

Original GOAL from prior year LCAP:	Increase parent outreach via electronic means, flyers and meeting formats to promote parent participation in decision making at the district level and school level.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	Data qualifying efforts to see parent input including surveys, flyers, Connect Ed phone calls, e-mail and meetings	Actual Annual Measurable Outcomes:	Parent outreach was increased in 2015-16, as follows: • Parent Meetings: Six DAC/DELAC meetings were conducted in 2015-16 with an average of 80% members' attendance. • Phone Calls: 1,007 messages were sent to parents using the ConnectEd Automated Phone Call System, which resulted in 565,281 phone calls made. • Parent Survey: 3,400 parents and 423 community members completed the LCAP Survey in March 2016. 74% of parents and 70% of community members who completed the survey, indicated that phone call messages, flyers and school newsletters were highly important to increase parent involvement in school.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase outreach to student's parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd Automated System 6. Newsletters 7. Home Visits	\$54,000 Title 1-A (CPO) Obj 4300,5100,5900  \$16,650 LCFF Sup/Con (site base) (CPO) Obj 4300,5100,5900	Outreach was provided to student's parents in their primary language using various means of communication, such as:  2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd Automated System 6. Newsletters 7. Home Visits  Cost to implement program and materials costs were less than anticipated.	\$31,500 Title I-A (CPO) Obj 5000 \$9,300 Title I-A (CPO) Obj 4000 \$1,993 LCFF Sup/Con (sites) Obj 4000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Hire additional support staff, bilingual and trilingual translators/interpreters to promote parent-school-community partnerships, including: 1) District Translators 2) Bilingual Community Liaisons 3) English/Spanish/Mixteco interpreters 4) Site Project clerks	LCFF Rev \$53,584 Obj 2210  Title 1-A (site) \$120,000 Obj 2210  LCFF Sup/Con (site base) \$460,000 Obj 2210	Additional support staff was hired: bilingual and trilingual translators/interpreters to promote parent-school-community partnerships, including: 1) District Translators (received a 5-day training) 2) Bilingual Community Liaisons (full time community liaisons were hired) 3) English/Spanish/Mixteco interpreters 4) Site Project clerks (full time clerks were continued) Typographical error occurred with the Transfer from budget to LCAP template for Project Clerks. Budget was \$860,000 instead of \$460,000. Additional costs for staff were higher than anticipated as higher costs employees filled positions.	LCFF Sup/Con \$77,356 Obj 2000 and 3000  Title I-A (sites) Project Clerks \$12,984 Obj 2000 and 3000 Title I-A (sites) for Community Liaisons \$40,192 Obj 2000 and 3000 Title I-A (CPO) FOR Community Liaisons \$74,156 Obj 2000 and 3000  LCFF Sup/Con Community Liaisons \$321,994 Obj

			2000 and 3000 Project Clerks \$578,449 Obj 2000 and 3000 (CPO) for Project Clerks \$271,486 Obj 2000 and 3000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	
Provide training for Community liaisons and interpreters.	N/A	Community liaisons were provided one training this school year, but were invited to attend clerk meetings if it pertained to their job. No costs were noted since the training occurred during the school day.	N/A
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	SMBSD will continue to use multiple means to contact parents, and will pilot a program using text messaging to parents as another means of parent communication. Based on surveys, there is a need to continue to increase the communication between families and the school with Community liaisons and district interpreters/translators including multilingual support in Mixteco.		

Original GOAL from prior year LCAP:	Maintain high student attendance rate	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Maintain attendance rate in the 96% range.	Actual Annual Measurable Outcomes:	At CBEDs of this year, the district average attendance rate was 96.528%. At the end of 2014-2015, the average was 96.72%. Attendance rates have increased since CBEDS, so we believe the 96.528% will increase by the end of the 2015-2016 school year.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<input checked="" type="checkbox"/> Continue Truancy Mentor Services	LCFF Sup/Con \$785,000 Obj 5100	Purchased Truancy Mentor Services from Fighting Back for all school sites. Truancy mentors work with students and families in the schools to help them improve attendance habits. Truancy mentors also attend SARB meetings and provide input to assist families. Attendance rates continue to be high in the SMBSD, supporting continued allocation of funds. The metric used is daily attendance rates, checked at periodic intervals. A typographical error occurred when budget was transferred to the LCAP template. Budgeted expenditures should have read \$265,650, Obj 5100.	LCFF Sup/Con \$265,650 Obj 5100
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
<input checked="" type="checkbox"/> Truancy letters mailed to habitual truants	N/A	All students with three or more unexcused absences received Truancy Letter #1. Those students with 5 or more unexcused absences received Truancy Letter #2 Parents are notified of these absences and the importance of education by these letters and the clerks at the school sites that contact parents when students are absent. Attendance rates continue to be high in the SMBSD, supporting continued allocation of funds. The metric used is daily attendance rates, checked at periodic intervals.	N/A
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
<input checked="" type="checkbox"/> Site level incentives and rewards for perfect attendance.	N/A	All site provide incentives and rewards for perfect attendance. Site administrators find different ways to reward students, classes and teachers for high attendance rates. Attendance rates continue to be high in the SMBSD, supporting continued allocation of funds. The metric used is daily attendance rates, checked at periodic intervals.	N/A
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	

<input checked="" type="checkbox"/> During parent meetings stress importance of attendance.	N/A	During Truancy Meetings, Open Houses, Back to School Nights, Parent Conferences parents continually hear about the importance of attendance to school success. Administrators and staff explain the importance of being in school each and every day to students and parents at school events. In order to access their education and be successful, students need to be in school with good attendance habits. Attendance rates continue to be high in the SMBSD, supporting continued allocation of funds. The metric used is daily attendance rates, checked at periodic intervals.	N/A
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
<input checked="" type="checkbox"/> Truancy Mentors assigned to habitually truant students.	LCFF Sup/Con \$785,000 Obj 5100	Students with excessive absences, and all those who have had Truancy Mediation Team Meetings and Student Attendance Review Board Meetings are assigned Truancy Mentors. Truancy Mentors work with students and parents to talk positively about school and promote positive attendance habits at school. Attendance rates continue to be high in the SMBSD, supporting continued allocation of funds. The metric used is daily attendance rates, checked at periodic intervals. A typographical error occurred when budget was transferred to the LCAP template. Budgeted expenditures should have read \$265,650 Obj 5100.	LCFF Sup/Con \$265,650 Obj 5100
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
<input checked="" type="checkbox"/> Outreach Consultants to work with all students	LCFF Rev \$520,000 Obj 5100	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 related to asset building (self esteem) and anti bullying. Each year, the California Healthy Kids Survey is utilized to determine how students feel in relation to school (connected to school, staff, have friends, feel safe). Outreach Consultants help students with peer interactions and build their self esteem so they have positive relationships with others. The metrics used to measure the effectiveness of this service are the California Healthy Kids Survey (Student connections to the school) and the District Attendance Rate.	LCFF Sup/Con \$513,587 Obj 5100
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
<input checked="" type="checkbox"/> Continue to be a part of the Truancy program and SARB	N/A	Santa Maria-Bonita is a member of the Santa Maria SARB and participates in the Truancy program. The School Attendance Review Board assists the District in maintaining high attendance rates each year. The panel provides families with interventions and holds them accountable for their children's attendance. The metric that is examined each year to monitor success is the attendance rate at the District Level, which is currently above 96%.	N/A

Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
<u>X</u> All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
<input checked="" type="checkbox"/> Train school site Attendance Liaisons in procedures for sending Truancy Letters and setting TMT and SARB Meetings	N/A	School site Attendance Liaisons have been trained in procedures for sending Truancy Letters and setting TMT and SARB Meetings. These letters and meetings help the district maintain high attendance rates. The metric that we use to measure the success of these letters and meetings is our district attendance rate, which is currently above 96%.	N/A
Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
<u>X</u> All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This action will now be a metric for numerous SMBSD goals for 2016-19. SMBSD will continue to provide services to maintain high attendance. In addition, we will be adding an Opportunity Class, Pete Fitzgerald Class, MFT Counseling, expand Youth and Family Outreach Services, and increase Healthy Start Advocates to further engage students to attend school.		

Original GOAL from prior year LCAP:	Decrease pupil suspension rates and expulsion rates.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ <input checked="" type="checkbox"/> 7__ 8__ COE Only: 9__ 10__ Local: _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	The total number of pupil suspension and expulsion rates will decrease.	Actual Annual Measurable Outcomes:	At the close of the 2014-2015 school year, the total number of suspensions for the district was 1282 and there were 2 expulsions. YTD suspensions for the district are at 1235 and there have been 3 expulsions.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>• Outreach Consultants will be available at all schools to meet with students and encourage proper behavior.</li> </ul>	LCFF Rev \$453,000 Obj 5100  LCFF Sup/Con \$572,000 Obj 5100	Each school has a full time Outreach Consultant who meets with students and encourages proper behavior, along with working with groups and individual students on all aspects of student achievement, attendance, and motivation. Outreach Consultants help with peer mediation sessions to assist students in resolving issues with other students. The metric used to analyze the effectiveness of this intervention is suspension rates (dealing with assaults and batteries, harrassments/threats/intimidation and bullying).  After budgeted expenditures were input into LCAP template, actions and services were changed and moved and the resulting budget was not reduced. Budget should have been \$520,000, Obj 5100.	LCFF Sup/Con \$513,587 Obj 5100
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<ul style="list-style-type: none"> <li>• One additional Outreach Consultant will be added for the 2015-2016 school year</li> </ul>	LCFF Sup/Con \$52,000 Obj 5100 (part of the \$572,000 Obj 5100)	An additional Outreach Consultant was hired for Jimenez School, which was a new school for the 15-16 school year. The full time Outreach Consultant meets with students and encourages proper behavior, along with working with groups and individual students on all aspects of student achievement, attendance, and motivation. The Outreach Consultant helps with peer mediation sessions to assist students in resolving issues with other students. The metric used to analyze the effectiveness of this intervention is suspension rates (dealing with assaults and batteries, harassment/threats/intimidation and bullying).  Budget should have been \$52,000 (\$520,000 Obj 5100). After budget was input into LCAP template, actions and services were changed and moved and the budget was not changed.	LCFF Sup/Con \$48,500 Obj 5100
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<ul style="list-style-type: none"> <li>• Schools will continue to utilize extracurricular activities and other building assets activities to contribute to a Safe School Climate</li> </ul>	N/A	Schools are providing activities, sports and clubs to help provide a safe school climate. Students can participate in activities such as homework clubs, First Lego League, sports and other activities. These activities will help students to feel a connection to school and help decrease negative behaviors. The metric used to measure the success of this program would be disciplinary referrals and suspension rates.	N/A
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____			
<ul style="list-style-type: none"> <li>All schools will update their Safe School Plans after reviewing suspension and behavioral referral data</li> </ul>	N/A	Schools received their suspension and behavioral referral data at the beginning of the school year. Schools have been working to examine strategies and techniques to reduce suspension and expulsion rates. Schools have examined restorative justice approaches such as Restorative Practices, Why Try?, and Positive Behavior Intervention and Support. The metric used to measure the effectiveness of these programs is the district's suspension rate.	N/A		
Scope of Service:		LEA-Wide	Scope of Service:		LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		With the implementation of PBIS at some school sites and Restorative Practices, as well as utilizing programs through Teen Court, Fighting Back Santa Maria Valley, and Santa Maria Youth and Family, we hope to decrease suspension and expulsion rates.			

Original GOAL from prior year LCAP:	Increase student sense of safety and school connectedness		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ <input checked="" type="checkbox"/> 7__ 8__ COE Only: 9__ 10__ Local: _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Positive results on: 1) Student Surveys 2) Student participation in extracurricular activities 3) Student attendance	Actual Annual Measurable Outcomes:	77.5% of junior high school changes report feeling safe or very safe at school. 78% of jr. high school students believe their school has a positive climate. 81% of elementary school students feel safe at school. 96% of elementary school students report they have friends at school. The district attendance rate is 96.7%.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• SMBSD will continue with one SRO and hire one more SRO	LCFF Sup/Con \$196,000 Obj 5860	SMBSD is continuing to work with one SRO. Once another SRO is hired, they will begin to work with the schools in our district. The SRO is a presence on campus and helps students interact positively with law enforcement and also provides a sense of security. The metric to measure the effectiveness of this intervention is the CHKS and how kids respond to feeling safe at school. The discrepancy in allocation and money spent on this expenditure is due to the fact that the District was only able to hire one School Resource Officer this year. Next year we will continue to search for a second School Resource Officer.	LCFF Sup/Con \$94,335 Obj 5860
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
• All schools will review California Healthy Kids Survey Data	N/A	Schools were provided with the results to the California Healthy Kids Survey to examine strengths and areas of need. Administrators will use this data with their staff to look at the areas of need and programs that can address these items. The metric that will be used to measure the effectiveness of the programs/interventions will be found on the CHKS.	N/A
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
• All schools will have extracurricular activities for the students	N/A	Each school site utilizes their funds to promote academic, social and recreational success with their students. Schools have after school homework clubs and sports programs to engage students. These programs help promote a positive climate on campus as students become engaged with staff and other students in a variety of activities. The metric to measure this service will be found in the responses on the California Healthy Kids Survey.	N/A
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
• All schools will participate in college field trips	No Budget Provided	All schools participate in college field trips. Students are able to visit these colleges with staff and friends. These trips allow students to bond with one another and staff members during these	LCFF Sup/Con \$40,000 Obj 5891

		events. The metric used to measure the effectiveness of this service is found in the results of the California Healthy Kids Survey. Estimated budget of \$40,000 was not transferred to LCAP template.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
• Continue to fund one additional school nurse and add two more school nurses	LCFF Sup/Con \$257,500 (part of the \$350,000 Obj 1210) Obj 1210 & 3000	School Nurses have been hired, to bring the total number to 10 district nurses that work at 20 school sites. With two schools, the nurses are able to develop relationships with the students on their campus. Nurses are able to work with students to address their health needs and promote positive attendance in school. The metric that will measure the effectiveness of this service is the District Attendance Rate. Positions were hired mid-year.	LCFF Sup/Con \$221,931 Obj 1210 & 3000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
• All schools have access to safety for their behavioral needs with access to an additional behavioral specialist for support for the district	LCFF Sup/Con \$92,500 (part of the \$350,000 Obj 1200) Obj 1210	The District has 3 BCBA specialists that help assist students with behavior needs. These individuals assist sites by observing students, attending meetings, and making recommendations as to how to assist these individuals. These staff members help promote a safe school environment and also help prevent disciplinary issues from arising. The metric used to measure the effectiveness of this service is the CHKS in relation to student safety at school and the district attendance rate (students are able to manage behavior and not be removed for disciplinary reasons).	LCFF Sup/Con \$91,392 Obj 1210 & 3000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Student Connections Programs will be added (second Step Pilot, Foster Youth Liaison, Teen Court	LCFF Sup/Con \$90,000 Obj 5100	The District has one foster youth liaison that assists foster students in our schools. The Second Step Pilot is being utilized at 3 sites. 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 provide students with skills to make better decisions with their behaviors in school. This contributes to 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.	LCFF Sup/Con \$90,000 Obj 5100
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Continue to provide full time Health Aides (Base .5 LCAP .5)	LCFF Sup/Con \$528,000 Obj 2210	Each school site has a full time health aide on campus. There are currently 4 LVN's employed by the district as health assistants. These individuals will help students with health issues on campus and work with families to make sure their needs are addressed. The metric that will measure the effectiveness of this service is the district	LCFF Sup/Con \$476,203 Obj 2210 & 3000

		attendance rate. Health and Welfare costs were over budgeted at LCAP adoption.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X All</u> ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X All</u> ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Continue to provide an additional Asst. Principal Continue to contract with Fighting Back Santa Maria	LCFF Sup/Con \$132,000 Obj 1310  LCFF Sup/Con \$265,000 Obj 5100	19/20 schools in the district have an assistant principal on site to help with student safety. Fighting Back Santa Maria Valley has truancy mentors that help families with attendance issues, and help serve as role models and coaches for the students. They support the families in creating positive attendance habits. The metric that will measure the effectiveness of this service is the District attendance rate and the California Healthy Kids Survey (school safety). The truancy mentors from Fighting Back Santa Maria Valley will keep attendance rates high and the assistant principal will assist with keeping the campus safe.	LCFF Sup/Con \$133,258 Obj 1310 & 3000  LCFF Sup/Con \$265,650 Obj 5100
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X All</u> ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X All</u> ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to see students continue to feel safe at school, feel a positive climate, and have friends. We will also continue to see a high attendance rate.		

Original GOAL from prior year LCAP:	Increase Parent Sense of Safety and School Connectedness	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	Parent surveys Parent participation in school or district meetings	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>All schools' SSC/ELAC elected a parent representative for DAC/DELAC.</li> <li>80% members attended six DAC/DELAC meetings at the district.</li> <li>Results of LCAP parent survey indicate that parents highly value that their children feel safe at their school. 89% of respondents ranked as highly important to improve campus safety such as security lighting, fencing, smoke detectors and alarms.</li> </ul>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>Parents will continue to be a part of SSC which make decisions pertaining to school expenditures pertaining to safety and connectedness. There will also be parent representation on DAC and DELAC meetings</li> </ul>	N/A	Parents participate in decision making at school through the School Site Council (SSC) and English Learner Advisory Committee (ELAC). Each SSC/ELAC elect one of its members to be a site representative in the District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC), and participate in decision making at the district level. Funds that are allocated to programs by SSC will support programs that will assist all students and subgroups at the school site. School sites will determine metrics to determine the effectiveness of these programs, which will help them to decide whether or not to continue funding in the future.	N/A
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<ul style="list-style-type: none"> <li>Add two bilingual Healthy Start Advocates to connect families to services for basic needs</li> </ul>	LCFF Sup/Con \$110,000 Obj 5100	Two bilingual Healthy Start Advocates were hired to connect families to services for basic needs. Funds for these advocates will help more families get services for their children and be prepared to learn in school. The metric used to determine the effectiveness of this service will be the number of referrals that are made for our families, so that they can receive these services.	LCFF Sup/Con \$103,450 Obj 5860
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<ul style="list-style-type: none"> <li>An additional Special Education Interpreter will be hired for district support of parents of special education students</li> </ul>	LCFF Sup/Con \$71,000 (part of the \$136,000 Obj 2410) Obj 2410	An Interpreter were hired to support parents of students with disabilities. This service will ensure that IEP paperwork and psychologist reports are translated for Spanish speaking families. The metric used to determine the effectiveness of this service, is the timeliness in which reports are translated and how many reports are translated within the year.	LCFF Sup/Con \$70,147 Obj 2410 and 3000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	

<ul style="list-style-type: none"> <li>Special Education Clerk to assist parents of special education students with communication</li> </ul>	LCFF Sup/Con \$65,000 (part of the \$136,000 Obj 2410)  \$406,000 Obj 2210	A Special Education Clerk was hired to assist parents of students with disabilities.  Budget of \$406,000, Obj 2210 was input and then the actions and services were moved/changed and budget change was not made in the LCAP.  This clerk will communicate with families of special education students on an as needed basis. The metric that will be used to measure the effectiveness of this service is the number of families that are contacted by this clerk throughout the year, and an increase in parent involvement in their children's education.	LCFF Sup/Con \$67,731 Obj 2410 and 3000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	
<ul style="list-style-type: none"> <li>Additional ASES classes/slots added to various sites: Jiménez, Bruce, Tunnell and Los Adobes de Maria.</li> </ul>	LCFF Sup/Con \$192,500 Obj 5100	The After School Education and Safety (ASES) program was expanded at three schools and one community site as follows: * Jimenez School: 80 slots (new site) * Bruce School: increased from 80 to 100 slots * Tunnell School: increased from 80 to 100 slots * Los Adobes de Maria: increased from 20 to 40 slots for Liberty students.	LCFF Sup/Con \$55,625 Obj 4000 \$136,875 Obj 5000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	
Fund additional parenting classes	LCFF Sup/Con \$388,000 Obj 1140 & 4300	7 Parent Project Classes from Fighting Back Santa Maria Valley were funded parents.  These classes will help students from all subgroups as their parents develop skills in helping their children be successful in school.  The metric that will measure the effectiveness of this program is parent attendance at school functions.	LCFF Sup/Con \$129,372 Obj 1000 \$85,138 Obj 2000 \$43,955 Obj 3000 \$118,002 Obj 4000 \$12,073 Obj 5000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____		<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	SMBSD will continue providing support programs for parents to increase their sense of safety and school connectedness.		

Original GOAL from prior year LCAP:	Increase Staff Sense of Safety and School Connectedness		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE Only: 9__ 10__ Local: _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Staff survey and staff participation in school and district committees	Actual Annual Measurable Outcomes:	Healthy Kids Survey and LCAP survey information will be used to guide decision making.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
• Staff will have the opportunity to participate in the California Healthy Kids Survey every other year and those results will be shared with school sites	N/A	Staff participated in the California Healthy Kids Survey. Results were sent to school sites. Sites examined data with staff to determine strengths at their school sites and where they could improve in the future. Each year school sites are able to examine this metric and determine whether or not programs and interventions that are implemented have improved these areas of need.	N/A	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
• Staff will receive safety brochure annually	LCFF Rev \$1,000 Obj 4300	All staff receive safety brochure annually.  Safety brochure will highlight the aspects of safety that take place on a school site.  Metric to measure effectiveness of this service is if staff are able to articulate the different aspects of the brochure when asked about school safety.	LCFF Rev \$1,000 Obj 4300	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	SMBSD will allocate funds for a group to study and implement School Climate Training and Support during the 2016-17 school year.			

Original GOAL from prior year LCAP:	Promote parental participation for Unduplicated pupils	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	Parent site surveys or focus groups.	Actual Annual Measurable Outcomes:	<p>In 2015-16, 127 parents participated in parent education programs at Miller, El Camino and Arellanes Junior High.</p> <p>3,400 parents completed parent site surveys, which represents 28% of parents in the school district. Below are the survey results in the area of parent education and parent involvement:</p> <ul style="list-style-type: none"> <li>• 51% of respondents ranked parent education classes and workshops as highly important for parent involvement in school.</li> <li>• 74% of respondents indicated that providing phone call messages, flyers and school newsletters was highly important for parent involvement in school.</li> <li>• 46% of respondents indicated that inviting parents to join school and district committees was highly important for parent involvement in school/district.</li> </ul>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School sites will provide a series of parent education programs that relate to topics of interest to parents	N/A	<p>Parent education programs were provided at three school sites: Miller, El Camino &amp; Arellanes Junior High.</p> <p>Parent education classes will highlight topics that are relevant to current trends in education and how parents can assist their children.</p> <p>The metric to measure the impact of this service is attendance at these parent events.</p> <p>Costs were realized for materials needed.</p>	Title I-A (CPO) \$16,700 Obj 4000
Scope of Service:	LEA-Wide; Unduplicated	Scope of Service:	LEA-Wide; Unduplicated
<u>__</u> All ----- OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Unduplicated</u>		<u>__</u> All ----- OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Unduplicated</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	SMBSD will continue to provide varied parenting classes, and will search for additional means of notifying parents about classes including using text messaging.		

Original GOAL from prior year LCAP:	English learners meet Annual Measurable Achievement Objective 1 (AMAO 1) - Making annual progress in Learning English	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: English learners		
Expected Annual Measurable Outcomes:	62% of English learners will make annual progress in learning English.	Actual Annual Measurable Outcomes:	49.9% of English Learners made annual progress in learning English in 2014-15. The analysis for each proficiency level indicates that: • 61% of students scoring at the beginning level made annual progress moving to early intermediate level in 2014-15. • 50% of students scoring at the intermediate level made annual progress moving to the intermediate level in 2014-15. • 32% of students scoring at the intermediate level made annual progress moving to early advanced or advanced level in 2014-15. Results for 2015-16 are not available yet.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase ELD supplemental materials for all English learners to be used during the school day and outside of the school day to support annual progress in learning English, including but not limited to: • Imagine Learning English • 3D English • Carrousel of Ideas	LCFF Sup/Con (CPO) \$250,000 Obj 4100,4200,4310	*Imagine Learning English was purchased for all elementary and junior high schools. *English 3D was purchased for all Jr. High ELA teachers to use with students. *Frames for Fluency was also purchased for a small number of school sites to review during the 2015-2016 school year. *Carrousel of Ideas was purchased by Sanchez School is being piloted as an ELD program.	LCFF Sup/Con (CPO) \$249,935 Obj 5835
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
The EL Action Team will continue researching best models and professional development for ELD Instruction, including research-based strategies and materials for Designated ELD and Integrated ELD time	N/A	The ELA/ELD Action Team met to review the ELA/ELD programs available to pilot for the 2016-2017 school year. They reviewed the use of the Academic Vocabulary toolkit to be used at some of the elementary sites as a supplemental to Designated ELD.	N/A
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Provide professional development on ELD supplemental materials for all teachers working with English learners. Professional development will be provided at least twice per year at each school site; instructional support will be provided on a regular basis.	N/A (no budget)	Professional development was provided on the following supplemental materials: *Frames for Fluency *English 3D *Academic Vocabulary Toolkit Training was provided twice per year during the school year.	N/A (none)
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Our district will continue providing professional development on research-based strategies for Integrated ELD and Designated ELD.	\$32,000 Obj 4300 Part of: LCFF Sup/Con (CPO) \$700,000 Obj 1110	Our district had the Ventura County Office of education provide professional development to all administrators on the Foundations of ELD, Curriculum and Instruction, Long Term English	LCFF Sup/Con \$31,799 Obj 5000

	and 4300	Learners and Leadership Support. We also had the Orange County Office of Education provide training on providing Scaffolds for English Learners.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>__All</u> OR: <u>__</u> Low Income pupils <u><input checked="" type="checkbox"/></u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____		<u>__All</u> OR: <u>__</u> Low Income pupils <u><input checked="" type="checkbox"/></u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____	
Provide additional supplemental programs and ELD Interventions outside of the school day for all newcomers and English learners scoring at the Early Intermediate and Intermediate level to accelerate their English language acquisition: <input type="checkbox"/> Before/After School <input type="checkbox"/> Extended Day <input type="checkbox"/> Saturday School <input type="checkbox"/> Summer School <input type="checkbox"/> Winter/Spring Intersession	Part of: LCFF Sup/Con (CPO) \$700,000 Obj 1110 and 4300	The following supplemental programs and ELD interventions are provided outside of the school day for all newcomers and English learners scoring at the Beginning, Early Intermediate and Intermediate level to accelerate their English language acquisition: *Before/After School: 400 students received tutoring in ELA and math, and homework assistance at their sites. *Saturday School (2 sites): 1,200 students received 100 hours of ELA/ELD and math instruction. The pre-post data indicated that 80% of students made progress in ELA/ELD and math. *Summer School (4 sites): 2,500 students will receive 80 hours of ELA/ELD and math instruction in summer 2016. Higher than anticipated costs resulted from higher participation along with increased labor costs and CalSTRS and CalPERS cost increase.	LCFF Base Before/After School \$93,900 Obj 1000 \$2,412 Obj 2000 \$13,914 Obj 3000 \$19,973 Obj 4000 \$54,417 Obj 5000 LCFF Sup/Con Saturday School \$127,311 Obj 1000 \$52,574 Obj 2000 \$36,183 Obj 3000 \$57,920 Obj 4000 \$26,012 Obj 5000 LCFF Sup/Con Summer School \$262,500 Obj 1000 \$99,058 Obj 2000 \$71,543 Obj 3000 \$58,399 Obj 4000 \$8,500 Obj 5000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u><input checked="" type="checkbox"/></u> All OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____		<u>__All</u> OR: <u>__</u> Low Income pupils <u><input checked="" type="checkbox"/></u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____	
Additional Intervention Teachers, Teacher Tutors, Limited Assignment Teachers, Site Teachers on Special Assignment, Bilingual instructional assistants, and instructional support staff will be hired to regroup students for daily ELD instruction and ELD/ELA interventions.	LCFF Sup/Con (CPO) \$1,700,000 Obj 1100 & 2210	Additional intervention teachers/TOSAs, teacher tutors, Limited Assignment Teachers (LATs), and Bilingual Instructional assistants were hired by the school sites to support their ELA/ELD interventions. Cost of vacancies and positions was higher than anticipated as a result of higher salary schedule employees filling positions. Also, CalSTRS and CalPERS rates were higher than anticipated.	LCFF Sup/Con \$851,130 Obj 1000 \$939,606 Obj 2000 \$326,891 Obj 3000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u><input checked="" type="checkbox"/></u> All OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____		<u><input checked="" type="checkbox"/></u> All OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____	
Continue the partnership with Allan Hancock College to expand the English as a Second Language (ESL) and Spanish Literacy programs. The ESL program will be provided at	LCFF Sup/Con (CPO) \$420,000 Obj 1160,2120,4200,	English as a Second Language (ESL) classes were expanded from six to nine school sites in 2015-16. A total of 600 parents and 450 students from preschool through eighth grade	LCFF Sup/Con (CPO) \$198,972 Obj 1000

<p>nine school sites serving a large number of newcomer and English learner students (7 elementary and 2 junior high). The Spanish Literacy program will be provided at one elementary school and one junior high.</p>	<p>Mgt 3550</p>	<p>attended the classes in 2015-16. The program is provided in partnership with Allan Hancock Community College. Classes were provided two days per week, for 16 weeks in fall and 16 weeks in spring, resulting in a total of 160 hours of English instruction. The preliminary results indicate that parents and children are making progress in learning English. About 80% of students who were placed in beginning classes (Level A) in 2014-15, were placed to Early Intermediate classes (Level B) in 2015-16. The ESL classes were provided at the following sites:          *Adam Elementary (plus Spanish Literacy class)          *Alvin Elementary          *Arellanes Elementary          *Fairlawn Elementary          *Jimenez Elementary          *Miller Elementary          *Oakley Elementary          *Ontiveros Elementary          *Sanchez Elementary</p>	<p>\$104,207 Obj 2000          \$52,209 Obj 3000          \$47,612 Obj 4000          \$20,000 Obj 5000</p>
<p>Scope of Service:</p>	<p>LEA-Wide</p>	<p>Scope of Service:</p>	<p>LEA-Wide</p>
<p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p><input type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>SMBSD will continue providing professional development for teachers and support staff on research-based instructional strategies and programs for English learners, including Designated and Integrated English Language Development. The district will continue providing targeted interventions and academic support to English learners during the school day and outside the school day to accelerate their language acquisition.</p>		

Original GOAL from prior year LCAP:	English learners meet Annual Measurable Achievement Objective 2 (AMAO 2) - Attaining English Proficiency Level	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: English learners		
Expected Annual Measurable Outcomes:	25.5% of English Learners with less than five years in school will attain English language proficiency. 52.8% of English Learners with five or more years in school will attain English language proficiency.	Actual Annual Measurable Outcomes: 12.7% of English Learners with less than five years in school attained English language proficiency in 2014-15. Results for 2015-16 are not available yet. 42% of English Learners with five or more years in school attained English language proficiency in 2014-15. Results for 2015-16 are not available yet.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase ELD supplemental materials for all English learners to be used during the school day and outside of the school day to support annual progress in learning English, including but not limited to: • Imagine Learning English • 3D English <input type="checkbox"/> Carrousel of Ideas	Title I and LCFF Base Sup/Con (CPO) \$94,000 Obj 4200	Supplemental materials such as Imagine Learning, English 3D, Frames for Fluency and the Academic Vocabulary Toolkit were provided to support help support the beginning implementation of Designated ELD. Better pricing was achieved when order was placed.	LCFF Sup/Con \$87,879 Obj 4000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Provide professional development on ELD supplemental materials for all teachers working with English learners. On site trainings will be provided at least twice per year; coaching and instructional support will be provided on a regular basis.	LCFF Sup/Con (Site) \$60,000 Obj 5200	Professional Development was provided on Frames for Fluency, Scaffolds for English Learners, and English 3D. On site trainings did not take place this year.	LCFF Sup/Con \$86,470 Obj 5000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Teachers and administrators will attend conferences, institutes and other professional learning activities outside of the district to improve English Learner Instruction, including but not limited to: • English Learner Network • ELD Standards • ELA/ELD Framework Conference • Teacher Institute • Primary PD Seminars • Kinderpalooza Workshop • ADEPT • ELITE • CTA Good Teaching Conference • English Language Learners: Culture, Equity and Language Practical Strategies.	LCFF Sup/Con (site) \$10,000 Obj 5200 (part of the \$60,000 obj 5200)	Curriculum TOSAs attended various conferences to help support their learning of the ELA/ELD standards. Their learning was shared during District wide Professional learning days and individual school sites. The English Learner Institute was provided to all administrators and TOSAs. Some school sites provided professional development for their staff on site and outside of the district.	LCFF Sup/Con (site) \$1,251 Obj 5000  LCFF Sup/Con (CPO) \$488 Obj 5000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__X All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Provide additional supplemental programs and ELD interventions outside of the school day for all newcomers and English learners scoring at the Early Intermediate and Intermediate level to accelerate their English language acquisition:	Title 1-C \$900,000 Obj 5100 and 1110  Federal Rev	The following supplemental programs and ELD interventions are provided outside of the school day for all newcomers and English learners scoring at the Early Intermediate and Intermediate level to accelerate their English	LCFF Base Rev Before/After School \$93,900 Obj 1000

<input type="checkbox"/> Before/After School <input type="checkbox"/> Extended Day <input type="checkbox"/> Saturday School <input type="checkbox"/> Summer School <input type="checkbox"/> Winter/Spring Intersession	(Mckinney-Vento) \$100,000 Obj 5860 and 1160	language acquisition: *Before/After School: 400 students *Saturday School (2 sites): 1,200 students *Summer School (4 sites): 2,500 students	\$2,412 Obj 2000 \$13,914 Obj 3000 \$19,973 Obj 4000 \$54,417 Obj 5000  LCFF Sup/Con Saturday School \$127,311 Obj 1000 \$52,574 Obj 2000 \$36,183 Obj 3000 \$57,920 Obj 4000 \$26,012 Obj 5000  LCFF Sup/Con Summer School \$262,500 Obj 1000 \$99,058 Obj 2000 \$71,543 Obj 3000 \$58,399 Obj 4000 \$8,500 Obj 5000	
Scope of Service:		LEA-Wide	Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<input type="checkbox"/> All ----- OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		
Additional Intervention Teachers, Teacher Tutors, Limited Assignment Teachers, Site Teachers on Special Assignment, Bilingual instructional assistants, and instructional support staff will be hired to regroup students for daily ELD instruction and ELD/ELA interventions.	LCFF Sup/Con (sites) \$900,000 Obj 1110 and Obj 2210  Title I-A \$500,000 Obj 1110 and 2210	Additional intervention teachers/TOSAs, teacher tutors, Limited Assignment Teachers (LATs), and Bilingual Instructional assistants were hired by the school sites to support their ELA/ELD interventions. Cost of vacancies and positions was higher than anticipated as a result of higher salary schedule employees filling positions. Also, CalSTRS and CalPERS rates were higher than anticipated.	LCFF Sup/Con \$851,130 Obj 1000 \$939,606 Obj 2000 \$326,891 Obj 3000	
Scope of Service:		LEA-Wide	Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<input type="checkbox"/> All ----- OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	SMBSD will continue providing professional development for teachers and support staff on research-based instructional strategies and programs for English learners, including Designated and Integrated English Language Development. The district will continue providing targeted interventions and academic support to English learners during the school day and outside the school day to accelerate their language acquisition.			

Original GOAL from prior year LCAP:	English Learners are Reclassified as Fluent English Proficient (RFEP)		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English learners	
Expected Annual Measurable Outcomes:	12% of English learners will be reclassified as Fluent English Proficient. )	Actual Annual Measurable Outcomes:	15.2% of English learners were reclassified as Fluent English Proficient after CBEDS Day in 2014-15.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase ELD/ELA and math supplemental materials to provide additional interventions for English learners and accelerate their reclassification, including: • Flocabulary • Starfall Education • Vocabulary Spelling • Brain Pop • Renaissance Learning • Sage Publication • Achieve 3000 • Enchanted Learning • Learning A-Z • Super Teacher Worksheets • Houghton Mifflin Learning • SuccessMaker <input checked="" type="checkbox"/> IXL Interactive ELA and Math Subscriptions.	LCFF Sup/Con (sites) \$120,000 Obj 4100,4200,4310  LCFF Sup/Con (site base) \$60,000 Obj 4100,4200,4310  Title I-A \$40,000 Obj 4100,4200,4310  Title I-C \$40,000 Obj 4100,4200,4310	School sites purchased the following ELD, ELA and math supplemental materials to provide additional interventions for English learners to accelerate their reclassification: *Flocabulary *Starfall Education *Enchanted Learning *Achieve 3000 *Brain Pop *Renaissance Learning *Learning A-Z *IXL Interactive ELA & Math  Number of units purchased was higher than anticipated, resulting in increased cost.	LCFF Sup/Con (sites) \$262,655 Obj 4000  LCFF Sup/Con (site base) \$4,618 Obj 4000  Title I-A (sites) \$58,268 Obj 4000  Title I-A (CPO) \$74,169 Obj 4000  Title I-C \$0
Scope of Service:		Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Targeted ELA and Math interventions will be provided for English Learners outside of the school day to accelerate their reclassification, including: • Extended Day • Before/After School • Saturday School • Summer School <input checked="" type="checkbox"/> Winter/Spring Intersession	\$500,000 LCFF Base & Supp/Conc. (CPO & Sites) Obj 1110 & 4300  \$100,000 Title I-A (CPO & Sites) Obj 1110 & 4300  \$1,200,000 Title I-C (Migrant) Obj 1110 & 4300  \$1,923,502 ASES Obj 1310,2410,5100,5860  \$184,616 Hourly Program Obj 1110 & 4300	The following supplemental programs and ELD interventions are provided outside of the school day for all newcomers and English learners scoring at the Early Intermediate and Intermediate level to accelerate their reclassification: *Before/After School: 400 students *Saturday School (2 sites): 1,200 students *Summer School (4 sites): 2,500 students Through these programs, our district was able to increase the reclassification rates from 7% in 2013-14 to 15% in 2014-15. Our district will continue providing intensive and strategic support for English learners to accelerate their language acquisition and reclassification. Cost of a little positions than anticipated. Also, CalSTRS and CalPERs rates were higher than anticipated.	LCFF Base Rev Before/After School \$93,900 Obj 1000 \$2,412 Obj 2000 \$13,914 Obj 3000 \$19,973 Obj 4000 \$54,417 Obj 5000  LCFF Sup/Con Saturday School \$127,311 Obj 1000 \$52,574 Obj 2000 \$36,183 Obj 3000 \$57,920 Obj 4000 \$26,012 Obj 5000  LCFF Sup/Con Summer School \$262,500 Obj 1000 \$99,058 Obj 2000 \$71,543 Obj 3000

			\$58,399 Obj 4000 \$8,500 Obj 50001  ASES (Restricted) \$143,593 Obj 1000 \$86,538 Obj 2000 \$77,566 Obj 3000 \$130,538 Obj 4000 \$1,372,696 Obj 5000 \$44,024 Obj 7000  Hourly Programs (LCFF General Fund) \$54,595 Obj 1000 \$1,927 Obj 2000 \$8,807 Obj 3000 \$580 Obj 4000 \$19,861 Obj 5000  Title I-C (Migrant) \$840,559 Obj 1000 \$400,719 Obj 3000
Scope of Service:		Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Data will be analyzed on a regular based to monitor progress of Long Term English Learners (LTELs), provide academic support, and reclassify students. Reclassification criteria will be reviewed with stakeholder groups every year.	LCFF Rev Base (CPO) \$10,000 Obj 2210	Data was analyzed to identify Long Term English Learners (LTELs) and students at risk of becoming Long Term English Learners. The AVID Excel classes will be provided in summer 2016 for LTELs and students at risk of becoming LTELs to accelerate their reclassification. The reclassification criteria was reviewed with all stakeholder groups and a new reclassification criteria was approved by the School board in April 2016. No expenditures were needed to analyze data.	No Expense
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	SMBSD will maintain the reclassification rates at or above the state level. SMBSD will continue providing professional development for teachers and support staff on research-based instructional strategies and programs for English learners, including Designated and Integrated English Language Development. The district will continue providing targeted interventions and academic support to English learners during the school day and outside the school day to accelerate their language acquisition and reclassification.		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$37,027,335
<ul style="list-style-type: none"> <li>• Purchase materials (hands on realia, books, magazines, technology) to help support teachers in providing English Language Development to English Learners.</li> <li>• Continue to provide professional development in the area of Integrated and Designated English Language Development so that teachers may access new learning that will help their students become Redesignated and incorporate the instructional shifts necessary to address State Standards</li> <li>• Hire additional support staff to support student learning for Unduplicated Pupils, this includes 1) instructional assistants to provide small group, individualized attention and to provide guidance in the student's primary language. 2) Intervention teachers. teacher tutors and limited assignment teachers to provide small group and individualized instruction with language and learning.</li> <li>• Continue to provide a safe, secure, healthy and positive learning environment and be William's compliant. This includes additional Resource Officers, Nurses, Psychologists, Behavior Support Specialists, noon duty aides, site staffing, and smaller alternative education opportunities for students at risk and to lower the student and provider ratio to better meet the needs of our Unduplicated pupils.</li> <li>• Continue to provide Support Staff to support all English Learners, Foster Youth and Low Income Students. This will help create smaller groups and individualized attention to students most in need of academic and emotional needs. This includes Outreach Counselors, Healthy Start Advocates and Health aides</li> <li>• Begin to develop an EL Master plan, to be shared with all administrators so that we follow a process in meeting the needs of all our English Language Learners.</li> <li>• Continue to support students and site staff with the addition of a Special Education Program Specialist and Special Projects Coordinators to help support site needs and provide more small group and individualized attention to all students.</li> <li>• Continue to support and add more Curriculum subs to provide staff development, collaboration and learning opportunities so that teachers can address State Standards with all students.</li> </ul>	

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

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

31.0	%	
<p>English Learners:</p> <ul style="list-style-type: none"> <li>• provide supplemental programs outside the school day to accelerate language acquisition and provide academic support for English Learners, including Saturday School, Summer School and Extended Day Programs and Intersession Programs</li> <li>• Provide English as a Second Language classes for English learners and parents at 13 school sites in partnership with Allan Hancock College to support their English language Acquisitions</li> <li>• Provide Teacher Tutors, Intervention Teachers and Limited Assignment teachers to help provide individualized and small group instruction during English Language Arts/English Language Development and Math</li> <li>• Provide a professional culture of learning for all teachers and administrators in how to create high challenge/high support learning environments that are conducive to all students</li> <li>• Incorporate culturally responsive instruction on building on student’s prior knowledge and experiences to promote the development of academic English, and respect</li> <li>• Improve access to instructional materials that are State Standards aligned</li> <li>• Improve the identification of reclassification eligibility and monitoring student progress so that students may be redesignated</li> </ul> <p>Low-income students:</p> <ul style="list-style-type: none"> <li>• Continue to provide bilingual staff to help support the academic needs of students and to maintain communication with their families</li> <li>• Continue to provide parent education courses so that parents may engage in their child’s education and build on the student’s and parent’s sense of school connectedness</li> <li>• Provide access to consistently delivered instruction and practices designed to provide continuity and small group instruction to better meet student academic needs (after school tutoring, curriculum, interventions, small group instruction)</li> <li>• Understand the culture of students to improve academic performance and enhance learning</li> <li>• Continuing to supplement instruction increasing the number of opportunities for student learning in Extended Day, Summer School, Saturday School, STEM and ASES</li> </ul> <p>Foster Youth:</p> <ul style="list-style-type: none"> <li>• Provide continuity in the student’s education so that they feel included and have more opportunities to be successful academically, emotionally and socially</li> <li>• Providing a strong collaboration between the school and the home improving opportunities for student engagement and learning</li> </ul>		

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

Expenditure Summary

Expenditures by Budget Category			
Budget Category	Year 1	Year 2	Year 3
All Budget Categories	\$37,323,640	\$37,323,640	\$37,323,640
1000-1999 Certificated Salaries	16,701,764	16,701,764	16,701,764
2000-2999 Classified Salaries	5,709,676	5,709,676	5,709,676
3000-3999 Employee Benefits	1,238,641	1,238,641	1,238,641
4000-4999 Books and Supplies	7,217,231	7,217,231	7,217,231
5000-5999 Services and Other Operating Expenses	6,222,728	6,222,728	6,222,728
7000-7499 Other	233,600	233,600	233,600

Expenditures by Funding Source			
Funding Source	Year 1	Year 2	Year 3
All Funding Sources	\$37,323,640	\$37,323,640	\$37,323,640
LCFF Base	2,446,186	2,446,186	2,446,186
LCFF S & C	33,906,419	33,906,419	33,906,419
Other State Revenues	737,029	737,029	737,029
Federal Revenues - Title I	38,743	38,743	38,743
Federal Revenues - Title II	195,263	195,263	195,263

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	Year 1	Year 2	Year 3
All Budget Categories	All Funding Sources	\$37,323,640	\$37,323,640	\$37,323,640
1000-1999 Certificated Salaries	LCFF Base	21,013	21,013	21,013
1000-1999 Certificated Salaries	LCFF S & C	16,397,991	16,397,991	16,397,991
1000-1999 Certificated Salaries	Other State Revenues	48,754	48,754	48,754
1000-1999 Certificated Salaries	Federal Revenues - Title I	38,743	38,743	38,743
1000-1999 Certificated Salaries	Federal Revenues - Title II	195,263	195,263	195,263
2000-2999 Classified Salaries	LCFF Base	103,628	103,628	103,628
2000-2999 Classified Salaries	LCFF S & C	5,606,048	5,606,048	5,606,048
3000-3999 Employee Benefits	LCFF S & C	1,238,641	1,238,641	1,238,641
4000-4999 Books and Supplies	LCFF Base	2,321,545	2,321,545	2,321,545
4000-4999 Books and Supplies	LCFF S & C	4,207,411	4,207,411	4,207,411
4000-4999 Books and Supplies	Other State Revenues	688,275	688,275	688,275
5000-5999 Services and Other Operating Expenses	LCFF S & C	6,222,728	6,222,728	6,222,728
7000-7499 Other	LCFF S & C	233,600	233,600	233,600

Expenditures by Goal and Funding Source			
Funding Source	Year 1	Year 2	Year 3

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

All Funding Sources	26,553,775	26,553,775	26,553,775
LCFF Base	2,446,186	2,446,186	2,446,186
LCFF S & C	23,136,554	23,136,554	23,136,554
Other State Revenues	737,029	737,029	737,029
Federal Revenues - Title I	38,743	38,743	38,743
Federal Revenues - Title II	195,263	195,263	195,263

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

All Funding Sources	5,122,008	5,122,008	5,122,008
LCFF S & C	5,122,008	5,122,008	5,122,008

---

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

All Funding Sources	5,378,257	5,378,257	5,378,257
LCFF S & C	5,378,257	5,378,257	5,378,257

---

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

All Funding Sources	269,600	269,600	269,600
LCFF S & C	269,600	269,600	269,600