

1 **Title 5. EDUCATION**

2 **Division 1. California Department of Education**

3 **Chapter 14.5. Local Control Funding Formula**

4 **Subchapter 1. Local Control Funding Formula Spending Regulations for**
5 **Supplemental and Concentration Grants and Local Control and Accountability**
6 **Plan Template**

7 **Article 1. Local Control and Accountability Plan and Spending Requirements for**
8 **Supplemental and Concentration Grants**

9
10 **§ 15494. Scope.**

11 (a) This chapter applies to all local educational agencies (LEAs) as defined in
12 section 15495(d).

13 (b) Funding restrictions specified in Education Code section 42238.07 apply to local
14 control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils
15 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

16 (c) The local control and accountability plan (LCAP) shall demonstrate how services
17 are provided according to this chapter to meet the needs of unduplicated pupils and
18 improve the performance of all pupils in the state priority areas.

19 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
20 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
21 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
22 6312.

23
24 **§ 15495. Definitions.**

25 In addition to those found in Education Code sections 2574, 42238.01, and
26 42238.02, the following definitions are provided:

27 (a) "Consult with pupils," as used in Education Code sections 52060, 52066, and
28 47606.5, means a process to enable pupils, including unduplicated pupils and other
29 numerically significant pupil subgroups, to review and comment on the development of
30 the LCAP. This process may include surveys of pupils, forums with pupils, pupil
31 advisory committees, or meetings with pupil government bodies or other groups
32 representing pupils.

1 (b) “English learner parent advisory committee,” as used in Education Code sections
2 52063 and 52069 for those school districts or schools and programs operated by county
3 superintendents of schools whose enrollment includes at least 15 percent English
4 learners and at least 50 pupils who are English learners, shall be composed of a
5 majority of parents, as defined in subdivision (e), of pupils to whom the definition in
6 Education Code section 42238.01(c) applies. A governing board of a school district or a
7 county superintendent of schools shall not be required to establish a new English
8 learner parent advisory committee if a previously established committee meets these
9 requirements.

10 (c) “Local control and accountability plan (LCAP)” means the plan created by an LEA
11 pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in
12 conformance with the LCAP and annual update template found in section 15497.5.

13 (d) “Local educational agency (LEA)” means a school district, county office of
14 education, or charter school.

15 (e) “Parents” means the natural or adoptive parents, legal guardians, or other
16 persons holding the right to make educational decisions for the pupil pursuant to
17 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or
18 56055, including foster parents who hold rights to make educational decisions.

19 (f) “Parent advisory committee,” as used in Education Code sections 52063 and
20 52069, shall be composed of a majority of parents, as defined in subdivision (e), of
21 pupils and include parents of pupils to whom one or more of the definitions in Education
22 Code section 42238.01 apply. A governing board of a school district or a county
23 superintendent of schools shall not be required to establish a new parent advisory
24 committee if a previously established committee meets these requirements, including
25 any committee established to meet the requirements of the federal No Child Left Behind
26 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of
27 Title I of that act.

28 (g) “Prior year” means one fiscal year immediately preceding the fiscal year for
29 which an LCAP is approved.

30 (h) “Services” as used in Education Code section 42238.07 may include, but are not
31 limited to, services associated with the delivery of instruction, administration, facilities,
32 pupil support services, technology, and other general infrastructure necessary to

1 operate and deliver educational instruction and related services.

2 (i) “State priority areas” means the priorities identified in Education Code sections
3 52060 and 52066. For charter schools, “state priority areas” means the priorities
4 identified in Education Code section 52060 that apply for the grade levels served or the
5 nature of the program operated by the charter school.

6 (j) “Subgroup” means the numerically significant pupil subgroups identified pursuant
7 to Education Code section 52052.

8 (k) “to improve services” means to grow services in quality.

9 (l) “to increase services” means to grow services in quantity.

10 (m) “unduplicated pupil” means any of those pupils to whom one or more of the
11 definitions included in Education Code section 42238.01 apply, including pupils eligible
12 for free or reduced price meals, foster youth, and English learners.

13 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
14 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
15 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
16 6312.

17

18 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**
19 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**
20 **Supplemental and Concentration Grants.**

21 (a) An LEA shall provide evidence in its LCAP to demonstrate how funding
22 apportioned on the basis of the number and concentration of unduplicated pupils,
23 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to
24 support such pupils. This funding shall be used to increase or improve services for
25 unduplicated pupils as compared to the services provided to all pupils in proportion to
26 the increase in funds apportioned on the basis of the number and concentration of
27 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA
28 shall include in its LCAP an explanation of how expenditures of such funding meet the
29 LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall
30 determine the percentage by which services for unduplicated pupils must be increased
31 or improved above services provided to all pupils in the fiscal year as follows:

32 (1) Estimate the amount of the LCFF target attributed to the supplemental and

1 concentration grants for the LEA calculated pursuant to Education Code sections
2 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

3 (2) Estimate the amount of LCFF funds expended by the LEA on services for
4 unduplicated pupils in the prior year that is in addition to what was expended on
5 services provided for all pupils. The estimated amount of funds expended in 2013-14
6 shall be no less than the amount of Economic Impact Aid funds the LEA expended in
7 the 2012-13 fiscal year.

8 (3) Subtract subdivision (a)(2) from subdivision (a)(1).

9 (4) Multiply the amount in subdivision (a)(3), by the most recent percentage
10 calculated by the Department of Finance that represents how much of the statewide
11 funding gap between current funding and full implementation of LCFF is eliminated in
12 the fiscal year for which the LCAP is adopted.

13 (5) Add subdivision (a)(4) to subdivision (a)(2).

14 (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant
15 to Education Code sections 42238.02 and 2574, as implemented by Education Code
16 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted
17 Instructional Improvement Grant program and the Home to School Transportation
18 program, in the fiscal year for which the LCAP is adopted.

19 (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

20 (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero
21 or when LCFF is fully implemented statewide, then an LEA shall determine its
22 percentage for purposes of this section by dividing the amount of the LCFF target
23 attributed to the supplemental and concentration grant for the LEA calculated pursuant
24 to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is
25 adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the
26 Targeted Instructional Improvement Grant program and the Home to School
27 Transportation program.

28 (b) This subdivision identifies the conditions under which an LEA may use funds
29 apportioned on the basis of the number and concentration of unduplicated pupils for
30 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education
31 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved
32 services for unduplicated pupils under subdivision (a) of this section by using funds to

1 upgrade the entire educational program of a schoolsite, a school district, a charter
2 school, or a county office of education as follows:

3 (1) A school district that has an enrollment of unduplicated pupils of 55 percent or
4 more of the district's total enrollment in the fiscal year for which an LCAP is adopted or
5 in the prior year may expend supplemental and concentration grant funds on a
6 districtwide basis. A school district expending funds on a districtwide basis shall do all of
7 the following:

8 (A) Identify in the LCAP those services that are being funded and provided on a
9 districtwide basis.

10 (B) Describe in the LCAP how such services are principally directed towards, and
11 are effective in, meeting the district's goals for its unduplicated pupils in the state and
12 any local priority areas.

13 (2) A school district that has an enrollment of unduplicated pupils less than 55
14 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted
15 may expend supplemental and concentration grant funds on a districtwide basis. A
16 school district expending funds on a districtwide basis shall do all of the following:

17 (A) Identify in the LCAP those services that are being funded and provided on a
18 districtwide basis.

19 (B) Describe in the LCAP how such services are principally directed towards, and
20 are effective in, meeting the district's goals for its unduplicated pupils in the state and
21 any local priority areas.

22 (C) Describe how these services are the most effective use of the funds to meet the
23 district's goals for its unduplicated pupils in the state and any local priority areas. The
24 description shall provide the basis for this determination, including, but not limited to,
25 any alternatives considered and any supporting research, experience, or educational
26 theory.

27 (3) A school district that has an enrollment of unduplicated pupils at a school that is
28 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP
29 is adopted or in the prior year may expend supplemental and concentration grant funds
30 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do
31 all of the following:

32 (A) Identify in the LCAP those services that are being funded and provided on a

1 schoolwide basis.

2 (B) Describe in the LCAP how such services are principally directed towards, and
3 are effective in, meeting the district's goals for its unduplicated pupils in the state and
4 any local priority areas.

5 (4) A school district that has an enrollment of unduplicated pupils that is less than 40
6 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is
7 adopted may expend supplemental and concentration grant funds on a schoolwide
8 basis. A school district expending funds on a schoolwide basis shall do all of the
9 following:

10 (A) Identify in the LCAP those services that are being funded and provided on a
11 schoolwide basis.

12 (B) Describe in the LCAP how such services are principally directed towards, and
13 are effective in, meeting the district's goals for its unduplicated pupils in the state and
14 any local priority areas.

15 (C) Describe how these services are the most effective use of the funds to meet the
16 district's goals for its unduplicated pupils in the state and any local priority areas. The
17 description shall provide the basis for this determination, including, but not limited to,
18 any alternatives considered and any supporting research, experience, or educational
19 theory.

20 (5) A county office of education expending supplemental and concentration grant
21 funds on a countywide basis or a charter school expending supplemental and
22 concentration grant funds on a charterwide basis shall do all of the following:

23 (A) Identify in the LCAP those services that are being funded and provided on a
24 countywide or charterwide basis.

25 (B) Describe in the LCAP how such services are principally directed towards, and
26 are effective in, meeting the county office of education's or charter school's goals for its
27 unduplicated pupils in the state and any local priority areas, as applicable.

28 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
29 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
30 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
31 6312.

32

1 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**
2 **Proportionality.**

3 In making the determinations required under Education Code section 52070(d)(3),
4 the county superintendent of schools shall include review of any descriptions of
5 districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through
6 (b)(4) when determining whether the school district has fully demonstrated that it will
7 increase or improve services for unduplicated pupils pursuant to section 15496(a). If a
8 county superintendent of schools does not approve an LCAP because the school district
9 has failed to meet its requirement to increase or improve services for unduplicated
10 pupils as specified in this section, it shall provide technical assistance to the school
11 district in meeting that requirement pursuant to Education Code section 52071.

12 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
13 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
14 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
15 6312.

16
17
18
19
20
21
22

23 8-22-14 [California Department of Education]

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

Introduction:

LEA: Santa Maria – Bonita School District Contact: Phillip Alvarado, Superintendent, palvarado@smbbsd.net (805) 361-8110 LCAP Year: 2015-2018

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

| Involvement Process | Impact on LCAP |
|---|---|
| <p>The Santa Maria-Bonita School District (SMBSD) once again performed an extensive involvement process in year two of the LCAP. The SMBSD is committed to demonstrating a comprehensive plan in the area of community and staff engagement. The SMBSD actively encouraged and welcomed LCAP engagement seeking community and staff input at a multitude of public meetings.</p> <p>SMBSD determined that multiple public hearing dates would be the best way to give staff, community and interested stakeholders an opportunity to address the Board and express their interest and recommendations. Public comment at these meetings was impressive with a number of people including students requesting time to speak during public comment and the public hearing portion of the agenda.</p> <p>Evidence of this can be found on the agendas of the following Board meetings:</p> <ol style="list-style-type: none"> 1. March 11, 2015 2. April 15, 2015, 3. May 13, 2015 4. June 2, 2015 5. June 17, 2015 <p>The LCAP public hearings were posted and publicized in accordance with the Brown Act on the following dates: May 13, June 2, June 17</p> | <p>The engagement strategy of the SMBSD has been successful with stakeholders appreciative and impressed with the validation that many of their ideas and recommendations have been implemented. The SMBSD has developed an effective process to engage both staff, parents and community in the engagement process required by the LCAP.</p> <p>The SMBSD held three public hearings to enhance community engagement opportunities and create the opportunity for staff and public to voice their interests and concerns. These hearings were held May 13, June 2 and June 17. Numerous staff, parents and community members took advantage of this opportunity and provided valuable input to the Board for their consideration. In order to assist the public and Board, district staff in the Business Services Department created an easy to follow LCAP document. The first section included a listing of the 2014-15 LCAP expenditures. Included in this section was the specific investment and the implementation cost. This was then followed with each identified investment categorized into one of three state LCAP priorities:</p> <ol style="list-style-type: none"> 1)Conditions of Learning 2)Pupil Outcomes |

In addition to these dates, the Santa Barbara County Education Office presented LCAP updates at the SBCEO Superintendent's Meetings. These meeting were of great importance and focused on assisting superintendents to better understand related mandates and changes in the LCAP template. The SMBSD superintendent was present at these meeting which were held on the following dates:

1. September 8, 2014
2. December 1, 2014
3. January 12, 2015
4. May 4, 2015

Outreach to key stakeholders:

The superintendent was involved in dialogue and discussion with three stakeholder groups with long standing involvement in our local community. The groups are listed below:

1. ASPIRE
2. Parent Community Involvement Committee (PCIC)
3. Central Coast Alliance United for a Sustainable Economy (CAUSE)

SMBSD staff has been involved in a series of meetings with all three groups as well as representatives from the Santa Maria Joint Union High School District (SMJUHSD). Most recently, representatives from Allan Hancock College have attended our meetings. Together we are forging ahead and addressing critical areas of interest. At our May meeting, working parent, teacher, and administrative groups were formed and have agreed to meet monthly and will bring recommendations to the at-large committee throughout the year.

3)Engagement

District staff was prepared to present and/or provide detail and clarification on each LCAP investment. The second section of the document was intended to identify those investments that were not funded last year and to allow the opportunity to revisit those items for further discussion and possible consideration this year.

The third section was a listing of investment considerations for the 2015-16 school year. Also acknowledged was a list of considerations from an active/involved community group, Central Coast Alliance United for a Sustainable Economy (CAUSE). The district reached out to CAUSE and asked that they present consider presenting to the Board their list of recommendations/considerations including partnership with Allan Hancock College for parent ESL and Spanish Literacy classes, Articulation with the high school, fine arts classes, more music teachers, more AVID classes at TKJH and an ELD program. All of the items CAUSE brought for consideration align with the vision and mission of the district and were supported by the Board.. CAUSE took the opportunity to address the Board during the public hearing held on May 13. Time was also taken to seek input from the Common Core Professional Development Committee. The importance of providing quality and consistent common core state standards professional development is critical and a focus of the district.

Certificated, Classified, Administrative Staff Involvement
School/Community Input
The superintendent reached out to the President of SMEEA (teacher union) and had the Director of Maintenance Operations, Transportation and Facilities do the same with the President of CSEA (classified union) seeking their input/recommendations for LCAP investments. The Common Core Professional Development Committee members, comprised of teachers, administrators, and district office staff met in May to review this past year's professional development initiative and discuss how best to proceed in 2015 - 16.
The Instructional Services Department met throughout the second half of the school year to determine department priorities in the areas of Information Technologies, Categorical Programs, Special Education, Curriculum and Instruction and Pupil Personnel.
School site plans have been updated to reflect the LCAP Goals and Priorities. Site plans have been reviewed and approved by the school site councils and the District Advisory Committee. LCAP input was also generated by the Migrant Parent Advisory Committee, DAC and DELAC committee meetings. Finally, individual job-alike staff came forward at Board meetings and during the public comment period to advocate for more district services. These groups included the junior high physical education teachers, school nurses, music teachers and library media aides.
The Common Core Professional Development Committee met in May to discuss and assess this past year's professional development plan and how best to proceed in 2015-16.

Options and direction was given and shared with the Board during the public hearing on June 2.
These areas include the following:

1. Broadening course access and increasing the number of students qualified and prepared for A-G college prep classes.
2. Increase the percentage of redesignation rates in both the SMBSD and SMJUHS.
3. Increase graduation rates.
4. Reduce the number of D and F grades issued to students.
5. Commit to all schools in the SMBSD and SMJUHS being high performing campuses.

At the June 17 Board meeting and taking into consideration the input from all stakeholders and multiple public hearings, the Board approved the following investments for the 2015-16 school year:

- Special education program specialist
- English Learner Coordinator
- College and career field trip funds for all sites
- Additional parent project classes including classes for Mixteco -parents
- Increase parent ESL classes from six sites to nine sites
- Purchase ELD and ELA materials, professional development and software
- Repair fund for student Chromebooks
- Adaptive technology for special education students

LCAP funded school site lead learners and district teachers on special assignment positions were valuable resources for classroom teachers and strongly recommended to continue their services in 2015-16.

Students were surveyed on their experiences with the services provided last year and had the opportunity to voice their recommendations for services for the 2015-2016 school year. They had a desire for more PE, music, reading, and technology.

- CCSS special education aligned testing materials and curriculum
- Writing kits for the ASES program
- Materials and equipment for the additional state preschool class at Battles School
- Additional Cal SOAP tutors at the junior high schools
- Four additional PE specialists
- ELD teacher on special assignment
- Increase library media position to full time
- District funded instructional aide time in every TK/kinder class
- Additional behavior support teacher
- Upgrade technology training lab in the Instructional Media Center
- Enhance professional development budget
- Two additional school nurses
- Outreach counselor for Jiménez Elementary
- Student connection support (i.e. Foster Youth liaison, teen court. pilot the Second Step program)
- Additional bilingual Healthy Start advocates
- Additional school resource officer
- Increase Saturday school enrollment from 750 to 1,000 students
- Increase Summer school enrollment from 1,500 to 3,000 students
- Pilot STEM Program for Talented Youth
- Add 20 additional ASES slots at Los Adobes de Maria
- Fund an ASES program at Jiménez Elementary

| | |
|--|--|
| | <p>School</p> <ul style="list-style-type: none"> -Increase ASES program at Bruce and Tunnell Schools to 100 students -Increase community liaison position to full time -Additional clerk for Special Education -Special education translator/interpreter -Additional painter and service vehicle -Restroom sanitation Kaivac machines -Equipment to enhance play fied maintenance and safety -P. E. changing rooms at El Camino and Arellanes -Lego Robotics program support |
| <p>Annual Update: Annual updates occurred throughout the year in a variety of committees and meetings. The Instructional Services Department closely monitored LCAP related actions that fell into each department’s area of responsibility. Each department head provided the superintendent with a recap of each investment including a summary of what was accomplished. Some programs gained insight into program effectiveness through surveys. The Children’s Creative Project initiative had impressive data from a survey showing overwhelming support for the program. The hiring of four elementary Physical Education specialists was also surveyed for effectiveness and attained strong support from teachers and site administrators. SMBSD made a strong commitment to educational technology for both students and staff. In August 2015, the district offered</p> | <p>Annual Update: Following a similar process to what was developed last year, the LCAP investments for 2015-16 were unanimously supported the Board, staff, and community at large. Last year, over 6,000 participants responded to a district created LCAP survey. The data from the survey proved valuable and provided the direction for LCAP investments. The district reviewed the survey results again this year and determined the categories identified in the survey continue to be the focus and need of the district. Once again the expenditures align with the LCAP priorities and fall within one of three categories of</p> <ol style="list-style-type: none"> 1)Conditions of Learning 2)Pupil Outcomes 3)Engagement |

a two day Google Educational Summit to over 700 district employees. The Summit evaluations indicating incredible support and value, much of which is evident in classrooms throughout the district.

A district/community task force was formed to study the feasibility of a dual language immersion program in the SMBSD, Committee members made monthly reports to the Board, developed a master plan, worked closely with highly noted consultants, organized visitations and provided a host of community informational meetings that were well attended. Strong community support was evident with approximately 70 families indicating strong interest to enroll their incoming kindergarten student in the dual language immersion program. SMBSD will open its first dual language immersion program in 2015-16 at Jiménez Elementary.

Community Outreach targeting SMBSD parents was also highly successful and well attended.

A partnership between the district and Allan Hancock College offered Parent ESL and Spanish literacy classes on various campuses throughout the district.

PIQE classes were offered throughout the year at our schools and also well attended with parent participation ranging from 60 to 100 parents per class.

Health needs were enhanced with the health aides work day increasing to full time.

Student counseling services were enhanced by the district providing a full time outreach counselor at all of the district's 19 schools through Santa Maria Valley Youth and Family Services.

At the June 17 Board meeting and taking into consideration the input from all stakeholders and multiple public hearings, the Board approved the following investments for the 2015-16 school year:

- Special education program specialist
- English Learner Coordinator
- College and career field trip funds for all sites
- Additional parent project classes including classes for Mixteco -parents
- Increase parent ESL classes from six sites to nine sites
- Purchase ELD and ELA materials, professional development and software
- Repair fund for student Chromebooks
- Adaptive technology for special education students
- CCSS special education aligned testing materials and curriculum
- Writing kits for the ASES program
- Materials and equipment for the additional state preschool class at Battles School
- Additional Cal SOAP tutors at the junior high schools
- Four additional PE specialists
- ELD teacher on special assignment
- Increase library media position to full time
- District funded instructional aide time in every TK/kinder class
- Additional behavior support teacher
- Upgrade technology training lab in the Instructional Media Center

Fighting Back Santa Maria Valley Services (FBSMV) were provided at all our school sites. Services provided by FBSMV range from student attendance, parenting classes, truancy prevention, SARB facilitation and foster youth outreach.

- Enhance professional development budget
- Two additional school nurses
- Outreach counselor for Jiménez Elementary
- Student connection support (i.e. Foster Youth liaison, teen court. pilot the Second Step program)
- Additional bilingual Healthy Start advocates
- Additional school resource officer
- Increase Saturday school enrollment from 750 to 1,000 students
- Increase Summer school enrollment from 1,500 to 3,000 students
- Pilot STEM Program for Talented Youth
- Add 20 additional ASES slots at Los Adobes de Maria
- Fund an ASES program at Jiménez Elementary School
- Increase ASES program at Bruce and Tunnell Schools to 100 students
- Increase community liaison position to full time
- Additional clerk for Special Education
- Special education translator/interpreter
- Additional painter and service vehicle
- Restroom sanitation Kaivac machines
- Equipment to enhance play field maintenance and safety
- P. E. changing rooms at El Camino and Arellanes
- Lego Robotics program support

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

| | | | |
|--|---|---|--|
| GOAL: | 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 : Specify _____ | |
| Identified Need : | To provide the very best education for all students, there is a need for 100% fully qualified teachers Metric: The total number and percentage of fully credentialed teachers 1) Compliance with commission on Teacher Credential audit 2) District Annual review of class and course assignment 3) County Office of Education Williams Act review | | |
| Goal Applies to: | Schools: ALL Applicable Pupil Subgroups: ALL | | |
| LCAP Year 1: 2015-2016 | | | |
| Expected Annual Measurable Outcomes: | 100% Fully qualified teachers | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> ▪ Recruit and retain teachers who are appropriately credentialed and have a deep understanding of the content they teach | LEA Wide | <input checked="" type="checkbox"/> ALL | N/A |
| | | 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:(Specify)_____ | |
| <ul style="list-style-type: none"> ▪ Recruit through EdJoin for highly qualified teachers | LEA Wide | <input checked="" type="checkbox"/> ALL | \$1,400 LCFF Revenue Obj 5840 |
| | | 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:(Specify)_____ | |
| LCAP Year 2: 2016 - 2017 | | | |

| Expected Annual Measurable Outcomes: | 100% Fully qualified teachers | | |
|--|-------------------------------|--|--|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> Recruit and retain teachers who are appropriately credentialed and have a deep understanding of the content they teach | 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:(Specify)_____ | N/A |
| <ul style="list-style-type: none"> Recruit through EdJoin for highly qualified teachers | 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:(Specify)_____ | \$1,400 LCFF Revenue Obj 5840 |

LCAP Year 3: 2017 - 2018

| Expected Annual Measurable Outcomes: | 100% Fully qualified teachers | | |
|--|-------------------------------|--|--|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> Recruit and retain teachers who are appropriately credentialed and have a deep understanding of the content they teach | 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:(Specify)_____ | N/A |
| <ul style="list-style-type: none"> Recruit through EdJoin for highly qualified teachers | 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:(Specify)_____ | \$1,400 LCFF Revenue Obj 5840 |

| | | |
|--------------|--|--|
| GOAL: | 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 : Specify _____ |
|--------------|--|--|

| | |
|--------------------------|---|
| Identified Need : | In order to provide a safe learning environment for students, there is a need to provide personnel and equipment to maintain facilities that are safe, clean and in good repair in conjunction with the use of the Annual Facilities Inspection Tool (FIT) and Williams Act Review. |
|--------------------------|---|

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

LCAP Year 1: 2015 - 2016

| | |
|---|--|
| Expected Annual Measurable Outcomes: | All school facilities are safe, clean and in good repair. Maintain school facilities with an overall FIT rating of "Good". |
|---|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|---|
| Create a plan based on an assessment of needs for: <ul style="list-style-type: none"> • deferred maintenance work • maintenance staffing • routine maintenance • specialized equipment Correct any findings for ratings less than "good" | 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:(Specify)_____ | LCFF Sup/Con \$167,000 Obj 6400 \$176,000 Obj 2210 |

LCAP Year 2: 2016 - 2017

| | |
|---|--|
| Expected Annual Measurable Outcomes: | All school facilities are safe, clean and in good repair. Maintain school facilities with an overall FIT rating of "Good". |
|---|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|-----------------------|
| Create a plan based on an assessment of needs | LEA Wide | <input checked="" type="checkbox"/> ALL | LCFF |

| | | |
|--|---|---|
| for: <ul style="list-style-type: none"> • deferred maintenance work • maintenance staffing • routine maintenance • specialized equipment Correct any findings for ratings less than “good” | 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:(Specify)_____ | Sup/Con \$167,000 Obj 6400 \$176,000 Obj 2210 |
|--|---|---|

LCAP Year 3: 2017 - 2018

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | All school facilities are safe, clean and in good repair. Maintain school facilities with an overall FIT rating of “Good”. |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|---|
| Create a plan based on an assessment of needs for: <ul style="list-style-type: none"> • deferred maintenance work • maintenance staffing • routine maintenance • specialized equipment Correct any findings for ratings less than “good” | 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:(Specify)_____ | LCFF Sup/Con \$167,000 Obj 6400 \$176,000 Obj 2210 |

| | | |
|-------|--|--|
| GOAL: | 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 : Specify _____ |
|-------|--|--|

| | |
|-------------------|---|
| Identified Need : | All students have access to current textbooks and quality instructional materials compliant with state standards, to use in the classroom and to take home to complete assignments. |
|-------------------|---|

| Goal Applies to: | | Schools: ALL | Applicable Pupil Subgroups: ALL | |
|---|---|--|--|--|
| LCAP Year 1: 2015 - 2016 | | | | |
| Expected Annual Measurable Outcomes: | 100% Williams Report Findings indicates that the district has sufficient textbooks and instructional materials. | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted 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. | LEA Wide | <input checked="" type="checkbox"/> ALL <hr/> 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:(Specify)_____ | Restricted Lottery Rev \$568,000 Obj 4300 | |
| LCAP Year 2: 2016 - 2017 | | | | |
| Expected Annual Measurable Outcomes: | 100% Williams Report Findings indicates that the district has sufficient textbooks and instructional materials. | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted 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. | LEA Wide | <input checked="" type="checkbox"/> ALL <hr/> 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:(Specify)_____ | Restricted Lottery Rev \$568,000 Obj 4300 | |
| LCAP Year 3: 2017 - 2018 | | | | |

| Expected Annual Measurable Outcomes: | 100% Williams Report Findings indicates that the district has sufficient textbooks and instructional materials. | | |
|---|---|---|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted 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. | 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:(Specify) _____ | Restricted Lottery Rev \$568,000 Obj 4300 |
| GOAL: | 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 : Specify _____ |
| Identified Need : | Based on parent and student surveys there is a need for students to have access to a broad course of study. | | |
| Goal Applies to: | Schools: | ALL | |
| | Applicable Pupil Subgroups: | ALL | |
| LCAP Year 1: 2015 - 2016 | | | |
| Expected Annual Measurable Outcomes: | The total number and percentage of students receiving a broad course of study as evidenced on class rosters and enrollment. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> Continue to support the Dual Immersion | LEA Wide | <input checked="" type="checkbox"/> ALL | Sup/Con |

| | | | |
|--|--|---|--|
| <p>Language Task Force on the working implementation of the Dual Immersion Language program at Jiménez Elementary</p> <ul style="list-style-type: none"> • Continue to provide support for students enrolled in Pete Fitzgerald School to ensure access to a broad course of study • Continue to support the professional development of the GATE program and AVID for teachers, so that students needs are met • 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 • Add a curriculum secretary to help support all the data entry and support lead learners and TOSA's in their professional development • Purchase Writing Kits to support writing in the ASES Program to meet the CCSS Writing standards in the CCSS | | <p>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:(Specify)_____</p> | <p>\$25,000 Obj 1160 & Obj 5000 \$126,975 Obj 5100</p> <p>\$75,000 Obj 2220</p> <p>\$30,000 Obj 4300</p> |
| <ul style="list-style-type: none"> • Upgrade IMC Training Lab to provide professional development training in the integration of technology in all content areas • Provide funding for students to participate in a robotics program to help prepare them for STEM types of activities | | <p><input checked="" type="checkbox"/> ALL</p> <p>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:(Specify)_____</p> | <p>\$47,000 Obj 4420</p> <p>\$5,000 Obj 4300</p> |
| <p>LCAP Year 2: 2016 - 2017</p> | | | |

| | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> • Upgrade IMC Training Lab to provide professional development training in the integration of technology in all content areas • Provide funding for students to participate in a robotics program to help prepare them for STEM types of activities | | <input checked="" type="checkbox"/> ALL | \$47,000 Obj 4420 \$5,000 Obj 4300 |
| For all of the above, continue to support the use of TOSA's, outside specialists, curriculum subs, 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 a broad course of study. (Increase the pool of curriculum subs in the district to support PD in all areas) | 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:(Specify)_____ | LCFF Sup/Con \$288,000 Obj 1140 Mgt 3250 LCFF Sup/Con \$700,000 Obj 1110 Obj 5100 |
| LCAP Year 3: 2017 - 2018 | | | |
| Expected Annual Measurable Outcomes: | The total number and percentage of students receiving a broad course of study as evidenced on class rosters and enrollment. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> • Continue to support the Dual Immersion | LEA Wide | <input checked="" type="checkbox"/> ALL | Sup/Con |

| | | | |
|--|--|---|--|
| <p>Language Task Force on the working implementation of the Dual Immersion Language program at Jiménez Elementary</p> <ul style="list-style-type: none"> • Continue to provide support for students enrolled in Pete Fitzgerald School to ensure access to a broad course of study • Continue to support the professional development of the GATE program and AVID for teachers, so that students needs are met • 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 • Add a curriculum secretary to help support all the data entry and support lead learners and TOSA's in their professional development • Purchase Writing Kits to support writing in the ASES Program to meet the CCSS Writing standards in the CCSS | | <p>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:(Specify)_____</p> | <p>\$25,000 Obj 1160 & Obj 5000 \$126,975 Obj 5100</p> <p>\$75,000 Obj 2220</p> <p>\$30,000 Obj 4300</p> |
| <ul style="list-style-type: none"> • Upgrade IMC Training Lab to provide professional development training in the integration of technology in all content areas • Provide funding for students to participate in a robotics program to help prepare them for STEM types of activities | | <p><input checked="" type="checkbox"/> ALL</p> <p>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:(Specify)_____</p> | <p>\$47,000 Obj4420</p> <p>\$15,000 Obj 4300</p> |
| <p>For all of the above, continue to support the use</p> | | <p><input checked="" type="checkbox"/> ALL</p> | <p>LCFF</p> |

| | | | |
|--|---|--|---|
| <p>of TOSA's, outside specialists, curriculum subs, 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 a broad course of study. (Increase the pool of curriculum subs in the district to support PD in all areas)</p> | | <p>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:(Specify)_____</p> | <p>Sup/Con \$288,000 Obj 1140 Mgt 3250 LCFF Sup/Con \$700,000 Obj 1110 Obj 5100</p> |
| <p>GOAL:</p> | <p>Full Implementation of State board adopted Common Core State Standards in English Language Arts, Literacy</p> | | <p>Related State and/or Local Priorities: 1__ 2_x 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p> |
| <p>Identified Need :</p> | <p>To increase the number and percentage of teachers and administrators trained in the full implementation of Common Core State Sandards in English Language Arts and Literacy.</p> | | |
| <p>Goal Applies to:</p> | <p>Schools: All</p> | <p>Applicable Pupil Subgroups: All</p> | |
| <p>LCAP Year 1: 2015 - 2016</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>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.</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>Provide a District wide conference for all teachers</p> | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> | <p>LCFF</p> |

| | | | |
|--|-----------------|--|--|
| <p>and administrators that focus on the ELA/ELD Framework</p> <p>Work with Consultant, Sue Beers to help develop a blueprint for staff development, curriculum development and instructional targets</p> <p>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</p> <p>Continue to provide support on the implementation of the ELA and literacy standards in some of the following areas, but not limited to:</p> <ol style="list-style-type: none"> 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 | <p>LEA Wide</p> | <p>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:(Specify)_____</p> | <p>Sup/Con \$763,816 Function 2140</p> <p>&</p> <p>\$97,167 LCFF Rev \$796,720 Federal Rev \$6,673 State Categorical Rev Function 2140</p> <p>&</p> <p>LCFF Sup/Con \$776,000 Obj 1100</p> |
| <p>Implementation of school site targets in:</p> | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> | <p>LCFF Rev</p> |

- 1) Reading
- 2) Writing

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

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

\$100,500
 Obj 2410
 LCFF
 Sup/con
 (site)
 \$1,243,000
 Obj 1110

 \$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
 LCFF
 Sup/Con
 \$19,716
 Obj 1360

LCAP Year 2: 2016 - 2017

| 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. | | |
|---|--|---|------------------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Provide a District wide conference for all teachers | LEA Wide | <input checked="" type="checkbox"/> ALL | LCFF |

| | | | |
|--|-----------------|--|--|
| <p>and administrators that focus on the ELA/ELD Framework</p> <p>Work with Consultant, Sue Beers to help develop a blueprint for staff development, curriculum development and instructional targets</p> <p>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</p> <p>Continue to provide support on the implementation of the ELA and literacy standards in some of the following areas, but not limited to:</p> <ol style="list-style-type: none"> 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 | | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Sup/Con \$763,816 Function 2140</p> <p>&</p> <p>\$97,167 LCFF Rev \$796,720 Federal Rev \$6,673 State Categorical Rev Function 2140</p> <p>&</p> <p>LCFF Sup/Con \$776,000 Obj 1100</p> |
| <p>Implementation of school site targets in:</p> | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> | |

- 1) Reading
- 2) Writing

Continue to provide support for teachers and

OR:

- Low Income pupils English Learners
- Foster Youth Redesignated fluent English proficient
- Other Subgroups:(Specify)_____

LCFF Rev
\$100,500
Obj 2410
LCFF

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

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

Sup/Con
 (site)
 \$1,243,000
 Obj 1110
 \$929,000
 Obj 2110
 \$136,450
 Obj 2210
 \$61,000 Obj
 4300
 \$420,000
 Obj 2210
 \$171,000
 Obj 5100

 Res
 3010,4035,4
 203
 \$1,050,000
 Obj 1100

 LCFF Rev
 \$100,502
 Obj 2410
 LCFF
 Sup/Con
 \$700,000
 Obj 1110
 Obj 5100
 LCFF
 Sup/Con
 \$19,716n
 Obj 1360

LCAP Year 3: 2017 - 2018

| 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. | | |
|---|--|---|-----------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Provide a District wide conference for all teachers | LEA Wide | <u> </u> x ALL | Sup/Con |

| | | | |
|---|-----------------|--|---|
| <p>and administrators that focus on the ELA/ELD Framework</p> <p>Work with Consultant, Sue Beers to help develop a blueprint for staff development, curriculum development and instructional targets</p> <p>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.</p> <p>Continue to provide support on the implementation of the ELA and literacy standards in some of the following areas, but not limited to:</p> <ol style="list-style-type: none"> 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 | <p>LEA Wide</p> | <p>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:(Specify)_____</p> | <p>\$763,816 Function 2140</p> <p>&</p> <p>\$97,167 LCFF Rev \$796,720 Federal Rev \$6,673 State Categorical Rev Function 2140</p> <p>&</p> <p>LCFF Sup/Con \$776,000 Obj 1100</p> |
| <p>Implementation of school site targets in:</p> | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> | <p>LCFF Rev</p> |

- 1) Reading
- 2) Writing

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

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

\$100,500
 Obj 2410
 LCFF
 Sup/Con
 (site)
 \$1,243,000
 Obj 1110
 \$929,000
 Obj 2110
 \$136,450
 Obj 2210
 \$61,000 Obj
 4300
 \$420,000
 Obj 2210
 \$171,000
 Obj 5100
 Res
 3010,4035,4
 203
 \$1,050,000
 Obj 1100
 LCFF Rev
 \$100,502
 Obj 2410
 LCFF
 Sup/Con
 \$700,000
 Obj 1110
 Obj 5100
 LCFF
 Sup/Con
 \$19,716n
 Obj 1360

| | | | |
|--|--|--|------------------------------|
| GOAL: | Full Implementation of State Board adopted Common Core State Standards in Mathematics | Related State and/or Local Priorities: 1__ 2_ <u>x</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | To increase the number and percentage of teachers and administrators trained in the full implementation of Common Core State Sandards in Mathematics. | | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| LCAP Year 1: 2015 - 2016 | | | |
| 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. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Continue professional development (provided by | LEA Wide | <u>x</u> ALL | Sup/Con |

| | | | |
|--|-----------------|---|---|
| <p>the District teacher leaders, TOSA's, administrators, County, CDE, webinars, outside conferences, etc.) in the following areas, but not limited to, for all teachers:</p> <ol style="list-style-type: none"> 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 <p>Continue to work closely with Cal Poly, San Luis Obispo, and Institutes of Higher Education in promoting math and engineering practices in the development of math modules and math leaders.</p> | | <p>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:(Specify)_____</p> | <p>\$763,816 Function 2140</p> <p>\$97,167 LCFF Rev \$796,720 Federal Rev \$6,673 State Categorical Rev Function 2140</p> <p>LCFF Sup/Con \$776,000 Obj 1100</p> <p>Federal Grant Rev \$600,000 Obj 1000s</p> |
| <p>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,</p> | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>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:(Specify)_____</p> | <p>LCFF Sup/Con \$700,000 Obj 1110 Obj 5100 \$15,000 Obj</p> |

| | | |
|--|---|------|
| administrators and classified staff) materials, and technology to support the implementation of math common core standards and mathematical practices. Re-evaluate yearly | 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:(Specify)_____ | 4300 |
|--|---|------|

LCAP Year 2: 2016 - 2017

| 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. | | |
|--|--|---|-----------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Continue professional development (provided by | LEA Wide | <input checked="" type="checkbox"/> ALL | Sup/Con |

| | | | |
|--|-----------------|---|---|
| <p>the District teacher leaders, TOSA's, administrators, County, CDE, webinars, outside conferences, etc.) in the following areas, but not limited to, for all teachers:</p> <ol style="list-style-type: none"> 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 <p>Continue to work closely with Cal Poly, San Luis Obispo, and Institutes of Higher Education in promoting math and engineering practices in the development of math modules and math leaders.</p> | | <p>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:(Specify)_____</p> | <p>\$763,816 Function 2140</p> <p>\$97,167 LCFF Rev \$796,720 Federal Rev \$6,673 State Categorical Rev Function 2140</p> <p>LCFF Sup/Con \$776,000 Obj 1100</p> <p>Federal Grant Rev \$600,000 Obj 1000s</p> |
| <p>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,</p> | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>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:(Specify)_____</p> | <p>LCFF Sup/Con \$700,000 Obj 1110 Obj 5100</p> |

| | | |
|--|---|----------------------|
| 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 | 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:(Specify)_____ | \$15,000 Obj 4300 |
|--|---|----------------------|

LCAP Year 3: 2017 - 2018

| 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. | | |
|--|--|---|------------------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Continue professional development (provided by | LEA Wide | <input checked="" type="checkbox"/> ALL | Sup/Con |

| | | | |
|--|-----------------|---|---|
| <p>the District teacher leaders, TOSA's, administrators, County, CDE, webinars, outside conferences, etc.) in the following areas, but not limited to, for all teachers:</p> <ol style="list-style-type: none"> 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 <p>Continue to work closely with Cal Poly, San Luis Obispo, and Institutes of Higher Education in promoting math and engineering practices in the development of math modules and math leaders.</p> | | <p>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:(Specify)_____</p> | <p>\$763,816 Function 2140</p> <p>\$97,167 LCFF Rev \$796,720 Federal Rev \$6,673 State Categorical Rev Function 2140</p> <p>LCFF Sup/Con \$776,000 Obj 1100</p> <p>Federal Grant Rev \$600,000 Obj 1000s</p> |
| <p>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,</p> | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>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:(Specify)_____</p> | <p>LCFF Sup/Con \$700,000 Obj 1110 Obj 5100</p> |

| | | | |
|--|--|---|-----------------------|
| 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 | | 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:(Specify)_____ | \$15,000 Obj 4300 |
| GOAL: | 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 : Specify _____ | |
| Identified Need : | To increase the number and percentage of teachers/ administrators trained in the full implementation of the State Board Adopted English Language Development Standards. | | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: ELL | | |
| LCAP Year 1: 2015 - 2016 | | | |
| 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 | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Provide a District wide conference for all teachers | | __ALL | \$250,000 |

and administrators that focuses on the ELA/ELD Framework with an emphasis on student engagement and academic vocabulary.

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.

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

LEA Wide

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

___ALL

LCFF
 Sup/Con for professional development and ELD programs
 Obj 1310
 Obj 5100

| | | | |
|---|--|---|---|
| <ol style="list-style-type: none"> 2. An understanding of the different shifts in ELA and what it looks like (target a specific shift) 3. Close Reading 4. ELD Language Demands 5. Vocabulary 6. Writing 7. Performance Tasks 8. High Quality Text 9. Listening and Speaking 10. Technology integration 11. Transitional Kinder and Kindergarten Literacy 12. Response to Intervention 13. Viewing the ELD standards as essential components of the ELA/literacy standards 14. Creating an ELL Task Force 15. Work towards establishing a unified Designated ELD Time | | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>For all of the above, continue to support the use of TOSA's, outside specialists, curriculum subs, Intervention Teachers, 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 ELD State Board Adopted Standards.</p> <p>Re-evaluate yearly</p> | | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>LCFF Sup/Con \$700,000 Obj 1110 Obj 5100</p> |

LCAP Year 2: 2016 - 2017

| | |
|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>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</p> |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|-----------------------|
| Provide a District wide conference for all teachers | LEA Wide | _ALL | \$250,000 |

and administrators that focuses on the ELA/ELD Framework with an emphasis on student engagement and academic vocabulary on the ELA/ELD Framework.

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.

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
2. An understanding of the different shifts in ELA and what it looks like (target a specific shift)
3. Close Reading
4. ELD Language Demands
5. Vocabulary
6. Writing
7. Performance Tasks
8. High Quality Text
9. Listening and Speaking
10. Technology integration
11. Transitional Kinder and Kindergarten Literacy
12. Response to Intervention
13. Viewing the ELD standards as essential components of the ELA/literacy standards

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

LCFF
Sup/Con for professional development and ELD programs
Obj 1310
Obj 5100

| | | | |
|---|-----------------|---|---|
| <p>12. Response to Intervention 13. Viewing the ELD standards as essential components of the ELA/literacy standards 14. Creating an ELL Task Force 15. Work towards establishing a unified Designated ELD Time</p> | | | <p>LCFF Sup/Con \$700,000 Obj 1110 Obj 5100</p> |
| <p>For all of the above, continue to support the use of TOSA's, outside specialists, curriculum subs, Intervention Teachers, 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 ELD State Board Adopted Standards. Re-evaluate yearly.</p> | <p>LEA Wide</p> | <p>__ALL ----- OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p> | <p>LCFF Sup/Con \$700,000 Obj 1110 Obj 5100</p> |

LCAP Year 3: 2017 - 2018

| | | | |
|--|---|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>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</p> | | |
| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
| <p>Provide a District wide conference for all teachers</p> | <p>LEA Wide</p> | <p>__ALL</p> | <p>\$250,000</p> |

and administrators that focuses on the ELA/ELD Framework with an emphasis on student engagement and academic vocabulary on the ELA/ELD Framework.

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.

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

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups:(Specify)_____

LCFF
Sup/Con for professional development and ELD programs
Obj 1310
Obj 5100

| | | | |
|---|-----------------|---|---|
| <ol style="list-style-type: none"> 2. An understanding of the different shifts in ELA and what it looks like (target a specific shift) 3. Close Reading 4. ELD Language Demands 5. Vocabulary 6. Writing 7. Performance Tasks 8. High Quality Text 9. Listening and Speaking 10. Technology integration 11. Transitional Kinder and Kindergarten Literacy 12. Response to Intervention 13. Viewing the ELD standards as essential components of the ELA/literacy standards 14. Creating an ELL Task Force 15. Work towards establishing a unified Designated ELD Time | | | |
| <p>For all of the above, continue to support the use of TOSA's, outside specialists, curriculum subs, Intervention Teachers, 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 ELD State Board Adopted Standards. Re-evaluate yearly.</p> | <p>LEA Wide</p> | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>LCFF Sup/Con \$700,000 Obj 1110 Obj 5100</p> |

| | |
|---|--|
| <p>GOAL: Students meet "standard met" or above on the Smarter Balanced Assessment.</p> | <p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8x__ COE only: 9__ 10__ Local : Specify _____</p> |
|---|--|

| Identified Need : | 1) To perform at the state “standard met” on the Smarter Balanced Assessment. 2) Pupil performance on common formative and/or interim district assessments | | |
|---|---|--|---|
| Goal Applies to: | Schools: ALL | Applicable Pupil Subgroups: ALL | |
| LCAP Year 1: 2015 - 2016 | | | |
| Expected Annual Measurable Outcomes: | For all students, in every subgroup to reach “standard met or above.” | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted 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. | 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:(Specify)_____ | N/A |
| Support the use of technology with State Wide testing <ul style="list-style-type: none"> • 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 | 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:(Specify)_____ | LCFF Sup/Con \$10,000 Obj 4300 \$47,000 Obj 4300 |
| Purchase CCSS Special Ed aligned testing | LEA Wide | <input checked="" type="checkbox"/> ALL | LCFF |

| materials and curriculum. | 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:(Specify)_____ | Sup/Con \$68,000 Obj 4100 | |
|--|---|--|---|
| LCAP Year 2: 2016 - 2017 | | | |
| Expected Annual Measurable Outcomes: | For all students, in every subgroup to reach “standard met or above.” | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted 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 | 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:(Specify)_____ | |
| Support the use of technology with State Wide testing <ul style="list-style-type: none"> • 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 | 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:(Specify)_____ | LCFF Sup/Con \$10,000 Obj 4300 \$47,000 Obj 4300 |
| Purchase CCSS Special Ed aligned testing | LEA Wide | <input checked="" type="checkbox"/> ALL | LCFF |

| materials and curriculum. | | 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:(Specify)_____ | Sup/Con \$68,000 Obj 4100 |
|--|---|--|---|
| LCAP Year 3: 2017 - 2018 | | | |
| Expected Annual Measurable Outcomes: | For all students, in every subgroup to reach “standard met or above.” | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted 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. | 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:(Specify)_____ | |
| Support the use of technology with State Wide testing <ul style="list-style-type: none"> • 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 | 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:(Specify)_____ | LCFF Sup/Con \$10,000 Obj 4300 \$47,000 Obj 4300 |
| Purchase CCSS Special Ed aligned testing | LEA Wide | <input checked="" type="checkbox"/> ALL | LCFF |

| | | |
|---------------------------|---|---------------------------------|
| materials and curriculum. | 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:(Specify)_____ | Sup/Con \$68,000 Obj 4100 |
|---------------------------|---|---------------------------------|

| | |
|---|--|
| GOAL: Improve API towards state designated target | Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____ |
|---|--|

| | |
|-------------------|--|
| Identified Need : | Increase district Academic Performance Index |
|-------------------|--|

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

LCAP Year 1: 2015 - 2016

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | Baseline criteria and data will determine the 2015-2016 school year. |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted 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. | 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:(Specify)_____ | N/A |
| 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. | 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:(Specify)_____ | N/A |

LCAP Year 2: 2016 - 2017

| Expected Annual Measurable Outcomes: | Baseline criteria and data will determine the 2016-2017 school year. | | |
|--|--|--|-----------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted 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. | 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:(Specify)_____ | N/A |
| 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. | 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:(Specify)_____ | N/A |
| LCAP Year 3: 2017 - 2018 | | | |
| Expected Annual Measurable Outcomes: | Baseline criteria and data will determine the 2017-2018 school year. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted 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. | 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:(Specify)_____ | N/A |
| Inform parents of student performance on state | LEA Wide | <input checked="" type="checkbox"/> ALL | N/A |

| | | | |
|--|--|---|---|
| testing. Train teachers and test administrators on how to prepare students for testing. Continue to prepare and have students meet grade level standards. | 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:(Specify)_____ | | |
| GOAL: 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_x__ COE only: 9__ 10__ Local : Specify _____ | | |
| Identified Need : | Based on state results from the 2013-2014 school year students are not reaching their Healthy Fitness Zone. More students need to reach the Healthy Fitness Zone. Additional PE teachers would support this goal. In addition, providing equity amongst Jr. Highs, two additional schools will put in place changing rooms for students to be prepared for physical education classes. | | |
| Goal Applies to: | Schools: ALL | Applicable Pupil Subgroups: ALL | |
| LCAP Year 1: 2015 - 2016 | | | |
| Expected Annual Measurable Outcomes: | Increase % of students in the HFQ by 5% annually. | | |
| Actions/Services Increase the number of PE teachers to help support students in reaching their Healthy Fitness Zone throughout the district. Provide changing rooms to two Jr. Highs. | Scope of Service LEA Wide | Pupils to be served within identified scope of service <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:(Specify)_____ | Budgeted Expenditures LCFF Sup/Con \$351,000 Obj 1110 \$4,337,060 Obj 7612 |
| LCAP Year 2: 2016 - 2017 | | | |
| Expected Annual Measurable Outcomes: | Increase % of students in the HFQ by 5% annually. | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|---|
| Increase the number of PE teachers to help support students in reaching their Healthy Fitness Zone throughout the district. Provide changing rooms to two Jr. Highs. | 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:(Specify)_____ | LCFF Sup/Con \$351,000 Obj 1110 \$4,337,060 Obj 7612 |

LCAP Year 3: 2017 - 2018

| Expected Annual Measurable Outcomes: | Increase % of students in the HFQ by 5% annually. | | |
|---|---|---|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Increase the number of PE teachers to help support students in reaching their Healthy Fitness Zone throughout the district. Provide changing rooms to two Jr. Highs. | 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:(Specify)_____ | LCFF Sup/Con \$351,000 Obj 1110 \$4,337,060 Obj 7612 |

| | | |
|-------|--|--|
| GOAL: | 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 : Specify _____ |
|-------|--|--|

| | | | |
|-------------------|---|-----|--|
| Identified Need : | The the number of students receiving visual and performing arts courses | | |
| Goal Applies to: | Schools: | ALL | |
| | Applicable Pupil Subgroups: | ALL | |

LCAP Year 1: 2015 - 2016

| Expected Annual Measurable Outcomes: | Increase % of students participating in extracurricular activities related to visual and performing arts. | | |
|--|---|---|--|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted 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. | 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:(Specify)_____ | LCFF Sup/Con \$327,000 Obj 5100 Mgt 3650 |
| LCAP Year 2: 2016 - 2017 | | | |
| Expected Annual Measurable Outcomes: | Increase % of students participating in extracurricular activities related to visual and performing arts. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted 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. | 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:(Specify)_____ | LCFF Sup/Con \$327,000 Obj 5100 Mgt 3650 |
| LCAP Year 3: 2017 - 2018 | | | |
| Expected Annual Measurable Outcomes: | Increase % of students participating in extracurricular activities related to visual and performing arts. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Continue to provide Children’s Creative Project to | LEA Wide | <input checked="" type="checkbox"/> ALL ----- | LCFF |

| | | |
|---|---|--|
| all students in transitional Kindergarten through 6th grade by providing them 2 disciplines in the area of Fine Arts. | 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:(Specify)_____ | Sup/Con \$327,000 Obj 5100 Mgt 3650 |
|---|---|--|

| | | |
|--------------|--|--|
| GOAL: | 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 : Specify _____ |
|--------------|--|--|

Identified Need : To seek parent participation and input in their students education.

Goal Applies to: Schools: ALL
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015 - 2016

Expected Annual Measurable Outcomes: Data qualifying efforts to seek parent input including surveys, flyers, Connect Ed phone calls, e-mail and meetings

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted 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 | 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:(Specify)_____ | \$54,000 Title I-A (CPO) Obj 4300, 5100, 5900 \$16,650 LCFF Sup/con (site base) (CPO) Obj 4300, 5100, 5900 |
| Hire additional support staff, bilingual and trilingual | LEA Wide | <input checked="" type="checkbox"/> ALL | \$53,584 |

| | | |
|--|--|--|
| <p>translators/interpreters to promote parent-school-community partnerships, including:</p> <ol style="list-style-type: none"> 1) District Translators 2) Bilingual Community Liaisons 3) English/Spanish/Mixteco interpreters 4) Site Project clerks <p>Provide training for Community liaisons and interpreters.</p> | <p>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:(Specify)_____</p> | <p>LCFF Reveue (District)</p> <p>\$120,000 Title I-A (Sites)</p> <p>\$460,000 LCFF Sup/Con (site base)</p> <p>All above are Obj 2210</p> |
|--|--|--|

LCAP Year 2: 2016 - 2017

| | |
|---|--|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Data qualifying efforts to seek parent input including surveys, flyers, Connect Ed phone calls, e-mail and meetings</p> |
|---|--|

| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
|--|---|---|--|
| <p>Increase outreach to student's parents in their primary language via:</p> <ol style="list-style-type: none"> 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd Automated System 6. Newsletters 7. Home Visits | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>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:(Specify)_____</p> | <p>\$54,000 Title I-A (CPO) Obj 4300, 5100, 5900</p> <p>\$16,650 LCFF Sup/con (site base) (CPO) Obj 4300, 5100, 5900</p> |

| | | | |
|--|-----------------|---|---|
| <p>Hire additional support staff, bilingual and trilingual translators/interpreters to promote parent-school-community partnerships, including:</p> <ul style="list-style-type: none"> ▪ District Translators ▪ Bilingual Community Liaisons ▪ English/Spanish/Mixteco interpreters ▪ Site Project clerks <p>Provide training for Community liaisons and interpreters.</p> | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$53,584 LCFF Reveue (District)</p> <p>\$120,000 Title I-A (Sites)</p> <p>\$460,000 LCFF Sup/Con (site base)</p> <p>All above are Obj 2210</p> |
|--|-----------------|---|---|

LCAP Year 3: 2017 - 2018

| | | | |
|--|--|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Data qualifying efforts to seek parent input including surveys, flyers, Connect Ed phone calls, e-mail and meetings</p> | | |
| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
| <p>Increase outreach to student's parents in their</p> | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> | <p>\$54,000 Title</p> |

| | | | |
|--|---|--|--|
| <p>primary language via:</p> <ol style="list-style-type: none"> 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd Automated System 6. Newsletters 7. Home Visits | | <p>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:(Specify)_____</p> | <p>I-A (CPO) Obj 4300, 5100, 5900</p> <p>\$16,650 LCFF Sup/con (site base) (CPO) Obj 4300, 5100, 5900</p> |
| <p>Hire additional support staff, bilingual and trilingual translators/interpreters to promote parent-school-community partnerships, including:</p> <ol style="list-style-type: none"> 1) District Translators 2) Bilingual Community Liaisons 3) English/Spanish/Mixteco interpreters 4) Site Project clerks <p>Provide training for Community liaisons and interpreters.</p> | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>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:(Specify)_____</p> <p>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:(Specify)_____</p> | <p>\$53,584 LCFF Reveue (District)</p> <p>\$120,000 Title I-A (Sites)</p> <p>\$460,000 LCFF Sup/Con (site base)</p> <p>All above are Obj 2210</p> |
| <p>GOAL:</p> | <p>Maintain high student attendance rate</p> | <p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p> | |
| <p>Identified Need :</p> | <p>There is a high correlation between student attendance and academic success. Based on the data we have gathered, there is a need to maintain high attendance rates so that students will academically succeed.</p> | | |

| Goal Applies to: | | Schools: ALL | Applicable Pupil Subgroups: ALL | |
|---|-----------------------------------|--|---|--|
| LCAP Year 1: 2015 - 2016 | | | | |
| Expected Annual Measurable Outcomes: | Overall attendance improved by 1% | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| <ul style="list-style-type: none"> ▪ Continue Truancy Mentor Services ▪ Truancy letters mailed to habitual truants ▪ Site level incentives and rewards for perfect attendance. ▪ During parent meetings stress importance of attendance. ▪ Truancy Mentors assigned to habitually truant students. ▪ Outreach Consultants to work with all students | 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:(Specify)_____ | LCFF Sup/Con \$785,000 LCFF Rev \$520,000 All Obj 5100 | |
| <ul style="list-style-type: none"> ▪ Continue to be a part of the Truancy program and SARB ▪ Train school site Attendance Liaisons in procedures for sending Truancy Letters and setting TMT and SARB Meetings | 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:(Specify)_____ | N/A | |
| LCAP Year 2: 2016 - 2017 | | | | |
| Expected Annual Measurable Outcomes: | Overall attendance improved by 1% | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| <ul style="list-style-type: none"> ▪ Continue Truancy Mentor Services | LEA Wide | <input checked="" type="checkbox"/> ALL | LCFF | |

| | | | |
|---|----------|--|---|
| <ul style="list-style-type: none"> ▪ Truancy letters mailed to habitual truants ▪ Site level incentives and rewards for perfect attendance. ▪ During parent meetings stress importance of attendance. ▪ Truancy Mentors assigned to habitually truant students. ▪ Outreach Consultants to work with all students | | 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:(Specify)_____ | Sup/Con \$785,000 LCFF Rev \$520,000 All Obj 5100 |
| <ul style="list-style-type: none"> ▪ Continue to be a part of the Truancy program and SARB ▪ Train school site Attendance Liaisons in procedures for sending Truancy Letters and setting TMT and SARB Meetings | 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:(Specify)_____ | N/A |

LCAP Year 3: 2017 - 2018

| | |
|--------------------------------------|-----------------------------------|
| Expected Annual Measurable Outcomes: | Overall attendance improved by 1% |
|--------------------------------------|-----------------------------------|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|---|
| <ul style="list-style-type: none"> • Continue Truancy Mentor Services • Truancy letters mailed to habitual truants • Site level incentives and rewards for perfect attendance. • During parent meetings stress importance of attendance. • Truancy Mentors assigned to habitually truant students. • Outreach Consultants to work with all students | 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:(Specify)_____ | LCFF Sup/Con \$785,000 LCFF Rev \$520,000 All Obj 5100 |

| | | | |
|---|---|---|--|
| <ul style="list-style-type: none"> Continue to be a part of the Truancy program and SARB Train school site Attendance Liaisons in procedures for sending Truancy Letters and setting TMT and SARB Meetings | 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:(Specify) _____ 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:(Specify) _____ | N/A |
| GOAL: | Decrease pupil suspension rates and expulsion rates. | | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Identified Need : | Based on student data on academic success, there is a need decrease pupil suspension and expulsion rates. | | |
| Goal Applies to: | Schools: | ALL | |
| | Applicable Pupil Subgroups: | ALL | |
| LCAP Year 1: 2015 - 2016 | | | |
| Expected Annual Measurable Outcomes: | The total number of pupil suspension and expulsion rates will decrease. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> Outreach Consultants will be available at all schools to meet with students and encourage proper behavior. One additional Outreach Consultant will be added for the 2015-2016 school year Schools will continue to utilize extracurricular activities and other building assets activities to contribute to a Safe School Climate | 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:(Specify) _____ | LCFF Rev \$453,000 LCFF Sup/Con \$572,000 Obj 5100 |
| <ul style="list-style-type: none"> All schools will update their Safe School | LEA Wide | <input checked="" type="checkbox"/> ALL | N/A |

| | |
|---|---|
| Plans after reviewing suspension and behavioral referral data | 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:(Specify)_____ |
|---|---|

LCAP Year 2: 2016 - 2017

| | |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | The total number of pupil suspension and expulsion rates will decrease. |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|---|
| <ul style="list-style-type: none"> Outreach Consultants will be available at all schools to meet with students and encourage proper behavior. One additional Outreach Consultant will be added for the 2015-2016 school year Schools will continue to utilize extracurricular activities and other building assets activities to contribute to a Safe School Climate | LEA Wide | <input checked="" type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> 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:(Specify)_____ | LCFF Rev \$453,000 LCFF Sup/Con \$572,000 Obj 5100 |
| <ul style="list-style-type: none"> All schools will update their Safe School Plans after reviewing suspension and behavioral referral data | LEA Wide | <input checked="" type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> 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:(Specify)_____ | N/A |

LCAP Year 3: 2017 - 2018

| | |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | The total number of pupil suspension and expulsion rates will decrease. |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|-----------------------|
| <ul style="list-style-type: none"> Outreach Consultants will be available at all | LEA Wide | <input checked="" type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> 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:(Specify)_____ | LCFF Rev |

| | | | |
|---|--|---|--|
| <p>schools to meet with students and encourage proper behavior.</p> <ul style="list-style-type: none"> • One additional Outreach Consultant will be added for the 2015-2016 school year • Schools will continue to utilize extracurricular activities and other building assets activities to contribute to a Safe School Climate | | <p>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:(Specify)_____</p> | <p>\$453,000 LCFF Sup/Con \$572,000 Obj 5100</p> |
| <ul style="list-style-type: none"> • All schools will update their Safe School Plans after reviewing suspension and behavioral referral data | | <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:(Specify)_____</p> | <p>N/A</p> |
| <p>GOAL: Increase student sense of safety and school connectedness</p> | | <p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p> | |
| <p>Identified Need :</p> | <p>Using the California Healthy Kids Survey there is a need to Increase student's sense of safety and school connectedness.</p> | | |
| <p>Goal Applies to:</p> | <p>Schools: ALL</p> | <p>Applicable Pupil Subgroups: ALL</p> | |
| <p>LCAP Year 1: 2015 - 2016</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>Positive results on: 1) Student Surveys 2) Student participation in extracurricular activities 3) Student attendance</p> | | |
| <p>Actions/Services</p> <ul style="list-style-type: none"> • SMBSD will continue with one SRO and | <p>Scope of Service LEA Wide</p> | <p>Pupils to be served within identified scope of service <input checked="" type="checkbox"/> ALL</p> | <p>Budgeted Expenditures LCFF</p> |

| | | |
|---|--|---|
| <p>hire one more SRO</p> <ul style="list-style-type: none"> • All schools will review California Healthy Kids Survey Data • All schools will have extracurricular activities for the students • All schools will participate in college field trips • Continue to fund one additional school nurse and add two more school nurses • All schools have access to safety for their behavioral needs with access to an additional behavioral specialist for support for the district <p>Student Connections Programs will be added (second Step Pilot, Foster Youth Liaison, Teen Court</p> <p>Continue to provide full time Health Aides (Base .5 LCAP .5)</p> <p>Continue to provide an additional Asst. Principal Continue to contract with Fighting Back Santa Maria</p> | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Sup/Con \$196,000 Obj 5860</p> <p>LCFF Sup/Con Total \$1,225,123 Breakdown is: \$350,000 Obj 1210</p> <p>\$90,000 Obj 5100</p> <p>\$528,000 Obj 2210</p> <p>\$132,000 Obj 1310</p> <p>\$265,000 Obj 5100</p> |
|---|--|---|

LCAP Year 2: 2016 - 2017

| | | | |
|---|---|--|------------------------------|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Positive results on:</p> <ol style="list-style-type: none"> 1) Student Surveys 2) Student participation in extracurricular activities 3) Student attendance | | |
| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |

| | | | |
|---|-----------------|--|---|
| <ul style="list-style-type: none"> • All schools will review California Healthy Kids Survey Data • All schools will have extracurricular activities for the students • All schools will participate in college field trips • Continue to fund one additional school nurse and add two more school nurses <p>All schools have access to safety for their behavioral needs with access to an additional behavioral specialist for support for the district</p> <p>Student Connections Programs will be added (second Step Pilot, Foster Youth Liaison, Teen Court)</p> <p>Continue to provide full time Health Aides (Base .5 LCAP .5)</p> <p>Continue to provide an additional Asst. Principal Continue to contract with Fighting Back Santa Maria</p> | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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:(Specify)_____</p> <hr/> <p>OR:</p> <p><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:(Specify)_____</p> | <p>LCFF Sup/Con \$196,000 Obj 5860</p> <p>LCFF Sup/Con Total \$1,225,123 Breakdown is: \$350,000 Obj 1210</p> <p>\$90,000 Obj 5100</p> <p>\$528,000 Obj 2210</p> <p>\$132,000 Obj 1310</p> <p>\$265,000 Obj 5100</p> |
|---|-----------------|--|---|

LCAP Year 3: 2017 - 2018

| | |
|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Positive results on:</p> <ol style="list-style-type: none"> 1) Student Surveys 2) Student participation in extracurricular activities 3) Student attendance |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|--|
| <ul style="list-style-type: none"> All schools will review California Healthy Kids Survey Data All schools will have extracurricular activities for the students All schools will participate in college field trips Continue to fund one additional school nurse and add two more school nurses All schools have access to safety for their behavioral needs with access to an additional behavioral specialist for support for the district <p>Student Connections Programs will be added (second Step Pilot, Foster Youth Liaison, Teen Court)</p> <p>Continue to provide full time Health Aides (Base .5 LCAP .5)</p> <p>Continue to provide an additional Asst. Principal Continue to contract with Fighting Back Santa Maria</p> | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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:(Specify)_____</p> <hr/> <p>OR:</p> <p><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:(Specify)_____</p> | <p>LCFF Sup/Con \$196,000 Obj 5860</p> <p>LCFF Sup/Con Total \$1,225,123 Breakdown is: \$350,000 Obj 1210</p> <p>\$90,000 Obj 5100</p> <p>\$528,000 Obj 2210</p> <p>\$132,000 Obj 1310</p> <p>\$265,000 Obj 5100</p> |

| | | |
|--------------|---|---|
| <p>GOAL:</p> | <p>Increase Parent Sense of Safety and School Connectedness</p> | <p>Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p> |
|--------------|---|---|

| Identified Need : | Based on parent surveys and request there is a need to increase parents sense of safety, education opportunities and parent participation in school or district meetings. | | |
|---|---|--|--|
| Goal Applies to: | Schools: ALL | | |
| | Applicable Pupil Subgroups: ALL | | |
| LCAP Year 1: 2015 - 2016 | | | |
| Expected Annual Measurable Outcomes: | Parent surveys Parent participation in school or district meetings | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> 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 Add two bilingual Healthy Start Advocates to connect families to services for basic needs An additional Special Education Interpreter will be hired for district support of parents of special education students Special Education Clerk to assist parents of special education students with communication Additional ASES classes/slots added to various sites: Jiménez, Bruce, Tunnell and Los Adobes de Maria. | 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:(Specify)_____ | LCFF Sup/Con \$652,000 Breakdown: \$110,000 Obj 5100 \$406,000 Obj 2210 \$136,000 Obj 2410 \$192,500 Obj 5100 |
| Fund additional parenting classes | LEA Wide | <input checked="" type="checkbox"/> ALL | LCFF Rev |

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

\$388,000
 Obj 1140
 Obj 4300

LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes:

Parent surveys
 Parent participation in school or district meetings

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|--|
| <ul style="list-style-type: none"> 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 Add two bilingual Healthy Start Advocates to connect families to services for basic needs An additional Special Education Interpreter will be hired for district support of parents of special education students Special Education Clerk to assist parents of special education students with communication Additional ASES classes/slots added to various sites: Jiménez, Bruce, Tunnell and Los Adobes de Maria. | 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:(Specify)_____ | LCFF Sup/Con \$652,000 Breakdown: \$110,000 Obj 5100 \$406,000 Obj 2210 \$136,000 Obj 2410 \$192,500 Obj 5100 |
| | LEA Wide | <input checked="" type="checkbox"/> ALL | LCFF Rev |

| Fund additional parenting classes | 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:(Specify)_____ | \$388,000 Obj 1140 Obj 4300 | |
|---|---|--|--|
| LCAP Year 3: 2017-2018 | | | |
| Expected Annual Measurable Outcomes: | Parent surveys Parent participation in school or district meetings | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> 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. Add two bilingual Healthy Start Advocates to connect families to services for basic needs An additional Special Education Interpreter will be hired for district support of parents of special education students Special Education Clerk to assist parents of special education students with communication Additional ASES classes/slots added to various sites: Jiménez, Bruce, Tunnell and Los Adobes de Maria | 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:(Specify)_____ | LCFF Sup/Con \$652,000 Breakdown: \$110,000 Obj 5100 \$406,000 Obj 2210 \$136,000 Obj 2410 \$192,500 Obj 5100 |
| Fund additional parenting classes | LEA Wide | <input checked="" type="checkbox"/> ALL | LCFF Rev |

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

\$388,000
 Obj 1140
 Obj 4300

GOAL: 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 : Specify _____

Identified Need : Increase Staff sense of connectedness through participation in school and/or district committees.

Goal Applies to: Schools: ALL
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015 - 2016

Expected Annual Measurable Outcomes: Staff survey and staff participation in school and district committees

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|---------------------------------|
| <ul style="list-style-type: none"> 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 Staff will receive safety brochure annually | 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:(Specify)_____ | LCFF Rev \$1,000 Obj 4300 |

LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes: Staff survey and staff participation in school and district committees

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|-----------------------|
| <ul style="list-style-type: none"> Staff will have the opportunity to participate | LEA Wide | <input checked="" type="checkbox"/> ALL | LCFF Rev |

| | | |
|--|--|---------------------|
| in the California Healthy Kids Survey every other year and those results will be shared with school sites • Staff will receive safety brochure annually | OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | \$1,000 Obj 4300 |
|--|--|---------------------|

LCAP Year 3: 2017 - 2018

| Expected Annual Measurable Outcomes: | Staff survey and staff participation in school and district committees | | |
|---|--|---|---------------------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> 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 Staff will receive safety brochure annually | LEA Wide | ___x___ ALL <hr style="border-top: 1px dashed black;"/> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | LCFF Rev \$1,000 Obj 4300 |

| | | |
|-------|--|--|
| GOAL: | 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 : Specify _____ |
|-------|--|--|

| | | | |
|-------------------|--|---|--|
| Identified Need : | To increase parent input in their child's education. | | |
| Goal Applies to: | Schools: ALL | Applicable Pupil Subgroups: Unduplicated pupils | |

LCAP Year 1: 2015- 2016

| Expected Annual Measurable Outcomes: | Parent site surveys or focus groups. | | |
|--|--------------------------------------|--|-----------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| School sites will provide a series of parent | Unduplica | ___ALL | |

| | | |
|---|------------|---|
| education programs that relate to topics of interest to parents | ted pupils | 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:(Specify) <input type="checkbox"/> Unduplicated pupils |
|---|------------|---|

LCAP Year 2: 2016 - 2017

| | |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | Parent input from site surveys or focus groups. |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|---------------------|--|-----------------------|
| School sites will provide a series of parent education programs that relate to topics of interest to parents | Unduplicated pupils | <input type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> OR: <input checked="" 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:(Specify) <input type="checkbox"/> Unduplicated pupils | |

LCAP Year 3: 2017 - 2018

| | |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | Parent input from site surveys or focus groups. |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|-----------------------|
| School sites will provide a series of parent | Unduplica | <input type="checkbox"/> ALL | |

| | | |
|--|--|--|
| education programs that relate to topics of interest to parents. | ted pupils | OR: <input checked="" 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:(Specify) _____ <u>Unduplicated pupils</u> |
| GOAL: | 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__ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____ |
| Identified Need : | 49.9% of English learners made annual progress in learning English in the 2014-15 school year. Our district did not meet the annual target of 60.5%. Our English learners need additional ELD interventions and supplemental programs to help them learn English and acquire English language proficiency. | |
| Goal Applies to: | Schools: ALL Applicable Pupil Subgroups: ELL | |
| LCAP Year 1: 2015 - 2016 | | |
| Expected Annual Measurable Outcomes: | 62% of English learners will make annual progress in learning English. | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service |
| Purchase ELD supplemental materials for all | _____ | __ALL |
| | | Budgeted Expenditures \$250,000 |

| | | | |
|--|-----------------|---|--|
| <p>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:</p> <ul style="list-style-type: none"> • Imagine Learning English • 3D English • Carrousel of Ideas <p>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</p> | | <p>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:(Specify)_____</p> | <p>LCFF Sup/Con (CPO) Obj 4100, 4200, 4310</p> |
| <p>Provide professional development on ELD</p> | <p>LEA Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> | <p>\$700,000</p> |

| | | | |
|--|-----------------|---|---|
| <p>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.</p> <p>Our district will continue providing professional development on research-based strategies for Integrated ELD and Designated ELD.</p> <p>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:</p> <ul style="list-style-type: none"> ▪ Before/After School ▪ Extended Day ▪ Saturday School ▪ Summer School ▪ Winter/Spring Intersession | <p>LEA Wide</p> | <p>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:(Specify)_____</p> | <p>LCFF Sup/Con (CPO) Obj 1110 & 4300</p> |
| <p>Additional Intervention Teachers, Teacher Tutors,</p> | <p>LEA wide</p> | <p><input type="checkbox"/> ALL</p> | <p>\$1,700,000</p> |

| | | | |
|--|-----------------|--|---|
| <p>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.</p> <p>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 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>LEA Wide</p> | <p>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:(Specify) _____</p> | <p>Sup/Con LCFF – Base Sites Obj 1110 & 2210</p> <p>\$420,000 LCFF Sup/con (CPO) obj 1160, 2120,4200 Mgt 3550</p> |
|--|-----------------|--|---|

LCAP Year 2: 2016 - 2017

| | | | |
|--|---|--|------------------------------|
| <p>Expected Annual Measurable Outcomes:</p> | <p>62% of English learners will make annual progress in learning English.</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>Purchase ELD supplemental materials for all</p> | | <p><input type="checkbox"/> ALL</p> | <p>\$250,000</p> |

| | | | |
|--|-----------------|---|--|
| <p>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:</p> <ul style="list-style-type: none"> • Imagine Learning English • 3D English • Carrousel of Ideas <p>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</p> | | <p>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:(Specify)_____</p> | <p>LCFF Sup/Con (CPO) Obj 4100, 4200, 4310</p> |
| <p>Provide professional development on ELD</p> | <p>LEA Wide</p> | <p><input type="checkbox"/> ALL</p> | <p>\$700,000</p> |

| | | | |
|--|-----------------|---|---|
| <p>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.</p> <p>Our district will continue providing professional development on research-based strategies for Integrated ELD and Designated ELD.</p> <p>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:</p> <ul style="list-style-type: none"> ▪ Before/After School ▪ Extended Day ▪ Saturday School ▪ Summer School ▪ Winter/Spring Intersession | <p>LEA Wide</p> | <p>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:(Specify)_____</p> | <p>LCFF Sup/Con (CPO) Obj 1110 & 4300</p> |
| <p>Additional Intervention Teachers, Teacher Tutors,</p> | <p>LEA wide</p> | <p><input type="checkbox"/> ALL</p> | <p>\$1,700,000</p> |

| | | | |
|--|-----------------|---|---|
| <p>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.</p> <p>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 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>LEA Wide</p> | <p>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:(Specify)_____</p> | <p>Sup/Con LCFF – Base Sites Obj 1110 & 2210</p> <p>\$420,000 LCFF Sup/con (CPO) obj 1160, 2120,4200 Mgt 3550</p> |
|--|-----------------|---|---|

LCAP Year 3: 2017 - 2018

| <p>Expected Annual Measurable Outcomes:</p> | <p>62% of English learners will make annual progress in learning English.</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>Purchase ELD supplemental materials for all</p> | <p>LEA</p> | <p><input type="checkbox"/> ALL</p> | <p>\$250,000</p> |

| | | | |
|--|-----------------|---|--|
| <p>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:</p> <ul style="list-style-type: none"> • Imagine Learning English • 3D English • Carrousel of Ideas <p>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</p> | <p>Wide</p> | <p>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:(Specify)_____</p> | <p>LCFF Sup/Con (CPO) Obj 4100, 4200, 4310</p> |
| <p>Provide professional development on ELD</p> | <p>LEA Wide</p> | <p><input type="checkbox"/> ALL</p> | <p>\$700,000</p> |

| | | | |
|--|-----------------|---|---|
| <p>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.</p> <p>Our district will continue providing professional development on research-based strategies for Integrated ELD and Designated ELD.</p> <p>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:</p> <ul style="list-style-type: none"> ▪ Before/After School ▪ Extended Day ▪ Saturday School ▪ Summer School ▪ Winter/Spring Intersession | | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>LCFF Sup/Con (CPO) Obj 1110 & 4300</p> |
| <p>Additional Intervention Teachers, Teacher Tutors,</p> | <p>LEA Wide</p> | <p><input type="checkbox"/> ALL</p> | <p>\$1,700,000</p> |

| | | |
|--|---|--|
| <p>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.</p> <p>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 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>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:(Specify)_____</p> | <p>Sup/Con LCFF – Base Sites Obj 1110 & 2210</p> <p>\$420,000 LCFF Sup/con (CPO) obj 1160, 2120,4200 Mgt 3550</p> |
|--|---|--|

| | | |
|--|---|---|
| <p>GOAL:</p> | <p>English learners meet Annual Measurable Achievement Objective 2 (AMAO 2) - Attaining English Proficiency Level</p> | <p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p> |
| <p>Identified Need :</p> | <p>Increase progress towards English Language Proficiency for EL's. Our English learners need additional ELD interventions and support programs to attain English proficiency. Below are the results from last year:</p> <ul style="list-style-type: none"> • 42% of English learners with five or more years in school attained English proficiency in 2014-15. Our district did not meet the target of 50.9%. • 12.7% of English learners with less than five years in school attained English proficiency in 2014-15. Our district did not meet the target of 24.2%. | |
| <p>Goal Applies to:</p> | <p>Schools: ALL Applicable Pupil Subgroups: ELL</p> | |
| <p>LCAP Year 1: 2015 - 2016</p> | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>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.</p> | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| <p>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:</p> <ul style="list-style-type: none"> • Imagine Learning English • 3D English ▪ Carrousel of Ideas | | <p><u> </u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><u> </u> Low Income pupils <u> x </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p> | <p>\$ 94,000 Title I & LCFF-Base Sup/Con (CPO) Obj 4200</p> |
| <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. | | <p><u> </u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><u> </u> Low Income pupils <u> x </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p> | <p>\$60,000 LCFF Supp/Conc. (Sites) Obj 5200</p> |

| | | | |
|---|--|---|---|
| <p>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:</p> <ul style="list-style-type: none"> ▪ Before/After School ▪ Extended Day ▪ Saturday School ▪ Summer School ▪ Winter/Spring Intersession <p>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.</p> | | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$900,000 Title I-C Obj 5100 Obj 1110</p> <p>\$100,000 McKinney- Vento Federal Rev Obj 5860 Obj 1160</p> <p>\$900,000 LCFF Suppl/Conc (Sites) Obj 1110 Obj 2210</p> <p>\$500,000 Title I-A Obj 1110 Obj 2210</p> |
|---|--|---|---|

LCAP Year 2: 2016-2017

| | | | |
|--|--|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>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.</p> | | |
| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
| <p>Purchase ELD supplemental materials for all</p> | <p>LEA wide</p> | <p><input type="checkbox"/> ALL</p> | <p>\$ 94,000</p> |

| | | | |
|---|-----------------|---|---|
| <p>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:</p> <ul style="list-style-type: none"> • Imagine Learning English • 3D English ▪ Carrousel of Ideas | | <p>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:(Specify)_____</p> | <p>Title I & LCFF-Base Sup/Con (CPO) Obj 4200</p> |
| <p>Provide professional development on ELD</p> | <p>LEA wide</p> | <p><input type="checkbox"/> ALL</p> | <p>\$60,000</p> |

| | | | |
|---|-----------------|---|---|
| <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. | <p>LEA wide</p> | <p>OR: <input type="checkbox"/> Low Income pupils x <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>___ALL</p> | <p>LCFF Supp/Conc. (Sites) Obj 5200</p> <p>\$900,000</p> |
| <p>Provide additional supplemental programs and</p> | | | |

| | | | |
|--|-----------------|---|--|
| <p>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:</p> <ul style="list-style-type: none"> ▪ Before/After School ▪ Extended Day ▪ Saturday School ▪ Summer School ▪ Winter/Spring Intersession <p>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.</p> | <p>LEA Wide</p> | <p>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:(Specify)_____</p> | <p>Title I-C Obj 5100 Obj 1110</p> <p>\$100,000 McKinney- Vento Federal Rev Obj 5860 Obj 1160</p> <p>\$900,000 LCFF Suppl/Conc (Sites) Obj 1110 Obj 2210</p> <p>\$500,000 Title I-A Obj 1110 Obj 2210</p> |
|--|-----------------|---|--|

LCAP Year 3: 2017-2018

| | | | |
|---|---|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>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.</p> | | |
| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> <p>__ALL</p> | <p>Budgeted Expenditures</p> <p>\$ 94,000</p> |

| | | |
|---|---|---|
| <p>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:</p> <ul style="list-style-type: none"> • Imagine Learning English • 3D English ▪ Carrousel of Ideas | <p>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:(Specify)_____</p> | <p>Title I & LCFF-Base Sup/Con (CPO) Obj 4200</p> |
| <p>Provide professional development on ELD</p> | <p><input type="checkbox"/> ALL</p> | <p>\$60,000</p> |

| | | |
|---|--|---|
| <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils x <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>LCFF Supp/Conc. (Sites) Obj 5200</p> |
| <p>Provide additional supplemental programs and</p> | <p><input type="checkbox"/> ALL</p> | <p>\$900,000</p> |

| | | |
|--|---|---|
| <p>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:</p> <ul style="list-style-type: none"> ▪ Before/After School ▪ Extended Day ▪ Saturday School ▪ Summer School ▪ Winter/Spring Intersession <p>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.</p> | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Title I-C Obj 5100 Obj 1110</p> <p>\$100,000 McKinney- Vento Federal Rev Obj 5860 Obj 1160</p> <p>\$900,000 LCFF Suppl/Conc (Sites) Obj 1110 Obj 2210</p> <p>\$500,000 Title I-A Obj 1110 Obj 2210</p> |
|--|---|---|

| | | |
|--------------------------|--|--|
| <p>GOAL:</p> | <p>English Learners are Reclassified as Fluent English Proficient (RFEP)</p> | <p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p> |
| <p>Identified Need :</p> | <p>Increase the annual rate of English Learner students to fluent English Proficient. 7% of English learners were reclassified as Fluent English Proficient last year. Most English learners are not meeting the reclassification criteria for English Language Arts. Our English learner population needs additional academic support to be reclassified and access the common core subjects.</p> | |
| <p>Goal Applies to:</p> | <p>Schools: ALL</p> | |

| Applicable Pupil Subgroups: ELL's | | | |
|---|--|--|---|
| LCAP Year 1: 2015-2016 | | | |
| Expected Annual Measurable Outcomes: | 12% of English learners will be reclassified as Fluent English Proficient. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Purchase ELD/ELA and math supplemental materials to provide additional interventions for English learners and accelerate their reclassification, including: <ul style="list-style-type: none"> • 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 ▪ IXL Interactive ELA and Math Subscriptions. | LEA wide | <input type="checkbox"/> ALL | \$120,000 LCFF Suppl/Conc. (Sites) |
| | | 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:(Specify)_____ | \$60,000 LCFF- Sup/Con (site base) (CPO) |
| | | | \$40,000 Title I-A \$40,000 Title I-C All above are Obj 4100,4200,4310 |
| Targeted ELA and Math interventions will be | LEA wide | <input type="checkbox"/> ALL | \$500,000 |

| | | | |
|---|-----------------|---|--|
| <p>provided for English Learners outside of the school day to accelerate their reclassification, including:</p> <ul style="list-style-type: none"> • Extended Day • Before/After School • Saturday School • Summer School ▪ Winter/Spring Intersession | | <p>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:(Specify)_____</p> | <p>LCFF Base & Supp/Conc. (CPO & Sites) \$100,000 Title I-A (CPO & Sites) \$1,200,000 Title I-C (Migrant) \$1,923,502 ASES Obj 1310,2410,5 100,5860 \$184,616 Hourly Program All of the above are Obj 1110 Obj 4300</p> |
| <p>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.</p> | <p>LEA wide</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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$10,000 LCFF Rev (CPO) Obj 2210</p> |

LCAP Year 2: 2016-2017

| Expected Annual Measurable Outcomes: | 12% of English learners will be reclassified as Fluent English Proficient. | | |
|---|--|--|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Purchase ELD/ELA and math supplemental materials to provide additional interventions for English learners and accelerate their reclassification, including: <ul style="list-style-type: none"> • 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 ▪ IXL Interactive ELA and Math Subscriptions. | LEA wide | __ALL ----- OR: __Low Income pupils x __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | \$120,000 LCFF Suppl/Conc. (Sites) \$60,000 LCFF- Sup/Con (site base) (CPO) \$40,000 Title I-A \$40,000 Title I-C All above are Obj 4100,4200,4 310 |
| Targeted ELA and Math interventions will be | LEA wide | __ALL | \$500,000 |

| | | | |
|---|-----------------|---|---|
| <p>provided for English Learners outside of the school day to accelerate their reclassification, including:</p> <ul style="list-style-type: none"> • Extended Day • Before/After School • Saturday School • Summer School ▪ Winter/Spring Intersession | | <p>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:(Specify)_____</p> | <p>LCFF Base & Supp/Conc. (CPO & Sites) \$100,000 Title I-A (CPO & Sites) \$1,200,000 Title I-C (Migrant) \$1,923,502 ASES Obj 1310,2410,5 100,5860 \$184,616 Hourly Program All of the above are Obj 1110 Obj 4300</p> |
| <p>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.</p> | <p>LEA wide</p> | <p>___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:(Specify)_____</p> | <p>\$10,000 LCFF Rev (CPO) Obj 2210</p> |

LCAP Year 3: 2017-2018

| Expected Annual Measurable Outcomes: | 12% of English learners will be reclassified as Fluent English Proficient. | | |
|---|--|--|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Purchase ELD/ELA and math supplemental materials to provide additional interventions for English learners and accelerate their reclassification, including: <ul style="list-style-type: none"> • 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 ▪ IXL Interactive ELA and Math Subscriptions. | LEA wide | __ALL ----- OR: __Low Income pupils x __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | \$120,000 LCFF Suppl/Conc. (Sites) \$60,000 LCFF- Sup/Con (site base) (CPO) \$40,000 Title I-A \$40,000 Title I-C All above are Obj 4100,4200,4 310 |
| Targeted ELA and Math interventions will be | LEA wide | __ALL | \$500,000 |

| | | | |
|---|-----------------|---|---|
| <p>provided for English Learners outside of the school day to accelerate their reclassification, including:</p> <ul style="list-style-type: none"> • Extended Day • Before/After School • Saturday School • Summer School ▪ Winter/Spring Intersession | | <p>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:(Specify)_____</p> | <p>LCFF Base & Supp/Conc. (CPO & Sites) \$100,000 Title I-A (CPO & Sites) \$1,200,000 Title I-C (Migrant) \$1,923,502 ASES Obj 1310,2410,5 100,5860 \$184,616 Hourly Program All of the above are Obj 1110 Obj 4300</p> |
| <p>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.</p> | <p>LEA wide</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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$10,000 LCFF Rev (CPO) Obj 2210</p> |

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

Annual Update

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

Guiding Questions:

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

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

| | | | | |
|---|--|--|--|----------------------|
| Original GOAL from prior year LCAP: | 100% of all teachers are appropriately credentialed and assigned | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: ALL | Applicable Pupil Subgroups: ALL | | |
| Expected Annual Measurable Outcomes: | The total number and percentage of fully credentialed teachers 1) Compliance with commission on Teacher Credential audit 2) District Annual review of class and course assignment 3) County Office of Education Williams Act review | | Actual Annual Measurable Outcomes: | 100% Fully Qualified |
| LCAP Year: 2014 - 2015 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | | Budgeted Expenditures | Estimated Actual Annual Expenditures | |
| <ul style="list-style-type: none"> ▪ Human resources reviews all teacher assignments at the beginning of the school year | | N/A | <ul style="list-style-type: none"> ▪ 100% of the teachers were fully credentialed in their appropriate assignment | |
| 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:(Specify)_____ | | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)_____ | |

| | | | | | |
|--|----------|---|--|----------|--|
| <ul style="list-style-type: none"> Continue past practices | | N/A | <ul style="list-style-type: none"> Teachers were screened and hired based on appropriate credentialing for assignment | | 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:(Specify)_____ | | | <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:(Specify)_____ | | |
| <ul style="list-style-type: none"> Continue the Teacher Induction Program (TIP) and provide mentors for new teachers | | \$75,000 Locally Restricted General Fund | <ul style="list-style-type: none"> All first and second year teachers participated in the Teacher Induction Program and were assigned a mentor | | \$68,608.00 000 Locally Restricted General Fund |
| 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:(Specify)_____ | | | <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:(Specify)_____ | | |
| <ul style="list-style-type: none"> Continue to evaluate current practices | | N/A | <ul style="list-style-type: none"> SMBSD provided our first and second year teachers with the opportunity to participate in TIP | | N/A |
| <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:(Specify)_____ | | | <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:(Specify)_____ | | |

| | |
|---|--|
| <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>The Santa Maria Bonita School District will continue to seek fully qualified teachers. As a result of the Teacher Induction Program, they will continue to have their first and second year teachers participate. SMBSD will also utilize Ed Join to recruit new teachers and review all teacher assignments.</p> |
|---|--|

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

| | | | |
|---|---|---|--|
| <p>Original GOAL from prior year LCAP:</p> | <p>The District will complete an assessment of facility needs to determine where investments in additional staff and the major facilities systems are required to maintain appropriate conditions of learning</p> | <p>Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p> | |
| <p>Goal Applies to:</p> | <p>Schools: ALL Applicable Pupil Subgroups: ALL</p> | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>School facilities are maintained in good repair, Annual Facilities Inspection Tool (FIT), Williams Act Review</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>FIT results 14 Exemplary Schools, 5 Good Schools. Williams Act Review Results, 18 Exemplary Schools, 1 Good School.</p> |
| <p>LCAP Year: 2014 - 2015</p> | | | |
| <p>Planned Actions/Services</p> | | <p>Actual Actions/Services</p> | |
| | <p>Budgeted Expenditures</p> | | <p>Estimated Actual Annual Expenditures</p> |
| <p>Review plan and adjust as needed.</p> | <p>N/A</p> | <p>Additional time is needed in evaluating the lead custodian position as it was added late in the year. Additional plumbing position served to cut response times in this critical trade by 50%. Grounds positions continue to serve with 4 teams and a project crew. Continuous monitoring and evaluation will be required.</p> | <p>N/A</p> |

| | | | | | |
|--|----------|--|--|----------|---|
| Scope of service: | LEA Wide | | Scope of service: | LEA wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Consider investing in additional services as needed to address the conditions of both existing and new school sites. This may include but is not limited to: Custodians Lead Custodians Plumber Grounds Workers Maintenance Workers Budget routine restricted maintenance at 3% of General Fund expenditures Budger Deferred maintenance Investment at .5% of General Fund expenditures | | \$810,348 \$4,668,000 LCFF Rev. | An additional plumber position was added during the year as were two additional grounds workers. The District has entered into agreements to complete assessments of all of the roofs in the District and all of the landscape. Additionally projects are being developed to protect the exteriors at Arellanes, Bonita and Alvin as the District has engaged its architect to develop the bid specifications for school wide painting at these sites. To provide safer playfields and athletic fields, the District hired 2 additional grounds workers. To provide additional assurance that plumbing systems continue to operate properly as the growing student population applies additional strain on infrastructure, an additional plumber was hired to assist in addressing work orders in a more timely fashion. | | \$511,135 LCFF Sup/Con \$4,216,434 LCFF Rev. |
| 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:(Specify)_____

OR:
 ___ Low Income pupils ___ English Learners
 ___ Foster Youth ___ Redesignated fluent English proficient
 ___ Other Subgroups:(Specify)_____

| | |
|--|--|
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Additional evaluations of preventive maintenance steps, potential specialty positions and team configurations will continue to be evaluated for piloting or implementation. In addition, providing the equipment needed for additional staff needs to be evaluated as far as small tools, large equipment and vehicles to be sure investments are most effective upon their incorporation. |
|--|--|

| | | |
|--------------------------------------|---|--|
| 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__ x 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: | Schools: ALL Applicable Pupil Subgroups: ALL | |
| Expected Annual Measurable Outcomes: | Board public hearing and resolution certifying that the district has sufficient textbooks and instructional materials that were aligned to the content standards evidenced by Williams Report Findings. | Actual Annual Measurable Outcomes: A Board public hearing and resolution certifying that the district has sufficient textbooks and instructional materials that are aligned to the content standards was evidence by the Williams Report Findings on September 10, 2014. |
| LCAP Year: 2014 -2015 | | |
| Planned Actions/Services | | Actual Actions/Services |
| | Budgeted Expenditures | Estimated Actual Annual Expenditures |

| | | | |
|---|---|--|--|
| <p>Adopt and purchase new textbooks and instructional materials as new curriculum frameworks are adopted by the state board.</p> | <p>\$1,198,000 General Fund Unrestricted & Restricted Lottery</p> | <p>Copies of the Engage NY Math Modules were made for teachers in grades TK – 8th grade.</p> <p>Student copies were made for all students.</p> <p>Teachers piloted 2 math programs for elementary and Jr. High.</p> | <p>\$43,967 General Fund Unrestricted Res 0715</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>A math pilot program took place and math textbooks will be purchased. There continues to be a need to purchase CCSS aligned materials for English Language Arts and English Language Development. We will continue to ensure 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.</p> | | |

| | | |
|--|--|--|
| <p>Original GOAL from prior year LCAP:</p> | <p>All students have access to a broad course of study that includes all of the subject areas.</p> | <p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____</p> |
| <p>Goal Applies to:</p> | <p>Schools: ALL</p> | <p>Applicable Pupil Subgroups: ALL</p> |

| | | | |
|---|--|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>The total number and percentage of teacher professional development completed, lesson plans, courses offered.</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>All students in Kindergarten through 6th grade received Children’s Creative Project. All Jr. Highs were updated with new PITSCO Software. The Board approved the piloting of a Dual Immersion Program. GATE Strategies and professional development was provided to all sites that requested it. Teachers attended various conferences on GATE, AVID, Social Studies, PE, and site visitation related to Dual Immersion Programs. Technology: Total number of PD hours in 2013 -14 316 hours 3 % Total number of PD hours in 2014-15 8820 hours 37 % Number of PD offerings in district 2013-14: 4 offerings Number of PD offerings in district: 2014-15: 36 offerings Science Total number of PD hours in 2013 -14 97 hours 1 % Total number of PD hours in 2014-15 350 hours 1.4 % Number of PD offerings in district 2013-14: 0 offerings Number of PD offerings in district: 2014-15: 7 offerings Social Studies Total number of PD hours in 2013 -14 65 hours .69 % Total number of PD hours in 2014-15 655 hours 2.78% Number of PD offerings in district 2013-14: 0 offerings Number of PD offerings in district: 2014-15: 12 offerings</p> <p style="text-align: right;">9/18/2015 1:57 PM</p> |
|---|--|---|---|

| LCAP Year: 2014-2015 | | | |
|-----------------------------|-----------------------|-------------------------|--------------------------------------|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| | | | |

| | | | |
|--|---|---|--|
| <p>Continue current practice adding one or more courses to broaden course of study as appropriate. These include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Family and Computer Science 2. Visual and Performing Arts Standards (Children’s Creative Project) 3. Next Generation Science Standards (NGSS) 4. Gifted and Talented Education 5. AVID 6. Social Studies 7. PE Standards 8. StemTech Lab 9. Dual Immersion Task Force | <p>\$1,048,977 LCFF Sup/Con</p> | <p>The Children’s Creative Project delivered two different strands of arts to all Elementary Sites. Some elementary sites provided additional art classes.</p> <p>The Dual Immersion Task Force was formed: -Members attended state conferences and informational meetings to develop a Master Plan Plan - Consultants were hired to assist with the development of the Master Plan for the Dual Immersion Program</p> <p>No family and computer science courses were put in place</p> <p>Gifted and Talented Education Professional Development was provided and 28 teachers attended the state conference</p> <p>Teachers attended had the opportunity to attend some of the following conferences: AVID Social Studies Conference NGSS Roll out</p> <p>STEM Tech Labs were updated at the Jr. Highs</p> <p>4 PE Teachers were added beginning in December. They each teach PE to 5th and 6th graders at two schools. A total of 8/15 schools are receiving services. Students are making excellent progress.</p> | <p>\$1,065,279 LCFF Sup/Con</p> <p>\$100,837 LCFF Sup/Conc (sites)</p> <p>Art supplies \$0</p> <p>Technology/ Conference \$129, 772</p> <p>LCFF Sup/Cons</p> |
|--|---|---|--|

| | | | |
|---|------------------------------|---|------------------------------|
| 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:(Specify)_____ | | 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:(Specify)_____ | |
| *SBCEO Jr. High at Risk Class | \$120,000 LCFF Sup/Con | Former SMBSD students are enrolled at Pete Fitzgerald school receiving instruction in a smaller setting with academic and counseling services | \$125,000 LCFF Sup/Con |
| 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:(Specify)_____ | | 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:(Specify)_____ | |

| | | | | | |
|---|----------|---|---|----------|---|
| Professional development will be provided by the District, County, CDE and other outside agencies. These include webinars and technology based learning. | | \$1,774,488 LCFF Sup/Con Title I Title II ASES Common Core Res 7405 | Professional development was provided by the District, County, CDE and other outside agencies. These included webinars and technology based learning. 141 Teachers and administrators attended conferences and workshops outside of the district. | | \$1,606,255 LCFF Sup/Con Title I Title II ASES Common Core Res 7405 \$55,042 LCFF Sup/Con (Sites) \$71, 374 LCFF Base (EIA-LEP) \$62,907 Title I-A |
| Scope of service: | LEA wide | | Scope of service: | LEA wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |

| | | | |
|---|---------------------------------------|--|---|
| <p>Continue the use of Teachers on Special Assignment to:</p> <ol style="list-style-type: none"> 1. Support all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Support administrators 5. Provide individual support to teachers 6. Provide support to leadership teams | <p>\$285,000 LCFF Sup/Con</p> | <p>Teachers on Special Assignment:</p> <ul style="list-style-type: none"> • Supported teachers in the CCSS • Provided staff development • Assisted with placement of students • Supported administrators • Provided individual support to teachers • Provided support to lead learners | <p>\$258,618 LCFF Sup/Con</p> |
| <p>Scope of service: LEA wide</p> | | <p>Scope of service: LEA wide</p> | |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |
| <p>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:(Specify)_____</p> | | <p>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:(Specify)_____</p> | |
| <p>Purchase more musical instruments/replacements for students and sheet music for teachers</p> <p>Purchase more art supplies/replacements</p> | <p>\$60,000 LCFF Sup/Con</p> | <p>A variety of instruments were purchased to replace old instruments.</p> <p>Art supplies were purchased to support Children’s Creative Project.</p> | <p>\$59,991 LCFF Sup/Con</p> <p>\$27,165 LCFF Sup/Con (Sites)</p> |
| <p>Scope of service: LEA wide</p> | | <p>Scope of service: LEA wide</p> | |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |

| | | | |
|---|--|---|---|
| <p>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:(Specify)_____</p> | <p>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:(Specify)_____</p> | | |
| <p>There is a need to hire:</p> <ol style="list-style-type: none"> 1. Additional curriculum subs 2. Teachers on Special Assignment 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development (continue to explore the phasing this in by grade/content) 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development <p>Add materials, technology and attend conferences to support the above courses.</p> | <p>\$1,229,860 LCFF Sup/Con</p> | <p>The following were hired:</p> <ol style="list-style-type: none"> 1. Additional curriculum subs 2. Teachers on Special Assignment 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development (continue to explore the phasing this in by grade/content) 6. Two additional full time computer lab technicians were hired, 16 staff were increased from part time to full time, and one part time was hired at one elementary site. 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration <p>Funding was provided to: add materials, technology and attend conferences to support the above courses</p> | <p>\$1,153,542 LCFF Sup/Con</p> <p>\$72,273 LCFF Base (EIA- LEP</p> <p>\$538,224 Title I-A</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</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |

| | | | | |
|---|----------|---|--|---|
| 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:(Specify)_____ | | 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:(Specify)_____ | | |
| Provide release time and/or stipends for each of the following, but are not limited to these: <ul style="list-style-type: none"> Teacher/staff trainings/teacher tutors/classified staff/ASES Curriculum development Observations/lesson study | | \$57,049 LCFF Sup/Con | Release time/stipends was provided to each of the following: <ol style="list-style-type: none"> Teacher/staff trainings/teacher tutors/classified staff/ASES Curriculum development Observations/lesson study | \$56,712 LCFF Sup/Con |
| Scope of service: | LEA wide | Scope of service: | | LEA wide |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | | |
| Special Education Continued PD for Special Education Teachers in strategies for Behavior Modification and time on task. | | \$106,230 Special Education | 26 teachers and administrators attended workshops and conferences outside of the district, including the following: <ol style="list-style-type: none"> CARS Organization for Special Ed Creating Responsive Environments R.E.A.L. Training SBCEO SELPA Training Autism training | \$81,618 Special Education \$6,951 LCFF Base (EIA-LEP) \$3,295 Title I-A |
| Evaluate on an as-needed basis to support each of the above courses | | Teachers are requesting to have more training specifically for Special Education. | | |
| Scope of service: | LEA wide | Scope of service: | | LEA wide |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | | |
| Provide Preschool support for early learning education for students based on Preschool Foundations that support the common standards. | | \$148,000 LCFF Sup/Con | SMBSD provided professional development on Preschool Foundations that support the state standards. | \$94,945 LCFF Sup/Con |
| Scope of service: | LEA wide | | Scope of service: | LEA wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | Based on a review of this year through surveys and data collection, we will continue to support each of the following by providing district services and/or supporting each of the areas in attending workshops, conferences, outside specialist, site visitations and webinars. <ol style="list-style-type: none"> 1. Visual and Performing Arts Standards (Children’s Creative Project) 2. Next Generation Science Standards 3. Gifted and Talented Education 4. AVID 5. Social Studies 6. PE Standards 7. Dual Immersion Task Force 8. Preschool Support with instructional aides and training 9. Special Education Professional Development support 10. Consider hiring a Special Education Program Specialist | | |

| | | |
|---|---|--|
| 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 : Specify _____ |
| Goal Applies to: | Schools: | ALL |
| | Applicable Pupil Subgroups: | ALL |

| | | | |
|---|--|---|--|
| <p>Expected Annual Measurable Outcomes:</p> | <p>The total number and percentage of teacher professional development completed, courses and assessments modified to align with Academic Content and Progress Standards adopted by the State Board</p> <p>Number/Percentage of teachers and administrators trained in the CCSS modules in ELA/ELD.</p> <p>Pupil performance on common formative assessments at grade level in English language arts</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>A small percentage of teachers/administrators attended trainings in the ELA/ELD Framework throughout the state.</p> <p>No assessments were modified at this time to align with Academic content. Some of the Interim assessments were explored at a few sites.</p> <p>All administrators received a 2 hour overview on the ELA/ELD Framework provided by District TOSA's and power points provided by the CDE.</p> <p>425 teachers in the district received an initial overview of some of the elements on Close Reading and Collaborative Conversations related to the State Standards in ELA/Literacy, along with 6 hours of training</p> <p>Total number of PD hours in 2013 -14 3,071 hours 33%</p> <p>Total number of PD hours in 2014-15 5,979 hours 25%</p> <p>Number of PD offerings in district 2013-14: 19 offerings</p> <p>Number of PD offerings in district: 2014-15: 58 offerings</p> |
| <p>LCAP Year: 2014 - 2015</p> | | | |
| <p>Planned Actions/Services</p> | | <p>Actual Actions/Services</p> | |
| | <p>Budgeted Expenditures</p> | | <p>Estimated Actual Annual Expenditures</p> |

| | | | |
|---|--|---|---|
| <p>Professional development will be provided by the District, County, CDE and other outside agencies. These include webinars and technology based learning on, but are not limited to:</p> <ol style="list-style-type: none"> 1. An awareness of the ELA/ELD Framework 2. An understanding of the different shifts in ELA and what it looks like (target a specific shift) 3. Close Reading 4. ELD Language Demands 5. Vocabulary 6. Writing 7. Performance Tasks 8. High Quality Text 9. Listening and Speaking 10. Technology integration | <p>\$1,774,488 LCFF Sup/Con Title I Title II ASES Common Core Res 7405</p> | <p>Professional development was provided by the district, county, CDE and outside agencies. These included webinars and technology based learning on: All of the trainings were introductory training.</p> <ol style="list-style-type: none"> 1. An awareness of the ELA/ELD Framework 2. An understanding of the different shifts in ELA and what it looks like (target a specific shift) 3. Close Reading 4. ELD Language Demands 5. Vocabulary 6. Writing 7. Performance Tasks 8. High Quality Text 9. Listening and Speaking 10. Technology integration 11. Common Core Institute and ELA conferences 12. Transitional Kinder and Kindergarten Literacy 13. Response to Intervention | <p>\$1,606,255 LCFF Sup/Con Title I Title II ASES Common Core Res 7405 \$56,188 LCFF Base (EIA- LEP) \$94,314 Title I-A</p> |
| <p>Scope of service: LEA wide</p> | | <p>Scope of service: LEA wide</p> | |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |
| <p>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:(Specify)_____</p> | | <p>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:(Specify)_____</p> | |

| | | | | |
|--|----------|------------------------------|--|------------------------------|
| Preferably continue to use teacher leaders, administrators and TOSA teams to deliver professional development | | \$358,734 LCFF Sup/Con | In November there were 114 lead learner positions available to school sites. Out of 114, 68 teachers responded to the positions of ELA/ELD, Math and Technology Lead Learners. TOSA's, lead learners and administrators helped provide professional development. | \$217,008 LCFF Sup/Con |
| Scope of service: | LEA wide | | Scope of service: | LEA wide |
| x ALL | | | x ALL | |
| OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | | | OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | |
| Continue to evaluate student progress from INSIDE to utilizing the district adopted ELA program. Purchase more ELA materials as needed | | N/A | More sites are providing various supports to move students from the Program 5 <i>INSIDE</i> to Program 2 <i>Treasures</i> to provide equity and access to the core and academic vocabulary. Due to lack of time, a formal evaluation from INSIDE was not conducted. An investigation of new materials is just beginning. | N/A |
| Scope of service: | LEA wide | | Scope of service: | LEA wide |
| x ALL | | | x ALL | |
| OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | | | OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | |

| | | | | | | | | | | | | | | | |
|--|--------------------------|--|--|--|--|--|--------------------------|---|--|-----------------|--|--|--|--|--|
| <p>* Begin to develop a plan on how the implementation of standards will be initiated, implemented and sustained and to deploy the needed resources to obtain the materials, provide professional learning, and create the instructional and assessments supports needed for successful implementation</p> | <p>N/A</p> | <p>A revamping of Professional development was created in November regarding the structures of professional development. Professional development was delivered to sites from Administrators and TOSA's. TOSA's also provided training to Lead Learners at sites regarding the ELA/ELD Framework. Lead learners assisted in the delivery of district wide staff development</p> <p>Planning time in June with Sue Beers was provided to create a blueprint and design instructional targets.</p> | <p>N/A</p> | | | | | | | | | | | | |
| <table border="1"> <tr> <td data-bbox="86 711 348 784"> <p>Scope of service:</p> </td> <td data-bbox="348 711 810 784"> <p>LEA wide</p> </td> </tr> <tr> <td colspan="2" data-bbox="86 784 810 824"> <p><input checked="" type="checkbox"/> ALL</p> </td> </tr> <tr> <td colspan="2" data-bbox="86 824 810 980"> <p>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:(Specify)_____</p> </td> </tr> </table> | <p>Scope of service:</p> | <p>LEA wide</p> | <p><input checked="" type="checkbox"/> ALL</p> | | <p>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:(Specify)_____</p> | | | <table border="1"> <tr> <td data-bbox="1041 711 1304 784"> <p>Scope of service:</p> </td> <td data-bbox="1304 711 1787 784"> <p>LEA wide</p> </td> </tr> <tr> <td colspan="2" data-bbox="1041 784 1787 824"> <p><input checked="" type="checkbox"/> ALL</p> </td> </tr> <tr> <td colspan="2" data-bbox="1041 824 1787 980"> <p>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:(Specify)_____</p> </td> </tr> </table> | <p>Scope of service:</p> | <p>LEA wide</p> | <p><input checked="" type="checkbox"/> ALL</p> | | <p>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:(Specify)_____</p> | | |
| <p>Scope of service:</p> | <p>LEA wide</p> | | | | | | | | | | | | | | |
| <p><input checked="" type="checkbox"/> ALL</p> | | | | | | | | | | | | | | | |
| <p>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:(Specify)_____</p> | | | | | | | | | | | | | | | |
| <p>Scope of service:</p> | <p>LEA wide</p> | | | | | | | | | | | | | | |
| <p><input checked="" type="checkbox"/> ALL</p> | | | | | | | | | | | | | | | |
| <p>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:(Specify)_____</p> | | | | | | | | | | | | | | | |
| <p>All teachers will begin to study the new ELA/ELD standards and will begin modifying lessons to include partial transition to the new standards</p> | <p>N/A</p> | <p>All teachers began to explore the new ELA/ELD Standards in conjunction with the State Standards. Some teachers have begun to utilize Close Reading and Collaborative conversations with their students.</p> | <p>N/A</p> | | | | | | | | | | | | |
| <table border="1"> <tr> <td data-bbox="86 1167 348 1240"> <p>Scope of service:</p> </td> <td data-bbox="348 1167 810 1240"> <p>LEA wide</p> </td> </tr> <tr> <td colspan="2" data-bbox="86 1240 810 1282"> <p><input checked="" type="checkbox"/> ALL</p> </td> </tr> </table> | <p>Scope of service:</p> | <p>LEA wide</p> | <p><input checked="" type="checkbox"/> ALL</p> | | | <table border="1"> <tr> <td data-bbox="1041 1167 1304 1240"> <p>Scope of service:</p> </td> <td data-bbox="1304 1167 1787 1240"> <p>LEA wide</p> </td> </tr> <tr> <td colspan="2" data-bbox="1041 1240 1787 1282"> <p><input checked="" type="checkbox"/> ALL</p> </td> </tr> </table> | <p>Scope of service:</p> | <p>LEA wide</p> | <p><input checked="" type="checkbox"/> ALL</p> | | | | | | |
| <p>Scope of service:</p> | <p>LEA wide</p> | | | | | | | | | | | | | | |
| <p><input checked="" type="checkbox"/> ALL</p> | | | | | | | | | | | | | | | |
| <p>Scope of service:</p> | <p>LEA wide</p> | | | | | | | | | | | | | | |
| <p><input checked="" type="checkbox"/> ALL</p> | | | | | | | | | | | | | | | |

| | | | | |
|--|----------|---|---|-----------------------------|
| 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:(Specify)_____ | | 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:(Specify)_____ | | |
| Provide release time, additional District professional development days and/or stipends for each of the following, but are not limited to these: 1. Teacher/staff trainings/teacher tutors/classified staff/ASES 2. Curriculum development 3. Observations/lesson study | | \$57,049 LCFF Sup/Con | Release time/stipends was provided for either: 1. Teacher/staff trainings/teacher tutors/classified staff/ASES 2. Curriculum development 3. Observations/lesson study | \$56,712 LCFF Sup/Con |
| Scope of service: | LEA wide | | Scope of service: | LEA wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| Professional Development strategies for Students with Disabilities in General Education settings will be provided to begin awareness of coordination between General Education and Special Education. | | \$10,000 Special Education | Common Core professional development was attended by Special Education staff: Factswise, Numbers Talks, Close Reading, Sue Beers, Common Core and Special Education Goal writing, Universal Design for Learning, etc. | |
| Scope of service: | LEA wide | | Scope of service: | LEA wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |

| | | | | |
|---|----------|--|---|--|
| Continue to have 1 TOSA assist with the Special Education needs of students | | \$106,230 Special Education | A Special Education TOSA was used with staff to assist with Universal Design for Learning (UDL) strategies in classrooms. The TOSA also provided some personal training on supplemental curriculum and its alignment to the state standards. | \$81,618 Special Education |
| Scope of service: | LEA wide | | Scope of service: | LEA wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| Review state availability of professional development institutes for English Language Arts and Literacy | | \$8,500 General Fund, Res 7405 & LCFF Sup/Con | TOSA's attended professional development trainings, conferences and webinars as it related to the state standards. They did not attend any institutes. | \$4,304 General Fund, Res 7405 & LCFF Sup/Con |
| Scope of service: | LEA wide | | Scope of service: | LEA wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| Begin to explore supplemental materials that are Common Core state aligned. | | N/A | One of our TOSA's is a facilitator with the CDE in the area of the ELA/ELD Adoptions. New information is constantly shared with the Curriculum Department. | |
| 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:(Specify)_____ | | | <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:(Specify)_____ | | |
| Professional development of literacy standards in History Social Science and Science. | | \$27,000 Res 7405 General Fund | Science Total number of PD hours in 2013 -14 97 hours 1 % Total number of PD hours in 2014-15 350 hours 1.4 % Number of PD offerings in district 2013-14: 0 offerings Number of PD offerings in district: 2014-15: 7 offerings Social Studies Total number of PD hours in 2013 -14 65 hours .69 % Total number of PD hours in 2014-15 655 hours 2.78% Number of PD offerings in district 2013-14: 0 offerings Number of PD offerings in district: 2014-15: 12 offerings | | \$25,500 Res 7405 General Fund |
| 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:(Specify)_____ | | | <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:(Specify)_____ | | |

| | | | |
|---|--------------------------------------|--|--|
| <p>Provide release time and/or stipends for each of the following, but are not limited to these:</p> <ol style="list-style-type: none"> 1. Teacher/staff trainings/teacher tutors/classified staff/ASES 2. Curriculum development 3. Observations/lesson study | <p>\$57,049 LCFF Sup/Con</p> | <p>Release time/stipends was provided for either:</p> <ol style="list-style-type: none"> 1. Teacher/staff trainings/teacher tutors/classified staff/ASES 2. Curriculum development 3. Observations/lesson study | <p>\$56,712 LCFF Sup/Con</p> |
| <p>Scope of service: LEA wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p>Scope of service: LEA wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>Implement a school wide reading target at each of the site. These may include but are not limited to the following:</p> <ol style="list-style-type: none"> 1. Running records 2. DIBELS 3. Accelerated Reader 4. Reading Counts | <p>N/A \$0</p> | <p>The majority of school sites implement a reading target of one or more of the following:</p> <ol style="list-style-type: none"> 1. Running records 2. DIBELS 3. Accelerated Reader 4. Reading Counts 5. Achieve 3000 6. Oral Reading Fluency 7. SRI Reading Inventory 8. SuccessMaker | <p>\$248,966 LCFF Sup/Conc (Sites)</p> <p>\$64,353 Title I-A</p> |
| <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p>Scope of service: LEA Wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |

| | | | |
|--|----------------|--|--|
| <p>Implement a school wide strategy for reading instruction. This includes but is not limited to:</p> <ol style="list-style-type: none"> 1. Close Reading 2. Non-fiction text 3. Informational reading | <p>N/A \$0</p> | <p>The majority of schools are learning and implementing Close Reading Strategies; these focused on annotation and text dependent questions. In addition, schools are building their libraries and classroom libraries with non-fiction texts and opportunities to read non-fiction texts through:</p> <p>Time to Kids National Geographics for Kids What's Happening Magazines</p> <p>Other Strategies include, but are not limited to: Engage NY ELA, Larry Bell Strategies, Read Naturally, AVID WICOR strategies and establishing SMART goals in the area of reading.</p> <p>Additional supplemental reading/ELA ancillary materials were purchased by school sites to support student learning and supplement the common core curriculum.</p> | <p>\$60,181 LCFF Supp/Con (Site)</p> <p>\$23,442 Title I-A</p> |
| <p>Scope of service: LEA Wide</p> | | <p>Scope of service: LEA Wide</p> | |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |
| <p>OR:</p> <p><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:(Specify)_____</p> | | <p>OR:</p> <p><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:(Specify)_____</p> | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|--|-----|---|--|----------|---|--|---|--|--|--|-------------------|----------|---|--|-----|--|--|--|---|--|---|--|--|
| <p>Implement a school wide writing target which may include, but is not limited to:</p> <ol style="list-style-type: none"> 1. Step Up to Writing 2. Six Traits 3. Text Types 4. Writer's Workshop | <p>N/A</p> | <p>A majority of school sites utilize the Step Up To Writing Strategies. Other programs being used are: WICOR Writing strategies, SMART goals focused on writing, and some of the strategies shared by the South Coast Writing Project.</p> | <p>N/A</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other Subgroups:(Specify)_____</td> </tr> </table> | 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:(Specify)_____ | | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other Subgroups:(Specify)_____</td> </tr> </table> | 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:(Specify)_____ | | |
| 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:(Specify)_____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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:(Specify)_____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>There is a need to hire additional:</p> <ol style="list-style-type: none"> 1. Curriculum subs 2. Teachers on Special Assignments 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and an onsite collaboration | <p>\$1,229,860 LCFF Sup/Con</p> | <p>The following staff was hired:</p> <ol style="list-style-type: none"> 1. Curriculum subs (7) 2. Teachers on Special Assignments (3) 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration | <p>\$1,153,542 LCFF Sup/Con</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> </table> | Scope of service: | LEA Wide | <input checked="" type="checkbox"/> ALL | | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> </table> | Scope of service: | LEA Wide | <input checked="" type="checkbox"/> ALL | | | | | | | | | | | | | | | | | | |
| Scope of service: | LEA Wide | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> ALL | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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:(Specify)_____ | | 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:(Specify)_____ | |
| Continue to provide Teachers on Special Assignment to: <ol style="list-style-type: none"> 1. Provide support to all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers | \$285,000 LCFF Sup/Con | Teachers on Special Assignment did: <ol style="list-style-type: none"> 1. Provide support to all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers | \$258,618 LCFF Sup/Con |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |
| To provide equal access to resources consider increasing student services by funding: <ol style="list-style-type: none"> 1. Technology clerk services 2. Teacher tutors 3. Fine arts support 4. Other support specialists as needed | \$631,200 LCFF Sup/Con | Additional instructional and support staff were hired to increase student services and provide equal access to resources: <ol style="list-style-type: none"> 1. Technology clerk services 2. 62 Teacher Tutors 3. 17 Intervention Teachers 4. 13 Limited Assignment Teachers 5. 5 Site Teachers on Special Assignment 6. 4 Intervention/Behavior Counselors 7. Fine arts support 8. Other support specialists as needed | \$463,122 LCFF Sup/Con \$1,643,649 LCFF Base (EIA-LEP) \$498,211 Title I-A |

| | | | | | |
|---|----------|--|---|----------|----------------------|
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Provide Preschool: Support for early learning education for students based on Preschool Foundations that support the common standards | | \$148,000 LCFF Rev | Preschool support was provided to support the Preschool Foundations. | | \$94,945 LCFF Rev |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | Based on a review of this year, we will continue to explore professional learning opportunities that focus on the ELA and Literacy State Standards. We will also begin to review the ELA Adoptions and supplemental materials provided by the CDE. Continue to support each of the following: <ol style="list-style-type: none"> 1. Curriculum subs 2. Teachers on Special Assignments 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Site specific lead learners to support the transition to CCSS implementation through professional development and on site collaboration 7. Continue to support instructional and support staff 8. Continue to support the work school sites are doing | | | |

| | | | | | |
|--------------------------------------|---|------------------------------------|---|--|--------------------------------------|
| 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 : Specify _____ | | |
| Goal Applies to: | | Schools: | ALL | | |
| | | Applicable Pupil Subgroups: | ALL | | |
| Expected Annual Measurable Outcomes: | <p>The total number and percentage of teacher professional development completed, courses and assessments modified to align with Academic Content and Progress Standards adopted by the State Board</p> <p>Number/Percentage of teachers and administrators trained in the CCSS in Math</p> <p>Pupil performance on common formative assessments at grade level in Math</p> | Actual Annual Measurable Outcomes: | <p>All teachers in grades TK – 6 were trained in CCSS in Math and the math progressions. Administrators were provided training on the math progressions by SBCEO. All administrators also had a thorough review of the Math Framework provided by TOSA's.</p> <p>At this time assessments were not modified, but either the Engage NY math assessments or new adoption math materials being piloted were used.</p> <p>Total number of PD hours in 2013 -14 5,686 hours 60 % Total number of PD hours in 2014-15 5,351 hours 23 % Number of PD offerings in district 2013-14: 37 offerings Number of PD offerings in district: 2014-15: 53 offerings</p> | | |
| LCAP Year: 2014 - 2015 | | | | | |
| Planned Actions/Services | | | Actual Actions/Services | | |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |

| | | | |
|--|--|--|---|
| <p>Professional development will be provided by the District, County, CDE and other outside agencies. These include webinars and technology based learning, but are not limited to:</p> <ol style="list-style-type: none"> 1. Piloting math material 2. Engage NY Modules 1. Georgia Performance Task 2. Learn zillion and other technology integrated programs 3. Smarter Balanced Practice release questions on math 4. Facts Wise 5. Number Talks 6. Math Progressions 7. 8 Mathematical practices 8. Transitioning to the 8 Mathematical practices 9. OARS Inspect CCSS | <p>\$1,774,448 LCFF Sup/Con Title I Title II ASES Common Core Res 7405</p> | <p>Professional development was provided in the following:</p> <ol style="list-style-type: none"> 1. Piloting math material 2. Engage NY Modules 3. Georgia Performance Task 4. Learn zillion and other technology integrated programs 5. Smarter Balanced Practice release questions on math 6. Facts Wise 7. Number Talks 8. Math Progressions 9. 8 Mathematical practices 10. Transitioning to the 8 Mathematical practices 11. OARS Inspect CCSS 12. CTM Conference 13. Guided Math 14. 5th Annual STEAM Colloquium | <p>\$1,606,255 LCFF Sup/Con Title I Title II ASES Common Core Res 7405</p> <p>\$23,794 LCFF Base (EIA- LEP)</p> <p>\$39,240 Title I-A</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</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |
| <p>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:(Specify)_____</p> | | <p>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:(Specify)_____</p> | |
| <p>Preferably continue to use teacher leaders, administrators and TOSA teams to deliver professional development</p> | <p>N/A</p> | <p>Teacher leaders, administrators and TOSA teams were used to deliver professional development to teachers in the district.</p> | <p>N/A</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</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |

| | | | | |
|---|----------|---|---|---|
| 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:(Specify)_____ | | 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:(Specify)_____ | | |
| Reproduce Engage NY Modules | | \$44,000 General Fund Unrestricted Res 0715 | Engage NY Math Modules were reproduced for teachers. Teacher Guides and student copies were provided. | \$43,967 General Fund Unrestricted Res 0715 |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| Purchase a new math adoption at the end of the year. | | \$2,253,000 General Fund Lottery Common Core Res 7405 | After piloting for the 2014 – 2015 schoolyear, we will purchase a new math adoption at the end of the 2014-15 schoolyear. | \$2,110,000 General Fund Lottery Common Core Res 7405 |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| Purchase manipulatives for each of the grade levels to support common core math standards. | | \$300,000 General Fund Unrestricted Res 0715 | Math manipulatives were purchased for all grade levels. | \$198,000 General Fund Unrestricted Res 0715 |

| | | | |
|--|---|---|---|
| Scope of service: LEA Wide x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | | Scope of service: LEA Wide x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | |
| Purchase manipulatives for each of the grade levels to support common core math standards. | \$300,000 General Fund Unrestricted Res 0715 | Math manipulatives were purchased for all grade levels | \$198,000 General Fund Unrestricted Res 0715 |
| Scope of service: LEA Wide x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | | Scope of service: LEA Wide x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | |
| Begin technology integration into selected mathematics experiences | \$84,000 LCFF Sup/Con | Team of 27 Technology Lead Leaders have received over 20 hours of direct training opportunities and have participated in an additional 10 hours of online training. This team supports technology integration for all K-8 classroom teachers for all subject areas. | \$83,187 LCFF Sup/Con |
| Scope of service: LEA Wide x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | | Scope of service: LEA Wide x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | |

| | | | |
|---|---|--|---|
| <p>Provide release time and/or stipends for each of the following, but are not limited to these:</p> <ol style="list-style-type: none"> 1. Teacher/staff trainings/teacher tutors/classified staff/ASES 2. Curriculum development 3. Observations/lesson study | <p>\$57,049 LCFF Sup/Con</p> | <p>Release time/stipends was provided for either:</p> <ol style="list-style-type: none"> 1. Teacher/staff trainings/teacher tutors/classified staff/ASES 2. Curriculum development 3. Observations/lesson study | <p>\$56,712 LCFF Sup/Con</p> |
| <p>Scope of service: LEA Wide</p> | | <p>Scope of service: LEA Wide</p> | |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |
| <p>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:(Specify) _____</p> | | <p>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:(Specify) _____</p> | |
| <p>There is a need to hire additional:</p> <ol style="list-style-type: none"> 1. Curriculum subs 2. Teachers on Special Assignments 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration | <p>\$1,229,860 LCFF Sup/Con</p> | <p>The following staff was hired:</p> <ol style="list-style-type: none"> 1. Curriculum subs 2. Teachers on Special Assignments 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration | <p>\$1,153,542 LCFF Sup/Con</p> |
| <p>Scope of service: LEA Wide</p> | | <p>Scope of service: LEA Wide</p> | |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |

| | | | |
|---|---|---|--|
| 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:(Specify)_____ | | 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:(Specify)_____ | |
| Continue to provide Teachers on Special Assignment to: 1. Provide support to all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers | \$285,000 LCFF Sup/Con | Teachers on Special Assignment were able to: 1. Provide support to all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers | \$258,618 LCFF Sup/Con |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |
| Professional Development strategies for Students with Disabilities in General Education settings will be provided to begin awareness of coordination between General Education and Special Education | \$10,000 Special Education General Fund Res 7405 | Special Education has been able to bring in presentations on Universal Design for Learning. The REAL training (on differentiation) was presented to special education staff and general education staff. | \$7,640 Special Education General Fund Res 7405 |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |

| | | | | |
|---|----------|--------------------------------|---|-------------------------------|
| Continue to have 1 TOSA to assist with needs of Special Ed students | | \$106,230 Special Education | Special Education TOSA went to many CCSS PD and brought back access to the Cal State Fullerton Co-teaching support from Dr. Belinda Karge. There have been three schools that have piloted and the support of this grant to SMBSD will continue to 2015-2016 and expand to several more sites. The co-teaching model gives the special education students more access to the CCSS by the push in nature of the support. | \$81,618 Special Education |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| Consider the possibility of working closely with Institutions of Higher Education to receive grants to support professional development | | N/A | SMBSD was awarded a CDE grant for \$1.8 million to support math professional learning in grades 3-8. | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| Provide Preschool: Support for early learning education for students based on Preschool Foundations that support the common standards | | \$148,000 LCFF Rev | Preschool support for early learning education for students was provided. | \$94,945 LCFF Rev |
| 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:(Specify)_____

OR:
 ___Low Income pupils ___English Learners
 ___Foster Youth ___Redesignated fluent English proficient
 ___Other Subgroups:(Specify)_____

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

Based on a review of this year, we will purchase a new math program and continue to provide staff development in math. This includes, but is not limited to: the new math adoption, FactsWise, Number Talks, the math progressions and the Math Framework. We will also prepare to put district wide assessments for math in place from TK - Jr. High, utilizing the new adoption or new state-wide Interim assessments.

Continue to support each of the following to support the implementation of the math common core standards and adoptions.

1. Curriculum subs
2. Teachers on Special Assignments
3. Outside specialists
4. Trainers to provide more professional development that includes all subject areas
5. Teacher leaders to assist the delivery of professional development
6. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration
7. Attend conferences to support the implementation of CCSS in math
8. Support Preschool for early learning education

| | | |
|-------------------------------------|---|--|
| 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 : Specify _____ |
| Goal Applies to: | Schools: ALL Applicable Pupil Subgroups: ELL | |

| | | | |
|---|---|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>The total number and percentage of teacher professional development completed courses and assessments modified to align with Academic Content and Progress Standards adopted by the State Board</p> <p>Number/Percentage of teachers and administrators trained in the CCSS modules in ELA/ELD.</p> <p>California English Language Development Test results indicate at least one year of growth for one year of school for every English learner student</p> <p>Pupil performance on common formative assessments in all subject areas equivalent to English only pupil within five year of instruction in the district</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>The California English Language Development Test results from Fall 2014 indicate that 50% of English learners have increased one language proficiency level.</p> <p>Some teachers and administrators attended the ELA/ELD Launch provided by the CDE.</p> <p>All teachers attended a District Wide Training for 2 hours on Close Reading and Collaborative Conversations. All administrators attended training on the ELA/ELD Framework provided by District TOSA's and powerpoints provided by the CDE.</p> <p>The ELD Action Chair attended the ELA/ELD Framework launch provided by the state and a training on "Unpacking the ELD Standards."</p> <p>No assessments were modified to align with Academic Content. District benchmarks were used at some sites. Some of the Interim assessments are being explored.</p> <p>Total number of PD hours in 2013 -14 0 hours 0 % Total number of PD hours in 2014-15 240 hours 1 % Number of PD offerings in district 2013-14: 0 offerings Number of PD offerings in district: 2014-15: 5 offerings</p> |
|---|---|---|---|

| LCAP Year: 2014 - 20125 | | | |
|---|--|---|--|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>PD will be provided by the District, County, CDE and other outside agencies. These include webinars and technology based learning on, but are not limited to:</p> <ol style="list-style-type: none"> 1. An awareness of the ELD Framework 2. An understanding of the different shifts in ELA/ELD and what does it look like (target a specific shift) 3. Close Reading 4. ELD Language Demands 5. Vocabulary 6. Writing 7. Performance Tasks 8. High Quality Text 9. Integration of the strands of reading, writing, speaking, and listening, and language in all curricular areas 10. Designated ELD 11. Student Collaboration 12. Academic language and language awareness | <p>\$1,774,488 LCFF Sup/Con Title I Title II ASES Common Core Res 7405</p> | <p>Professional development was provided by the district, county, CDE and outside agencies. These included webinars and technology based learning on:</p> <ol style="list-style-type: none"> 1. An awareness of the ELD Framework 2. An understanding of the different shifts in ELA/ELD and what does it look like (target a specific shift) 3. Close Reading 4. ELD Language Demands 5. Vocabulary 6. Writing 7. Performance Tasks 8. High Quality Text 9. Integration of the strands of reading, writing, speaking, and listening, and language in all curricular areas 10. Designated ELD 11. Student Collaboration 12. Academic language and language awareness <p>All of the above were briefly touched upon. None of them were in depth.</p> | <p>\$1,606,255 LCFF Sup/Con Title I Title II ASES Common Core Res 7405</p> |
| <p>Scope of service:</p> <p>__ALL</p> | <p>LEA Wide</p> | <p>Scope of service:</p> <p>__ALL</p> | <p>LEA Wide</p> |

| | | | | | |
|--|----------|--|--|----------|--|
| 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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Preferably continue to use teacher leaders, administrators and TOSA teams to deliver professional development | | N/A | Based on feedback from teachers and Lead Learners we will continue to use teacher leaders, administrators and TOSA teams to deliver professional development | | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Create a cadre of teachers to explore in depth the ELD standards | | N/A | A group of ELA/ELD lead learners was created instead of the cadre. They will continue to work on learning more about ELA/ELD state standards and establish district wide strategies. | | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Utilize the District ELD Action Team to lead the learning with the ELD Master Plan | | \$1,700 LCFF Sup/Con Common Core Res 7405 | The Action Team Leader attended the ELA/ELD launch and after attending the state ELA/ELD rollout, the ELD Action Team feels we need to establish a task force, have an EL Coordinator and an EL TOSA. | | \$861 LCFF Sup/Con Common Core Res 7405 |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input type="checkbox"/> ALL | | | <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:(Specify)_____ | | 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:(Specify)_____ | |
| Begin to develop a plan on how the implementation of standards will be initiated, implemented and sustained and to deploy the needed resources to obtain the materials, provide professional learning, and create the instructional and assessment supports needed for successful implementation. | N/A | An initial plan was created in delivering professional learning individually to sites via the Teachers on Special Assignment. (TOSA) A schedule was made so that TOSA's went to the different sites and presented in either: Math, ELA/ELD or technology. The TOSA's also provided training to Lead Learners at sites on portions of the ELA/ELD Framework with an emphasis on collaborative conversations | N/A |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |
| Teachers will begin to have an understanding of how the ELD standards should be viewed as an essential component of successful implementation of the ELA/Literacy standards. | N/A | Teachers had an introductory presentation on understanding of how the ELD standards should be viewed as an essential component of successful implementation of the ELA/Literacy standards. | N/A |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |

| | | | | |
|---|-------------------|-----------------------------|---|-----------------------------|
| District wide: Designated time for ELD | | N/A | All schools provide 2.5 hrs of ELA/ELD instruction every day. ELD instruction is provided 30 minutes per day and is included in the ELA/ELD instructional time. Teacher Tutors and Intervention Teachers are hired to provide leveled ELA/ELD instruction. | |
| Scope of service: | LEA Wide LEA Wide | | Scope of service: | LEA Wide |
| __ALL | | | __ALL | |
| OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Provide release time and/or stipends for each of the following, but are not limited to these: 1) teacher/staff trainings/teacher tutors/classified staff/ASES 2) curriculum development 3) observations/lesson study | | \$57,049 LCFF Sup/Con | Release time was provided for each of the following: 1) teacher/staff trainings/teacher tutors/classified staff/ASES 2) curriculum development 3) observations/lesson study | \$56,712 LCFF Sup/Con |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| __ALL | | | __ALL | |
| OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

| | | | |
|---|--|--|---|
| <p>There is a need to hire additional:</p> <ol style="list-style-type: none"> 1. Curriculum subs 2. Teachers on Special Assignments 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of PD 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through PD and on site collaboration | <p>\$1,229,860 LCFF Sup/Con</p> | <p>The following staff was hired:</p> <ol style="list-style-type: none"> 1. Curriculum subs 2. Teachers on Special Assignments 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Computer lab technicians to all sites 7. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration | <p>\$1,153,542 LCFF Sup/Con</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><input type="checkbox"/> ALL</p> | |
| <p>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:(Specify)_____</p> | | <p>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:(Specify)_____</p> | |
| <p>PD strategies for Students with Disabilities in General Education settings will be provided to begin awareness of coordination between General Education and Special Education</p> | <p>\$10,000 Special Education General Fund</p> | <p>Special education has presented to the special education and general education staff Universal Design for Learning. The other presented PD is called the REAL training (differentiated instruction).</p> | <p>\$7,640 Special Education General Fund</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><input type="checkbox"/> ALL</p> | |

| | | | | |
|---|----------|--|--|-------------------------------|
| 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:(Specify)_____ | | 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:(Specify)_____ | | |
| 1 TOSA assists with Special Ed students | | \$106,230 Special Education | Special Education TOSA works with teachers to provide access to the co-teaching model where the students have push-in support for increased access to common core curriculum. | \$81,618 Special Education |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| __ALL | | | __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:(Specify)_____ | | | 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:(Specify)_____ | |
| Continue to provide Teachers on Special Assignment to: 1. Provide support to all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers | | \$285,000 LCFF Sup/Con | Teachers on Special Assignment did: 1. Provide support to all teachers in the CCSS 2. Provide staff development 3. Assist with appropriate placement of students 4. Provide support to administrators 5. Provide individual support to teachers | |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| __ALL | | | __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:(Specify)_____ | | | 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:(Specify)_____ | |

| | | | | |
|---|----------|------------------------------|---|------------------------------|
| Begin technology integration into selected language experiences | | \$84,000 LCFF Sup/Con | Team of 27 Technology Lead Leaders have received over 20 hours of direct training opportunities and have participated in an additional 10 hours of online training. This team supports technology integration for all K-8 classroom teachers for all subject areas. | \$83,187 LCFF Sup/Con |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| __ALL | | | __ALL | |
| OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| To provide equal access to resources consider increasing student services by funding: 1. Technology services 2. Teacher tutors 3. Fine arts support 4. Other support specialist as needed | | \$631,200 LCFF Sup/Con | To provide equal access to resources, increased funding was provided in each of the following areas: 1. Technology services 2. Teacher tutors 3. Fine arts support 4. Other support specialist as needed | \$463,122 LCFF Sup/Con |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| __ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

| | |
|---|---|
| <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>Based on this year, there is a need to continue an in depth investigation on professional learning opportunities in ELA/ELD and materials. There is a need to establish an ELL Task force with an EL Coordinator and TOSA's to help guide us establishing a systematic approach to ELD. We will need to continue to support each of the following:</p> <ol style="list-style-type: none"> 1. Curriculum subs 2. Teachers on Special Assignments 3. Outside specialists 4. Trainers to provide more professional development that includes all subject areas 5. Teacher leaders to assist the delivery of professional development 6. Site specific curriculum mentors to support the transition to CCSS implementation through professional development and on site collaboration <p>An exploration of a variety of ELL materials for Jr. High and Elementary sites continues to be investigated. Based on research, we will be purchasing 3-D English for the Jr. High. An English Learner Institute for all administrators and TOSA's is being considered. Professional development in exploring the Guided Language Acquisition and Development training is also being considered to provide training in a systematic approach.</p> |
|---|---|

| | | |
|--------------------------------------|---|---|
| Original GOAL from prior year LCAP: | Students improve statewide proficiency | Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: | Schools: ALL Applicable Pupil Subgroups: ALL | |
| Expected Annual Measurable Outcomes: | Increase the % of students who pass the statewide assessment 1) Pupil performance on common formative assessments 2) Pupil performance on state assessments | Actual Annual Measurable Outcomes: Over 95% of the students took the Smarter Balanced Assessment on the computer this year. Results will be baseline information for the 2014-2015 school years. |

| LCAP Year: 2014-2015 | | | |
|--|-----------------------|--|--|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Continue to utilize baseline data for students using district benchmarks for ELA and/or Math. | | N/A | ELA benchmark data was used throughout the district. |
| 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:(Specify)_____ | | <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:(Specify)_____ | |
| Individual school-wide assessments may be used, but are not limited to the following: 1. Running records 2. DIBELS 3. Accelerated Reader 4. Reading Comprehensions Assessments 5. Site targets for Writing 6. Math Test 7. Performance Tasks 8. Chapter tests 9. Formative assessments 10. Summative assessments | | N/A | District Wide the Kindergarten School Entrance Profile (KSEP) is being given to all kindergarten students. Individual schools are giving the following assessments: 1. QPS 2. Rigby Running Records 3. STAR Accelerated Reader 4. STAR Early Literacy 5. DIBELS 6. Inside Tests 7. District Unassisted Writing 8. District Fluency 9. SRA Scholastic (Junior High) |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |
| All parents will continue to be informed on the academic and behavior progress of their children | | N/A | |
| Conferences are held twice a year at all schools. Report cards are sent home 3 times a year at the Elementary. Jr. High sends home 4 report cards and 4 progress reports during the year. | | N/A | |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |
| All teachers will implement the use the Math CCSS and begin exploring the ELA/ELD CCSS in their teaching | | \$44,000 General Fund Unrestricted Res 0715 | |
| Teachers who did not pilot a math program implemented the Engage NY modules in Math. Some sites began exploring the use of the Engage NY Modules for ELA. | | \$43,967 General Fund Unrestricted Res 0715 | |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |

| | | | | |
|--|----------|------------------------------|---|---|
| Students to show improvement on curriculum benchmarks and formative assessments provided by sites in ELA or Math | | N/A | <p>ELA benchmark data was used throughout the district. The results vary widely due to the fact that teachers are transitioning to the new state standards.</p> <p>The unassisted writing prompt was utilized in grades 2 through 6th. Jr. High utilized a formal writing sample.</p> | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| <p>To support students at risk there is a need to hire an additional:</p> <ol style="list-style-type: none"> 1. psychologist 2. speech pathologist 3. psychologist intern 4. behavior support specialist 5. health aides 6. nurses | | \$711,092 LCFF Sup/Con | <p>SMBSD hired additional personnel to support students at risk.</p> <ol style="list-style-type: none"> 1. Health Aides increased from 9.5 FTE to 19 FTE. 2. One additional nurse was hired. 3. Five part-time RSD Instructional Assistants were hired by the schools to support students at risk. 4. One speech pathologist was hired 5. One psychologist was hired <p>The psychologist intern was not hired.</p> | \$614,861 LCFF Sup/Con \$68,342 Title I (Site) |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input type="checkbox"/> ALL | | | <input 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students at risk</u> | | | 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students at risk</u> | | |
| Add state interim assessments to guide instruction towards proficiency on new SBA | | N/A | Administrators were given an overview of Interim Assessments in February. Teachers were trained on how to access Interim Assessments in March. Full implementation will begin in the 2015-2016 school year. | | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify) _____ | | | 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:(Specify) _____ | | |
| Continue to have an Intervention Teacher or Student Dean at every site to support the Intervention process and students at risk. | | \$2,100,000 LCFF Rev and Restricted Rev | The following services were provided: an Intervention Teacher or Student Dean at every site to support the Intervention process and students at risk. An Intervention/Behavior Counselor was hired at each of the four junior high schools to support students at risk. | | \$2,083,183 LCFF Rev and Restricted Rev |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify) _____ | | | 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:(Specify) _____ | | |

| | | | | |
|---|----------|-----|---|----------|
| Review Common Core Aligned assessments | | N/A | A review of the Common Core Aligned Assessments available at the beginning of the year occurred. We looked at the assessments that accompanied Engage NY and OARS. It was decided to use the Engage NY assessments at this time. State Interim Assessments will be used for the 2015-2016 school year. | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| Review and replace assessments and protocols used in identifying students with exceptional needs with Common Core aligned assessments | | N/A | Special Education staff review the necessary assessments to be updated to be aligned to the common core as we move toward the new CCSS designed assessments for the identification of special education students. To be reviewed as new assessments are developed. | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |

| | | | | | | | | | | | | | | | | | | | |
|---|-------------------|--|---|--|-----|--|--|----------|---|---|-------------------|----------|---|--|-----|--|--|--|--|
| <p>Continue to build district wide intervention process by identifying a Universal Screening Tool at each school</p> | <p>N/A</p> | <p>District Wide the KSEP is being given to all kindergarten students.</p> <p>Individual schools are administering one or more of the following assessments:</p> <ol style="list-style-type: none"> 1. QPS 2. Rigby Running Records 3. STAR Accelerated Reader 4. STAR Early Literacy 5. DIBELS 6. Inside Tests 7. District Unassisted Writing 8. District Fluency | <p>N/A</p> | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <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:(Specify)_____ </td> </tr> </table> | 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:(Specify)_____ | | | <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <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:(Specify)_____ </td> </tr> </table> | 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:(Specify)_____ | | |
| 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:(Specify)_____ | | | | | | | | | | | | | | | | | | | |
| 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:(Specify)_____ | | | | | | | | | | | | | | | | | | | |
| <p>Analyze and review site level, grade level and individual student results</p> | <p>N/A</p> | <p>Due to curricular changes in various content areas, sites have been allowed to explore other types of assessments for their site. District wide assessments will be utilized at all sites in the 2015-2016 school year with state interim assessments and new program assessment district wide.</p> | <p>N/A</p> | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> </table> | Scope of service: | LEA Wide | <input checked="" type="checkbox"/> ALL | | | <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> </table> | Scope of service: | LEA Wide | <input checked="" type="checkbox"/> ALL | | | | | | | | | | |
| Scope of service: | LEA Wide | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> ALL | | | | | | | | | | | | | | | | | | | |
| 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:(Specify)_____ | | 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:(Specify)_____ | | |
| Some teachers will continue learning about incorporating Depth and Complexity into the new Common Core State Standards, according to the document <i>Differentiating the Common Core State Standards for Gifted Students</i> , linked on the CDE website. | | N/A | Teachers and administrators attended the California Association of the Gifted Conference. Individual school sites had one of the TOSA's deliver professional learning on Depth and Complexity to their teachers. | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |

| | |
|--|--|
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Based on a review of this year, there is a need to utilize more formative assessments on a daily basis throughout the district. Teachers will need training on how to do this. We need to establish District wide assessments for the 2015-2016 school years and gather teacher input on what assessments will be best for our students. We will need to consider utilizing state interim assessments, and new program assessments for summative and benchmarks. |
|--|--|

| | | |
|-------------------------------------|---|--|
| 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__ COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: | Schools: ALL | |
| | Applicable Pupil Subgroups: ALL | |

| | | | | |
|---|--|------------------------------------|---|----------|
| Expected Annual Measurable Outcomes: | Increase district Academic Performance Index | Actual Annual Measurable Outcomes: | Although there is not an API at this time, sites reviewed their own assessments to improve academic proficiency. | |
| LCAP Year: 2014-2015 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | | Budgeted Expenditures | Estimated Actual Annual Expenditures | |
| Continue to utilize baseline data for students using district benchmarks for ELA and/or Math. | | N/A | ELA benchmark data was collected from all sites. This data was used at each site to have collaborative conversations around moving students forward in learning. | |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |

| | | | | | | | | | | | | | | | | | | | |
|--|-------------------|--|---|--|-----|--|--|--|--|--|-------------------|----------|---|--|-----|--|--|--|--|
| <p>Continue to have individual school-wide assessments are used such as, but are not limited to the following:</p> <ol style="list-style-type: none"> 1. Running records 2. DIBELS 3. Accelerated Reader 4. Reading Comprehensions Assessments 5. Site targets for Writing 6. Math Test 7. Performance Tasks 8. Chapter tests 9. Formative assessments 10. Summative assessments | <p>N/A</p> | <p>District Wide the KSEP is being given to all kindergarten students.</p> <p>Individual schools are giving the following assessments:</p> <ol style="list-style-type: none"> 1. QPS 2. Rigby Running Records 3. STAR Accelerated Reader 4. STAR Early Literacy 5. DIBELS 6. Inside Tests 7. District Unassisted Writing 8. District Fluency | <p>N/A</p> | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <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:(Specify)_____ </td> </tr> </table> | 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:(Specify)_____ | | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <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:(Specify)_____ </td> </tr> </table> | 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:(Specify)_____ | | |
| 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:(Specify)_____ | | | | | | | | | | | | | | | | | | | |
| 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:(Specify)_____ | | | | | | | | | | | | | | | | | | | |
| <p>Begin to review different types of assessments that will help inform instruction that is CCSS aligned</p> | <p>N/A</p> | <p>A variety of assessments were reviewed. A decision was made to stay with the publisher assessments for the time and begin to utilize the Interim Assessments when available.</p> | <p>N/A</p> | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <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:(Specify)_____ </td> </tr> </table> | 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:(Specify)_____ | | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <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:(Specify)_____ </td> </tr> </table> | 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:(Specify)_____ | | |
| 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:(Specify)_____ | | | | | | | | | | | | | | | | | | | |
| 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:(Specify)_____ | | | | | | | | | | | | | | | | | | | |

| | | | |
|---|-----|--|-----|
| Inform parents how students are performing on school wide assessments. | N/A | Teachers informed parents during parent conferences about their child's progress. | N/A |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |
| Utilize the standards to guide instruction. | N/A | Training is being provided to teachers either after school, weekends or during the work day. Staff Development is provided 5 times a year, as well as our TOSA's pushing into school sites to work with grade level teams. The focus is always around the standards and the frameworks in improving teaching and learning. | N/A |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |
| Utilize Research-based Best Practices for Instruction | N/A | Training is being provided to teachers either after school, weekends or during the work day. Staff Development is provided 5 times a year, as well as our TOSA's pushing into school sites to work with grade level teams. The focus is always around the standards and the frameworks in improving teaching and learning. | N/A |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |

| | | | | | |
|--|----------|-----------------------------|--|----------|-----------------------------|
| <input 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:(Specify)_____ | | | <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:(Specify)_____ | | |
| Establish a team to review assessments aligned to Common Core Standards and Smarter Balanced Testing. | | N/A | A team was not developed this year. A TOSA and the coordinator took a look at assessments that were available and the decision was made to utilize the assessments that went along with the program at this time. | | 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:(Specify)_____ | | | <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:(Specify)_____ | | |
| Utilize practice tests from Smarter Balanced in both Math and Language Arts | | N/A | Teachers in Grades 3-6 are utilizing the Practice test using both the secure browser and the website to prepare students for the Smarter Balanced Assessment. | | 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:(Specify)_____ | | | <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:(Specify)_____ | | |
| Hire an additional Information Technician to help support integration of technology into the district | | \$65,000 LCFF Sup/Con | Information Technology "User Specialist" position created and position filled. | | \$52,448 LCFF Sup/Con |

| | | | |
|---|------------------------------|---|------------------------------|
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |
| Provide all teachers a single day of professional development focused on integrating Google Apps in the Classroom. | \$230,000 LCFF Sup/Con | Approximately 570 teachers participated on Professional development focused on integrating Google Apps in the Classroom. | \$117,077 LCFF Sup/Con |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |
| Provide "boot camp" training opportunity for technology mentors. | \$20,000 LCFF Sup/Con | 44 Teachers participated in 2 day Google Boot Camp. | \$12,695 LCFF Sup/Con |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |

| | | | |
|---|--------------------------------------|---|--------------------------------------|
| <p>Create differentiated menu of training opportunities highlighting integration of technology for common core.</p> | <p>\$84,000 LCFF Sup/Con</p> | <p>Team of 27 Technology Lead Leaders have received over 20 hours of direct training opportunities and have participated in an additional 10 hours of online training. This team supports technology integration for all K-8 classroom teachers.</p> | <p>\$83,187 LCFF Sup/Con</p> |
| <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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:(Specify)_____</p> | | <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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:(Specify)_____</p> | |
| <p>Identify best online resources for CCSS.</p> | <p>N/A</p> | <p>Teams of 27 Technology Leaders have been posting resources on a Google Plus Community board that is available to all SMBSD teachers.</p> | <p>N/A</p> |
| <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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:(Specify)_____</p> | | <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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:(Specify)_____</p> | |
| <p>Adopt or create a Digital Literacy Matrix</p> | <p>N/A</p> | <p>Technology Leaders have reviewed technology expectations listed within the Common Core State Standards by grade level.</p> | <p>N/A</p> |
| <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> | | <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> | |

| | | | | | |
|---|----------|-----|---|----------|-----|
| 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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Increase student and teacher awareness of digital citizenship | | N/A | Teams of 27 Technology Leaders have discussed digital citizenship lessons to share with all SMBSD teachers. | | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input type="checkbox"/> ALL | | | <input 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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Increase administrator awareness of digital citizenship | | N/A | Administrators have received guidance and direction via staff meetings and email notifications regarding digital citizenship best practices. | | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |

| | | | |
|---|--|---|---|
| <p>Continue to purchase and deploy chrome books , chrome books carts and iPads</p> | <p>\$65,000 Common Core Res 7405</p> | <p>Schools have purchased the following electronic devices:</p> <ul style="list-style-type: none"> • Chromebooks • Printers • iPads • LCD Projectors • Document Cameras <p>Purchase of computers</p> <p>2013-2014 2,829 Chromebooks, 475 ipads, 257 computers</p> <p>2014-2015 5,371 Chromebooks, 1,371 ipads, 745 computers</p> | <p>\$49,496 Common Core Res 7405</p> <p>\$1,066,124 LCFF Supp/Conc. (Sites)</p> <p>\$58,885 Title I-A (Sites)</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</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</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>We will continue to provide training in the CCSS in all content areas. We will also continue to support students who are at risk with various intervention support systems. We will continue to inform parents about the CCSS and keep parents updated as to how students are performing in their classrooms. Based on this year we need to establish a team to assist in the development and implementation of formative and summative assessments. We will continue to use multiple measures in providing the appropriate placement and challenges for students. We will continue to prepare students in practicing the use of assessments via technology and the integration of technology in all content areas. We will continue to utilize best practices when teaching.</p> | | |

| | | | | |
|---|---|------------------------------------|---|----------|
| 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__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: ALL | Applicable Pupil Subgroups: ALL | | |
| Expected Annual Measurable Outcomes: | State Physical Fitness Test | Actual Annual Measurable Outcomes: | Increase % of students in the HFQ by 5% annually. Preliminary data has not been concluded at this time. | |
| LCAP Year: 2014 - 2015 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | | Budgeted Expenditures | Estimated Actual Annual Expenditures | |
| School sites will continue to implement a high quality PE program. | | \$232,000 LCFF Sup/Con | 4 Elementary PE Teachers were hired by the district. They are working with 5th and 6th grade students at 8 of the Elementary Sites. \$184,214 LCFF Sup/Con | |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |

| | | | | |
|--|----------|--|--|------------------------------|
| Continue to provide healthy nutrition to students and promote healthy eating. School sites will purchase additional PE equipment and hire additional instructional staff to increase services for unduplicated pupils at each school on an as needed basis. | | \$242,000 LCFF Sup/Con | 4 Elementary PE Teachers were hired by the district. They are working with 5th and 6th grade students at 8 of the Elementary Sites. They teach nutrition to the students in their classes 1 time per month. | \$184,214 LCFF Sup/Con |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify) _____ | | | 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:(Specify) _____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | The 4 Elementary PE Teachers will continue to work with the 8 Elementary Sites providing PE and nutrition to 5th and 6th grade students. The goal is to increase the investment and provide four more Elementary PE specialists. | | |

| | | | |
|-------------------------------------|--|---|-----------------------|
| 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_x 8__ COE only: 9__ 10__ | Local : Specify _____ |
| Goal Applies to: | Schools: ALL | Applicable Pupil Subgroups: ALL | |

| | | | |
|--|---|--|--|
| <p>Expected Annual Measurable Outcomes:</p> | <p>1) % of students receiving visual and performing arts courses 2) % of students participating in extracurricular activities related to visual and performing arts</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>100% of the students received 10 lessons in 2 disciplines (theater, music, dance, visual arts) to every Elementary class. 100% of 3rd grade students received music instruction once a week</p> |
| <p>LCAP Year: 2014 - 2015</p> | | | |
| <p>Planned Actions/Services</p> | | <p>Actual Actions/Services</p> | |
| | <p>Budgeted Expenditures</p> | | <p>Estimated Actual Annual Expenditures</p> |
| <p>Develop a Visual and Performing Arts Plan utilizing newly adopted or updated frameworks to guide the plan</p> | <p>N/A</p> | <p>One Band teacher is currently piloting the new Music standards and participating on a state committee. A plan has not been fully designed and will need to be worked on for the 2015-2016 school year.</p> | <p>N/A</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</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |
| <p>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:(Specify)_____</p> | | <p>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:(Specify)_____</p> | |
| <p>Purchase more instruments/sheet music</p> | <p>\$60,000 LCFF Sup/Con</p> | <p>Instruments were purchased for the 4 band teachers. They will be utilized at all schools in the district. Schools purchased additional music instruments.</p> | <p>\$59,992 LCFF Sup/Con \$27,165 LCFF Sup/Conc. (Sites)</p> |

| | | | | | |
|---|----------|------------------------------|---|----------|------------------------------|
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Consider hiring more music directors | | | These positions were not filled this year. | | \$0 |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Hire outside specialist to assist (i.e., Children's Creative Project) | | \$303,640 LCFF Sup/Con | SBCEO Children's Creative Project was contracted with to provide 10 lessons in 2 disciplines (theater, music, dance, visual arts) to every Elementary class. | | \$303,640 LCFF Sup/Con |
| Scope of service: | LEA Wide | | Scope of service: | | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Purchase more art supplies to support the plan | | \$12,000 LCFF Sup/Con | Art supplies were purchased to support the visiting artists in the Children's Creative Project program. | | \$11,663 LCFF Sup/Con |
| 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:(Specify)_____ |

| |
|---|
| <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:(Specify)_____ |

| | |
|---|---|
| <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>Based on a review of this year, the recommendation is to fund 4 more music specialists for the 2015-2016 school year and hire 2 elementary 3rd grade music teachers and two additional band teachers to increase services to the elementary grades. We will continue supporting the Children’s Creative Project for the 2015-2016 school years and continue to support a band teacher working closely with the state committee on Fine Arts.</p> |
|---|---|

| | | |
|--|--|---|
| <p>Original GOAL from prior year LCAP:</p> | <p>Increase parent outreach via electronic means, flyers and meeting formats to promote parent participation in decision making at the district level.</p> | <p>Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p> |
|--|--|---|

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

| | | | |
|---|--|---|--|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Data qualifying efforts to seek parent input including surveys, flyers, Connect Ed phone calls, e-mail and meetings</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>A parent satisfaction survey was distributed to all school sites. The results are positive in all areas of academic environment, communication and school safety and climate.</p> |
|---|--|---|--|

LCAP Year: 2014 - 2015

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

| | | | | |
|---|----------|-------------------|---|----------------------------|
| Continue current practice, add parent trainings on instructional strategies, including use of technology | | \$100,000 Title I | Parent trainings for GATE were provided on Common Core Strategies and Depth and Complexity prompts. The Parent Institute for Quality Education program was provided for parents at nine schools. Classes included the new Common Core Standards, Smarter Balanced Assessments, and literacy/math learning activities at home. | \$100,000 Title I-A (CPO). |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| Quantify efforts to obtain parent input in making decisions for the school district and responses | | N/A | Our district staff met regularly with various parent advisory committees to plan and make decisions related to school improvement, including the Local Control Accountability Plan, new school boundaries, school building improvements, use of categorical funds, programs for English learners, and other topics. | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| Explore opportunities to showcase what is happening in our school district, instructional strategies. Add video snapshots | | N/A | The news media captured snapshots of our district for various district wide events and day to day events showcasing our district. | N/A |

| | | | |
|---|---------------------|---|---------------------|
| 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:(Specify)_____ | | 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:(Specify)_____ | |
| Add a "Super Committee." This committee would inform other committees of district or site happenings | N/A | This committee was not formed. | N/A |
| 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:(Specify)_____ | | 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:(Specify)_____ | |
| Continue to purchase the Connect Ed Automated Phone Call System to provide parents with timely information in their primary language. | \$50,000 Title I | Used the Automated Phone Call System to provide parents with timely information in their primary language. | \$31,500 Title I |
| 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:(Specify)_____ | | 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:(Specify)_____ | |

| | | | | | | | | | | | | | | | | | | | |
|---|-----------------------------|--|---|--|-----|--|--|--|--|---|-------------------|----------|---|--|-----|--|--|--|--|
| <p>Increase outreach to student’s parents in their primary language via:</p> <ol style="list-style-type: none"> 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters | <p>\$50,000 Title I</p> | <p>The following were utilized, but not limited to, to provide outreach to parents:</p> <ol style="list-style-type: none"> 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters | <p>\$31,500 Title I</p> <p>\$22,124 Title I-A (CPO)</p> <p>\$16,650 LCFF Base (CPO)</p> | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <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:(Specify)_____ </td> </tr> </table> | 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:(Specify)_____ | | | <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <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:(Specify)_____ </td> </tr> </table> | 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:(Specify)_____ | | |
| 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:(Specify)_____ | | | | | | | | | | | | | | | | | | | |
| 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:(Specify)_____ | | | | | | | | | | | | | | | | | | | |
| <p>Continue Connect-Ed invitations to parents for all parent meetings in the parent’s primary language.</p> | <p>N/A</p> | <p>The Connect-Ed Automated Phone Call System was used by all schools and the district to send information and invite parents to school meetings and school events. Messages were sent in English, Spanish and Mixteco.</p> | <p>N/A</p> | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <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:(Specify)_____ </td> </tr> </table> | 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:(Specify)_____ | | | <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of service:</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <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:(Specify)_____ </td> </tr> </table> | 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:(Specify)_____ | | |
| 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:(Specify)_____ | | | | | | | | | | | | | | | | | | | |
| 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:(Specify)_____ | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---|----------|---|---|---|
| Increase bilingual staff and translators /interpreters to promote parent-school-district-community partnerships. | | \$60,000 LCFF Sup/Con | All schools hired additional support staff to promote parent-school-district-community partnerships: <ul style="list-style-type: none"> • 79 bilingual instructional assistants • 20 community liaisons • English/Spanish/Mixteco interpreters • 16 project clerks • 1 secretary The district hired an additional full time district translator. | \$53,584 LCFF Sup/Con \$111,432 Title I-A (Sites) \$339,457 LCFF Base (Sites) |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | District and schools will continue promoting parent-school-district-community partnerships. Additional Bilingual/Trilingual support staff will be hired to improve communications with parents of English learners. | | |

| | | |
|-------------------------------------|---|--|
| Original GOAL from prior year LCAP: | Increase parent outreach via electronic means, flyers and meeting formats to promote parent participation in decision making at school. | Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: Schools: ALL | | |

| | | | |
|--|--|--|---|
| Applicable Pupil Subgroups: ALL | | | |
| Expected Annual Measurable Outcomes: | Data quantifying efforts to seek parent input including surveys, focus groups, automated calls, e-mail, letters, electronic posts, and meetings. | Actual Annual Measurable Outcomes: | A parent satisfaction survey was distributed to all school sites. The results are positive in all areas of academic environment, communication and school safety and climate. |
| LCAP Year: 2014 - 2015 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Continue current practice Add: 1. Parent trainings 2. Share instructional strategies 3. Include use of technology training for parents | N/A | The following were utilized to provide parent outreach: 1. Parent trainings 2. Share instructional strategies 3. Include use of technology training for parents | N/A |
| 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:(Specify)_____ | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |

| | | | |
|---|------------|---|-----------------------------|
| <p>Quantify efforts to obtain parent input in making decisions at school and responses</p> | <p>N/A</p> | <p>Parents have provided input and have participated in decision making at the school and district level, including but not limited to:</p> <ul style="list-style-type: none"> • LCAP Plan • School Single Plans • New School Boundaries • Bond Measure T • Reclassification of English Learners • Use of Technology • Parent Involvement Policy • Evaluation of State and Federal Programs • Programs and Services for English Learners | <p>N/A</p> |
| <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>Hire Community liaisons and translators to promote parent school community partnerships.</p> | | <p>4 Community liaisons were hired for the 2014-2015 schoolyear.</p> | <p>71,953 Obj. 2210</p> |
| <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |

| | | | |
|---|-----------------------------|---|-----------------------------|
| Explore opportunities to showcase what is happening in our school district, instructional strategies. Add video snapshots. | N/A | The news media captured snapshots of our district for various district wide events and day to day events showcasing our district. | N/A |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <input type="checkbox"/> ALL | |
| OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | | OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | |
| Increase outreach to student’s parents in their primary language via: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters | \$50,000 LCFF Sup/Con | The following were utilized to provide parent outreach: 1. Electronic means 2. Meeting formats 3. Flyers 4. Letters 5. ConnectEd 6. Newsletters | \$31,500 LCFF Sup/Con |
| Scope of service: LEA Wide | | Scope of service: LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <input type="checkbox"/> ALL | |
| OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | | OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | |
| Continue ConnectEd invitations to parents for all parent meetings in the parent’s primary language. Consider students sending out some messages. | N/A | ConnectEd messages were sent home in the student’s primary language. | N/A |

| | | | |
|---|----------|---|----------|
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | Sites will continue using different means of communication to promote parent outreach, improve parent-school communication and improve parent participation in decision making, using electronic devices, written, oral, visual aides, automated phone call system, face-to-face meetings, home visits, translators/interpreters, etc. Consider having Community liaisons be full time employees. | |

| | | |
|--------------------------------------|---|--|
| Original GOAL from prior year LCAP: | Increase student attendance rate | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: | Schools: ALL Applicable Pupil Subgroups: ALL | |
| Expected Annual Measurable Outcomes: | Student attendance rates | Actual Annual Measurable Outcomes: Preliminary estimate is 96.5% |
| LCAP Year: 2014 -2015 | | |

| Planned Actions/Services | | Budgeted Expenditures | Actual Actions/Services | | Estimated Actual Annual Expenditures |
|---|----------|----------------------------------|---|----------|--------------------------------------|
| Truancy letters mailed to habitual truants. | | \$1,000 LCFF Rev | All habitually truant students receive Truancy letters. | | \$985 LCFF Rev |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Site level incentives and rewards for perfect attendance. | | \$18,000 LCFF Sup/Con Site | Sites level incentives and rewards for perfect attendance are provided at all sites. | | \$14,250 LCFF Sup/Con Site |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Truancy Mentors assigned to habitually truant students. | | N/A | Truancy Mentors are assigned to habitually truant students at all school sites. | | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| During parent meetings stress importance of attendance. | | N/A | The importance of attendance is stressed during parent meetings. | | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Review attendance procedures with staff. | | N/A | Attendance procedures have been reviewed with all appropriate staff. | | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Compulsory Attendance rules noted in Annual Notification to Parents/Guardians | | N/A | Compulsory Attendance rules are noted in the Annual Notification to Parents/Guardians. | | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Outreach Consultants to work with all elementary schools. | | \$586,000 LCFF Sup/Con | Outreach Consultants worked with all elementary schools. | | \$458,792 LCFF Sup/Con |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Truancy Mentors to work with all junior high schools. | | N/A | All Junior High Schools have Truancy Mentors. | | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |
| SMBSD Participate in SARB Meetings | | N/A | SMBSD participates in SARB Meetings. | | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | | |

| | | | | |
|---|----------|--|---|----------------------------------|
| Train school site Attendance Liaisons in procedures for sending Truancy Letters and setting TMT and SARB Meetings. | | N/A | All Attendance Liaisons have been trained in procedures for sending Truancy Letters and setting TMT and SARB Meetings. | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| Provide incentives for student attendance. | | \$18,000 LCFF Sup/Con Site | All schools have positive incentives for student attendance. | \$14,250 LCFF Sup/Con Site |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <input 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:(Specify)_____ | | | 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:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | Based on a review of this year, we will revise the SARB referral to allow for earlier referrals to SARB. We will continue to support student incentives for attendance and continue to utilize the Outreach Consultants. | | |

| | | |
|--------------------------|----------------------------------|---|
| Original GOAL from prior | Decrease pupil Suspension rates. | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ |
|--------------------------|----------------------------------|---|

| | | | | |
|---|----------------------------------|---|---|-----------------------|
| year LCAP: | | | | Local : Specify _____ |
| Goal Applies to: | Schools: ALL | Applicable Pupil Subgroups: ALL | | |
| Expected Annual Measurable Outcomes: | Pupil suspension rates decreased | Actual Annual Measurable Outcomes: | No primiliminary data at this time. | |
| LCAP Year: 2014 -2015 | | | | |
| Planned Actions/Services | | Actual Actions/Services | | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| School counselors available to meet with Jr. High students. | N/A | All Junior High Schools have school counselors. | N/A | |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | | |
| Safety Plans for all schools. | N/A | All schools have Safety Plans. | N/A | |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide | |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | | |

| | | | | |
|---|----------|------------------------------|---|------------------------------|
| Outreach Consultants to work with all elementary schools. | | \$586,000 LCFF Sup/Con | All elementary schools have full time Outreach Consultants. | \$458,972 LCFF Sup/Con |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| Respect Days to be implemented at Junior High Schools. | | N/A | Respect Days are implemented at Junior High Schools. | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <input 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:(Specify)_____ | | | 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:(Specify)_____ | |
| Enrichment / Extracurricular activities to be implemented at all sites. | | N/A | All sites are implementing Enrichment and Extracurricular Activities. | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| Anti-Bullying curriculum to be implemented at all sites. | | N/A | Anti-Bullying curriculum was implemented at all sites. | 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:(Specify)_____ | <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:(Specify)_____ |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Based on the year’s review schools will continue to utilize Outreach Consultants, anti-bullying curriculum, extracurricular activities, and other Building Assets activities to contribute to a Safe School Climate. |

| | | |
|---|---|--|
| Original GOAL from prior year LCAP: | Maintain low expulsion rates | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: | Schools: ALL Applicable Pupil Subgroups: ALL | |
| Expected Annual Measurable Outcomes: | Pupil expulsion rates | Actual Annual Measurable Outcomes: Preliminary data indicates 2 expulsions. |
| LCAP Year: 2014 -2015 | | |
| Planned Actions/Services | | Actual Actions/Services |
| | Budgeted Expenditures | Estimated Actual Annual Expenditures |
| Outreach Consultants to work with all elementary schools. | \$586,000 LCFF Sup/Con | Outreach Consultants are working with all elementary schools. \$458,972 LCFF Sup/Con |

| | | | |
|---|---|---|-----|
| 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:(Specify)_____ | | 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:(Specify)_____ | |
| Respect Days to be implemented at Junior High Schools Enrichment / Extracurricular activities to be implemented at all sites. | N/A | Respect Days are implemented at Junior High Schools All sites are implementing Enrichment and Extracurricular Activities. | N/A |
| 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:(Specify)_____ | | 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:(Specify)_____ | |
| Anti-Bullying curriculum to be implemented at all sites. | N/A | Anti-Bullying curriculum is implemented at sites. | N/A |
| 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:(Specify)_____ | | 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:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Schools will continue to utilize Outreach Consultants, anti-bullying curriculum, extracurricular activities, and other Building Assets activities to contribute to a Safe School Climate. | | |

| | | | |
|--|--|---|--|
| 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_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: ALL Applicable Pupil Subgroups: ALL | | |
| Expected Annual Measurable Outcomes: | 1) Student Surveys 2) Student participation in extracurricular activities | Actual Annual Measurable Outcomes: Healthy Kids Survey | |
| LCAP Year: 2014 -2015 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | | Budgeted Expenditures | Estimated Actual Annual Expenditures |
| Due to our growing enrollment there is a need to increase services for students by adding an: 1. Outreach consultants 2. Resource officers 3. Student supervision 4. Assistant Principal 5. Human Resources Clerk Full Time | | \$877,597 LCFF Sup/Con | Outreach Consultants are full time at all sites, which is an increase over half time Outreach Consultants in 13-14. The district has a full time School Resource Officer. Student Supervision hours increased for all sites. Two schools hired 2 additional student supervision aides to increase student safety. |
| 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:(Specify)_____ | | x ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| | | \$747,461 LCFF Sup/Con | \$14,876 LCFF Base (Sites) |

| | | | |
|---|---|--|---------------------------------------|
| <p>Continue individual and school site events may include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Movie nights 2. Carnivals 3. BBQ's 4. Academic recognition 5. Attendance awards 6. Band 7. Theatre 8. Math Superbowl 9. Battle of the Books 10. Track Meet 11. Destination Imagination 12. Athletics 13. Extracurricular programs 14. Anti-bullying Curriculum (professional development needed) | <p>\$18,000 LCFF Sup/Con Site</p> | <p>Individual and school site events included, but were not limited to the following:</p> <ol style="list-style-type: none"> 1. Movie nights 2. Carnivals 3. BBQ's 4. Academic recognition 5. Attendance awards 6. Band 7. Theatre 8. Math Superbowl 9. Battle of the Books 10. Track Meet 11. Destination Imagination 12. Athletics 13. Extracurricular programs 14. Anti-bullying Curriculum (professional development needed) | <p>\$14,250 LCFF Sup/Con Site</p> |
| <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>Respect Days to be implemented at Junior High Schools</p> | <p>N/A</p> | <p>Junior High Schools have implemented Respect Days.</p> | <p>N/A</p> |
| <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> | | <p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> | |

| | | | |
|--|--|--|----------------------|
| 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:(Specify)_____ | | 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:(Specify)_____ | |
| Provide capacity building and social skills training to Special and General Education Staff and Teachers | \$10,500 LCFF Rev | Second Step (a social skills curriculum) was purchased and training was given to the special education staff to support the social skills of the special education students. | \$10,500 LCFF Rev |
| x 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:(Specify)_____ | | x 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:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Based on the Healthy Kids Survey results schools will continue to address concerns related to a safe school climate by employing Outreach Consultants and engaging students in extracurricular activities and asset building. We will continue to support the implementation of Respect Days and other similar character building activities. Students overwhelmingly agree on a very positive academic environment, communication with their teachers and feel they have a safe school. | | |

| | | |
|-------------------------------------|--|--|
| 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__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: Schools: ALL | | |

| | | | |
|---|--|---|--|
| Applicable Pupil Subgroups: | | ALL | |
| Expected Annual Measurable Outcomes: | 1) Parent survey 2) Parent participation in school or district meetings | Actual Annual Measurable Outcomes: | Healthy Kids survey |
| LCAP Year: 2014 -2015 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Continue current practice and re-evaluate at the end of the year | | N/A | Parents have participated in numerous site and district meetings. |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |
| Numerous parent events held at each school site annually may include, but are not limited to: 1. Back to School Nights 2. Family learning nights 3. Thrive Parent meetings 4. Parent Project Program | | \$353,000 LCFF Sup/Con | All sites have had numerous parent events, including Back to School Nights, Open Houses, Community Building Activities, Thrive Parents Meetings, Parent Project classes, PIQE classes. |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | <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:(Specify)_____ | | 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:(Specify)_____ | |
| | | | \$353,000 LCFF Sup/Con & CPO |

| | | | | |
|---|----------|---------------------------------------|---|---------------------------------------|
| Consider adding more parent education classes: 1. Community Based Education Tutoring (CBET) 2. Parent Spanish Literacy Classes 3. Parent Involvement for Quality Education (PIQE) | | \$353,000 LCFF Sup/Con & CPO | Spanish Literacy Classes were provided at Adam Elementary and El Camino Junior High School in partnership with Allan Hancock College. | \$353,000 LCFF Sup/Con & CPO |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <input 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:(Specify)_____ | | | 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:(Specify)_____ | |
| Survey parents | | N/A | Parents completed Parent Satisfaction Survey with positive results in all areas. A new survey will be designed using a scanable form. | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| Evaluate results of surveys | | N/A | Director of Consolidated Projects analyzed Parent Satisfaction Survey data and shared results with schools. Results will be used by schools to prepare their single plans. Results were positive across all areas. | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | 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:(Specify)_____ | |
| Develop an action plan to address school connectedness and what other parent education information parents would like | | N/A | |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| x ALL | | x 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:(Specify)_____ | | 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:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | District will continue providing parent education programs and will expand them to additional sites, including ESL classes, Spanish Literacy, PIQE, Parent Project, Family Literacy Conferences, Family Nights, as well as state and local parent conferences. Based on parent input, there is also a desire to increase the participation rate of students in the ASES program at Jiménez Elementary and other school sites. District will continue using different means of communication to inform parents about issues related to student and school safety in a timely manner, using electronic devices, written, oral, visual aides, automated phone call system, home visits, translators/interpreters, etc. | |

| | | |
|--------------------------|---|---|
| Original GOAL from prior | 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__ |
|--------------------------|---|---|

| | | | |
|--|--|--|---|
| year LCAP: | | Local : Specify _____ | |
| Goal Applies to: | | Schools: ALL | Applicable Pupil Subgroups: ALL |
| Expected Annual Measurable Outcomes: | 1) Staff survey 2) Staff participation in school or district committees | Actual Annual Measurable Outcomes: | Staff takes the Healthy Kids Survey, the results are shared by individual sites and each school completes their Safe Schools Plan including this information. |
| LCAP Year: 2014 -2015 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Continue current practice and re-evaluate at the end of the year | | N/A | Implemented current Safe School Plans at all sites which were based on the Healthy Kids Survey. |
| 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:(Specify)_____ | | <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:(Specify)_____ | |
| Survey staff through CHKS module | | N/A | Survey completed |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input type="checkbox"/> ALL | | <input 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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Evaluate results of surveys | | N/A | Director of Pupil Personnel has analyzed the staff CHKS Survey data and shared results with Instructional Services Team, School Administrators, and ASPIRE Parent-District-Community Organization. Results will be used by school leadership teams to prepare their school safety plans. | | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| x ALL | | | x 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:(Specify)_____ | | | 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:(Specify)_____ | | |
| Develop an action plan to address school connectedness | | N/A | Each site updates their Safe School Plan annually which includes school connectedness issues. | | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide | |
| x ALL | | | x 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:(Specify)_____ | | | 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:(Specify)_____ | | |

| | | | | |
|---|--|--|---|------------------------------|
| Continue providing CPI(Crisis Prevention Intervention) Training and refresher courses as needed to district staff | | \$4,000 Special Education | Special Education staff provide to the SMBSD certificated and classified staff CPI classes to continue the certification for them to be compliant in the skills necessary for the safety of our students in crisis. | \$3,000 Special Education |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input checked="" type="checkbox"/> ALL | | | <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:(Specify)_____ | | | 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:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | Schools will continue to use the CHKS information to make the Safe School Plan The Parent Satisfaction survey indicates that students overwhelmingly agree on a very positive academic environment, communication with their teachers and feel they have a safe school. | | |
| Original GOAL from prior year LCAP: | Increase parental participation in programs for Unduplicated pupils | | Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: ALL | Applicable Pupil Subgroups: Unduplicated pupils | | |
| Expected Annual Measurable Outcomes: | Data quantifying efforts to seek parent input including surveys, focus groups, automated calls, e-mail, letters, electronic posts, and meetings. | Actual Annual Measurable Outcomes: | A parent satisfaction survey was distributed to all school sites. The results are positive in all areas of academic environment, communication and school safety and climate. | |
| LCAP Year: 2014 - 2015 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |

| | | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
|---|----------|------------------------------|--|---|
| Parent Education Programs are provided at 9 school sites | | \$253,000 LCFF Sup/Con | <p>The English as a Second Language was provided at 5 elementary schools and one junior high school.</p> <p>The Parent Institute for Quality Education program was provided at 9 school sites.</p> <p>The Parent Project was provided at six sites.</p> | <p>\$253,000 LCFF Sup/Conc. (CPO) \$100,000 Title I-A (CPO) \$51,158 Title I-C (Migrant)</p> |
| Scope of service: | LEA wide | | Scope of service: | |
| <input type="checkbox"/> ALL | | | <input 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Unduplicated</u> pupils _____ | | | 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Unduplicated</u> pupils _____ | |
| A series of parent education programs are implemented by the district every year. | | \$253,000 LCFF Sup/Con | <p>A series of parent education events were provided throughout the year at the school sites and outside of the district, including the following:</p> <ul style="list-style-type: none"> • Annual Migrant Family Conference • CAG Parent Workshops • State Parent Conference • Parents are Teachers Too Conference • Math Family Nights • Literacy Family Nights • Migrant Family Literacy Nights • Back to School Nights • Open House | <p>\$1,495 LCFF Sup/Conc. (Sites) \$106,344 Title I-C (Migrant)</p> |

| | | | |
|---|-----|---|-----|
| Scope of service: LEA wide __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient x Other Subgroups:(Specify) <u>Unduplicated</u> pupils _____ | | Scope of service: LEA wide __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient x Other Subgroups:(Specify) <u>Unduplicated</u> pupils _____ | |
| District wide Outreach Activities are conducted on a regular basis such as Community Building Meetings, Pantry, Health Fairs, etc | N/A | Community Building Meetings, Pantry, Parent Education Meetings, and other community outreach events have been held. | N/A |
| Scope of service: LEA wide __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient x Other Subgroups:(Specify) <u>Unduplicated</u> pupils _____ | | Scope of service: LEA wide __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient x Other Subgroups:(Specify) <u>Unduplicated</u> pupils _____ | |
| Training for administrators in Parent Ed. Opportunities | N/A | Administrators received information and training on Parent Education programs during monthly administrators' meetings and through SBCEO workshops. | N/A |
| Scope of service: LEA wide __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient x Other Subgroups:(Specify) <u>Unduplicated</u> pupils _____ | | Scope of service: LEA wide __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient x Other Subgroups:(Specify) <u>Unduplicated</u> pupils _____ | |

| | | | |
|--|----------|--|----------|
| Parent Education Consortium Meetings | | The Parent Education Consortium met and discussed through Thrive to continue Parent Education classes such as PIQE, Parent Project classes. | |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide |
| <input 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Unduplicated pupils | | <input 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Unduplicated pupils | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | Schools will continue implementing parental involvement policies, including parent communication, parent education programs and parent-school-district-community partnerships. District will expand parent education programs to additional sites, including ESL classes, Spanish Literacy, PIQE, Parent Project, Family Literacy Conferences, Family Nights, as well as state and local parent conferences. | |

| | | |
|--------------------------------------|---|---|
| Original GOAL from prior year LCAP: | Increase progress towards English Language Proficiency for English Learners. | Related State and/or Local Priorities: 1__ 2__ 3__ 4x__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: | Schools: ALL Applicable Pupil Subgroups: ELL | |
| Expected Annual Measurable Outcomes: | Increase progress towards English Language Proficiency for EL's % of English learners making annual progress in learning English | Actual Annual Measurable Outcomes: 49.9% of English learners made annual progress in 2014-15. Our district did not meet the annual target of 60.5% |
| LCAP Year: 2014 - 2015 | | |

| Planned Actions/Services | | Actual Actions/Services | |
|--|----------------------------------|---|--------------------------------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>Continue to explore professional development on research based instructional strategies for English learners with teachers. PD will be provided to teachers and mentors by ELD experts or lead learners.</p> <p>These professional development activities will include presentations, webinars and technology based learning on, but are not limited to:</p> <ol style="list-style-type: none"> 1. English language acquisition 2. Academic support for English Language Learners 3. Constructivist Learning 4. Cooperative Learning 5. Oral language development 6. Phonological Processing 7. Tiered System for Vocabulary Instruction 8. Conversational and Academic Language Development 9. Scaffolding 10. Schema building and Mental Framework development 11. Metacognition 12. Modeling 13. Contextualizing 14. Reframing information | <p>\$60,000 LCFF Sup/Con</p> | <p>Our district is exploring professional development options for teachers, including research-based strategies for Integrated ELD and Designated ELD.</p> <p>Our ELD Action Team will continue researching best models and professional development for ELD instruction, including research-based strategies for Designated ELD and Integrated ELD time.</p> <p>A group of teachers and administrators have attended the following professional development activities for English Learner Instruction:</p> <ul style="list-style-type: none"> • English Learner Network • ELA/ELD Framework Conference • Teacher Institute • What's new in the achievement • Primary PD Seminars • EL Arts Workshops • Kinderpalooza Workshop • ADEPT • CTA Good Teaching Conference • English Language Learners: Culture, Equity and Language Practical Strategies | <p>\$56,188 LCFF Sup/Conc.</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>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |

| | | | | |
|---|----------|---------------------------|--|--|
| Utilize site specific curriculum mentors at each of the sites to support the dissemination of research-based strategies through professional development and on site collaboration. Stipends will be provided to support this work. | | \$363,660 LCFF Sup/Con | 69 lead learners are receiving professional development and are facilitating on site collaboration. Stipends were provided to all lead learners. | \$239,306 LCFF Sup/Con |
| Scope of service: | LEA wide | | Scope of service: LEA wide | |
| __ALL | | | __ALL | |
| OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| ELD instruction will be provided at each school site. | | N/A | All schools provide ELD instruction during the ELA/ELD instructional time. | N/A |
| Scope of service: | LEA wide | | Scope of service: LEA wide | |
| __ALL | | | __ALL | |
| OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Annual Imagine Learning Education (ILE) Site Licenses will be purchased for schools with high number of English learners and newcomers (10% of schools). | | \$390,000 LCFF Sup/Con | Two schools, Adam and Rice, purchased annual ILE Site Licenses for all English learners, and nine schools purchased 874 annual licenses for their English learner students. | \$311,921 LCFF Sup/Con (Sites) & Title I |
| Scope of service: | LEA wide | | Scope of service: LEA wide | |
| __ALL | | | __ALL | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

| | | | |
|--|--|--|---|
| <p>Additional Teacher Tutors, LATs, bilingual instructional assistants, and instructional support staff will be hired to regroup students for daily ELD instruction and ELD/ELA interventions.</p> | <p>\$900,000 LCFF Sup/Con</p> | <p>The following certificated and classified staff were hired to support ELD instruction and ELD/ELA interventions at each elementary school:</p> <ul style="list-style-type: none"> • 5 Site TOSAs • 72 teacher tutors • 9 Limited Assignment Teachers • 19 Intervention Teachers • 79 Bilingual Instructional assistants. | <p>\$896,883 LCFF Supp/Conc. (Sites)</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><input type="checkbox"/> ALL</p> | |
| <p>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:(Specify)_____</p> | | <p>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:(Specify)_____</p> | |
| <p>Improve collaboration and autonomy at schools by supporting implementation of school plans to improve student achievement for English learners.</p> | <p>\$0</p> | <p>All schools received additional funding and resources to improve student achievement for English learners. All activities funded with Title I and Local Control Funding Formula funds provided to schools are included in the school single plans.</p> | <p>\$1,880,000 LCFF Supp/Conf. Rollover funds</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><input type="checkbox"/> ALL</p> | |
| <p>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:(Specify)_____</p> | | <p>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:(Specify)_____</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>The district will continue supporting the schools' single plans to improve language proficiency and academic performance for all English learners and newcomer students. District will allocate \$5,230,661 in LCFF Base funds to the schools in 2015-16 to fund programs and services for English learners and implement the single plans. District will purchase new ELD instructional materials. Schools will continue hiring additional staff to provide ELD/ELA interventions for English learners and newcomer students. The EL Action Team and Lead Learners will research and implement professional development on research-based instructional strategies for English learners.</p> | | |

| | | | | |
|---|--|--|---|--|
| Original GOAL from prior year LCAP: | Increase student's sense of safety and school connectedness. | | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6x__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: ALL | Applicable Pupil Subgroups: Foster Youth | | |
| Expected Annual Measurable Outcomes: | Foster Youth will maintain their connection with one school. | Actual Annual Measurable Outcomes: | Students were provided bussing on an as needed basis to maintain their connection to one site. | |
| LCAP Year: 2014 - 2015 | | | | |
| Planned Actions/Services | | Actual Actions/Services | | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| Students will continue to be bussed as needed to maintain their connection with one school. | | \$22,100 Obj. 5100 | Previous practice has been to bus homeless students. Adding Foster Youth to this group allowed for the provision of bussing services. | |
| Scope of service: | LEA Wide | Scope of service: | LEA Wide | |
| __ALL | | __ALL | | |

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) Foster Youth

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) Foster youth

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Based on the positive feedback from parents we will continue to provide bussing on an as needed basis for Foster Youth.

| | | | | |
|--------------------------------------|--|------------------------------------|---|--|
| Original GOAL from prior year LCAP: | Increase the annual rate of Reclassification of English Learner to Fluent English Proficient | | Related State and/or Local Priorities: 1__ 2__ 3__ 4x__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: ALL | Applicable Pupil Subgroups: ELL | | |
| Expected Annual Measurable Outcomes: | Increase the reclassification rate of English Learners | Actual Annual Measurable Outcomes: | 7.1% of English learners were reclassified after CBEDS Day in 2013-14. 10.4% of English learners will be reclassified after CBEDS Day in 2014-15. | |
| LCAP Year: 2014 - 2015 | | | | |
| Planned Actions/Services | | Actual Actions/Services | | |
| | | Budgeted Expenditures | Estimated Actual Annual Expenditures | |

| | | | | |
|---|-----------------|---|--|---|
| <p>Targeted Students receive ELA and Math interventions are provided for English Learners outside of the school day (After school/Saturday School/ Summer school) to accelerate their reclassification.</p> | | <p>\$2,142,884 LCFF Base & Supp/Conc. (CPO & Sites) \$2,243,743 Title I-C (Migrant) \$1,923,502 ASES \$184,616 Hourly Program</p> <p>\$64,353 Title I-A (Sites)</p> <p>\$114,331 LCFF Supp/Conc. (Sites) \$32,715 Title I-A</p> | <p>A total of 6,500 English learners and socioeconomically disadvantaged students received ELA and Math tutoring and interventions outside of the school day to accelerate their reclassification, including Extended Day, After School, Saturday Academies, Winter/Spring Intersession, and Summer School.</p> <p>Instructional software and supplies were purchased to support ELA and math interventions for English learners and socioeconomically disadvantaged students, including:</p> <ul style="list-style-type: none"> • 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 • IXL Interactive ELA and Math Subscriptions <p>Enrichment field trip activities were provided for students to support the ELA, Math, Science and History/Social Studies curriculum.</p> | <p>\$2,142,884 LCFF Base & Supp/Conc. (CPO & Sites) \$2,243,743 Title I-C (Migrant) \$1,923,502 ASES \$184,616 Hourly Program</p> <p>\$64,353 Title I-A (Sites)</p> <p>\$114,331 LCFF Supp/Conc. (Sites) \$32,715 Title I-A (Sites)</p> |
| <p>Scope of service:</p> <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> x <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p> | <p>LEA wide</p> | | <p>Scope of service:</p> <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> x <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p> | <p>LEA wide</p> |

| | | | | |
|--|-----------------|---|---|---|
| <p>ELD interventions are provided for English Learners outside of the school day to accelerate their reclassification.</p> | | <p>\$125,000 LCFF Base (Sites) \$45,000 Title I-A (Sites)</p> | <p>A total of 3,225 English learners received ELD interventions outside of the school day to accelerate their reclassification. Supplemental books and instructional materials were purchased to provide ELD/ELA interventions for English learners and socioeconomically disadvantaged students.</p> | <p>\$120,181 LCFF Base (Sites) \$43,442 Title I-A (Sites)</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><input type="checkbox"/> ALL</p> | |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>Student data is analyzed every six months to identify English Learners who meet reclassification criteria.</p> | | <p>\$0</p> | <p>Student data was analyzed three times per year, after each trimester benchmark, to identify English learners who meet reclassification criteria. 10.4% of English learners have been identified for reclassification in 2014-15. A full time Data Automation Specialist assists with English learner student data entry, analysis and reporting.</p> | <p>\$14,899 LCFF Base Rev</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><input type="checkbox"/> ALL</p> | |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>Reclassification criteria are reviewed annually.</p> | | <p>N/A</p> | <p>The reclassification criteria were reviewed by various stakeholder groups: District Instructional Team, Parent Advisory Committees, Site Administrators, District English Learner Advisory Committee, and School Board. A new temporary reclassification criterion was adopted by the school board for 2014-15.</p> | <p>N/A</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><input type="checkbox"/> ALL</p> | |

| | | | | |
|--|--|--|---|----------|
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Student data is analyzed every trimester to monitor performance of Long term English Learners, Newcomers and Reclassified students to provide academic support. | | N/A | Student data was analyzed every trimester and shared with stakeholder groups to monitor performance of Long Term English Learners, Newcomers and Reclassified students. Data was used to provide academic support for these students. A full time Data Automation Specialist assists with English learner student data entry, analysis and reporting. | N/A |
| Scope of service: | LEA Wide | | Scope of service: | LEA Wide |
| <input type="checkbox"/> ALL | | | <input type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | 10.4% of English learners have been identified for reclassification in 2014-15. Consider hiring a EL Coordinator to share strategies that help promote an increase in student reclassification and assist in monitoring AMAO progress. | | |
| Original GOAL from prior year LCAP: | Increase parental participation in programs for Unduplicated pupils | | Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: ALL | Applicable Pupil Subgroups: ELL and Redesignated Fluent English Proficient | | |
| Expected Annual Measurable Outcomes: | Data quantifying efforts to seek parent input including surveys, focus groups, automated calls, e-mail, letters, electronic posts, and meetings. | Actual Annual Measurable Outcomes: | A parent satisfaction survey was distributed to all school sites. The results are positive in all areas of academic environment, communication and school safety and climate. | |

| LCAP Year: 2014 - 2015 | | | |
|--|-----------------------|--|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Parent Education Programs are provided at 9 school sites | | <p>The English as a Second Language was provided at 5 elementary schools and one junior high school.</p> <p>The Parent Institute for Quality Education program was provided at 9 school sites.</p> <p>The Parent Project was provided at six sites.</p> | <p>\$253,000 LCFF Supp/Conc. (CPO)</p> <p>\$100,000 Title I-A (CPO)</p> <p>\$51,158 Title I-C (Migrant)</p> |
| Scope of service: | LEA wide | Scope of service: | |
| <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:(Specify) <u>Unduplicated</u> pupils _____ | | <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:(Specify) <u>Unduplicated</u> pupils _____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | Schools will continue implementing parental involvement policies, including parent communication, parent education programs and parent-school-district-community partnerships. District will expand parent education programs to additional sites, including ESL classes, Spanish Literacy, PIQE, Parent Project, Family Literacy Conferences, Family Nights, as well as state and local parent conferences. | |

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 | \$ 28,583,384 |
| <ul style="list-style-type: none"> • Continue the Visual and Performing Arts at all elementary school sites. In addition, consider additional Fine Arts Specialists and PE teachers to continue student’s access to a broad course of study • Continue to provide a stipend to lead learners at each site to help support the transition from staff development to lesson development and delivery, reflecting the shift in practices in the CCSS • Continue to support Teachers on Special Assignment to support professional development and assist in the implementation of the CCSS • Add an EL Coordinator, Special Education Program Specialist and continue to fund a Special Projects Coordinator to help support site needs • Continue to support and add more Curriculum subs to support staff development and collaboration • Continue to support Early Learning Education for students based on Preschool Foundations that support the CCSS • Continue to provide bilingual staff to help support students in Preschool, Transitional Kindergarten and Kindergarten • 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 • Continue to provide additional ASES program sites and slots for students to attend • Continue to provide Student connections through the use of Second Step Pilot, Teen Court, but not limited to these • Continue to provide professional development on all content areas to support the implementation of CCSS • Continue to purchase materials to support the implementation of CCSS • Continue to provide technology to be integrated into the curriculum • Continue to provide staffing to support the growing student population that will increase the need for our district to expand | |

services to support our intervention plan including: Outreach Counselors, Healthy Start advocates, Health aides and school psychologists

- Continue to provide staffing to support sites with Community liaisons, Curriculum staffing, and Special Education staffing
- Continue supplemental instruction with increasing the number of opportunities for students in Summer School, Saturday School, STEM and ASES.
- Continue to provide school staffing to promote school safety and William's compliance including a Resource Officer, Nurses, an alternative education teacher and maintenance needs/staffing for school plants

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.

| | |
|-------|---|
| 25.43 | % |
|-------|---|

All students :

- developing a system capacity to implement, sustain and maintain new common core state standards and instructional practices
- improving data and building staff capacity to review various forms of assessments
- using effective, research based systemic lesson models for the delivery of ELA and Math Common Core curriculum that includes access to core support for all students
- increasing and improving student’s and parent’s sense of school connectedness, safety, communication and climate
- enhancing opportunities for parent engagement throughout the Santa-Maria Bonita School District

English Learners:

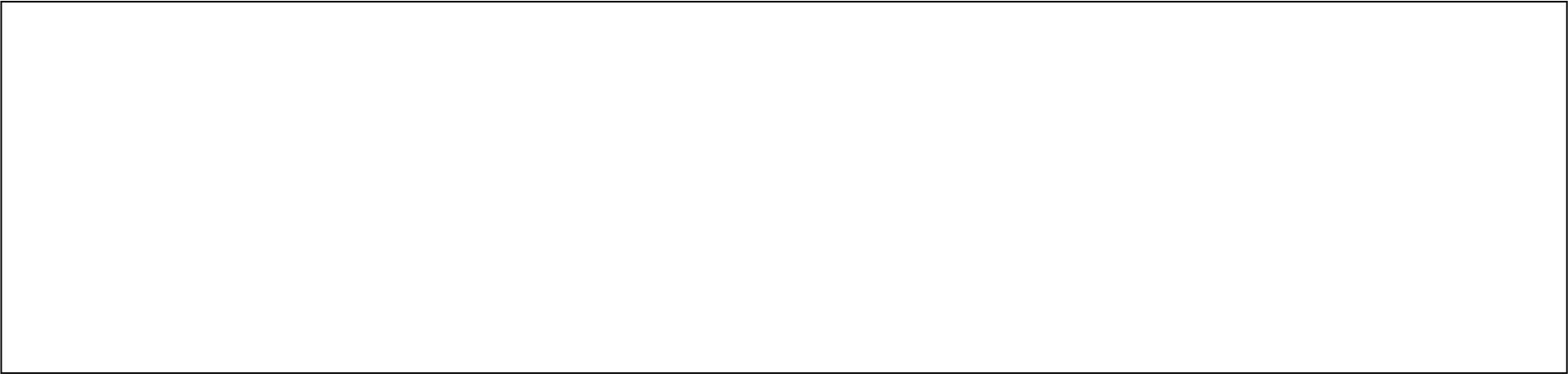
- providing a professional culture of learning for all teachers and administrators in how to create high challenge/high support learning environments for students
- incorporating culturally responsive instruction by building on student’s prior knowledge and experiences to promote the development of academic English, and respect
- improving access to instructional materials and interventions
- improving the identification of reclassification eligibility and monitoring student progress

Low-income students:

- providing access to consistently delivered instruction and practices designed to provide continuity (after school tutoring, curriculum, interventions, small group instruction)
- evaluating and supporting behavioral and social-emotional needs
- understanding the culture of students to improve academic performance and enhance learning

Foster Youth:

- providing continuity in the student’s education
- providing a strong collaboration between the school and the home improving opportunities for student engagement



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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).