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

Introduction:

LEA: _Santa Maria Joint Union High School District   Contact: Dr. Mark Richardson, Superintendent, mrichardson@smjuhsd.org (805) 922-4573 x4201

LCAP Year: 2015/16

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
The Santa Maria Joint Union High School District (SMJUHSD) had it first implementation year of the Local Control Accountability Plan (LCAP). Our goals are based on established District priorities, District-wide data and aligned to the eight state priorities. SMJUHSD held the following meeting to engage stakeholders: • District Steering Committee meeting on January 26, 2015. • School/District Administrator meetings • Multiple meetings with District English Language Advisory Committee (DELAC), site English Language Advisory Committee (ELAC) and District Parent Advisory Committee for review and comment. • Consulted certificated and classified bargaining units. • Individual school site student meetings. The District LCFF Steering Committee engaged the process on January 26, 2015. The purpose of the Committee was to review our current year (2014-2015) LCAP. Stakeholders were to provide input and comments. All recommendations were then consolidated into a document that was posted on a district provided blog for feedback. Committee members represented the Santa Maria Bonita School District, Orcutt Union School District, Guadalupe School District, Blochman School District, Allan Hancock College, Cal Poly San Luis Obispo University, Santa Barbara County Education Office, City of Santa Maria, Santa Maria Chamber of Commerce, Fighting Back Santa Maria Valley, Santa Barbara County Teen Court, and Santa Barbara County Probation. The Committee also included four site principals, four site parents representatives, four site student representatives, eight parents that represented DELAC or ELAC or MPAC, four CSEA representatives, four faculty association representatives, seven District Office administrators and one lead facilitator. Stakeholder engagement and data collection will be utilized to create a draft of the Local Control Accountability Plan (LCAP). This preliminary plan was posted on our District website, presented to parent advisory groups and District Board of Trustees for additional feedback and public comment. The Preliminary LCAP was presented to the Board of Trustees for Public Hearing on June 9, 2015. The Final LCAP was approved by the Santa Maria Joint Union High School District Board of Trustees on June 17, 2015.	The District LCFF Steering Committee reviewed of our our Local Control Accountability Plan that resulted in revisions and addressed the needs of our parents, faculty and students based on the eight state priorities. This Committee was comprised of 51 stakeholders that engage in the process. The process led the Committee to identify appropriate services and actions to close the achievement gap. The revision of the LCAP goals by the Committee was one of the most intense and reflective processes. Each stakeholder was valued for their input and comments. This led to the revision of Goal #1. Committee stakeholders reviewed Goal #1, which stated "Challenge and support all students to demonstrate proficiency in the Common Core State Standards and acquire the knowledge and skills, to be successful and prepared". The new Goal #1 reads " Challenge and support all students to demonstrate proficiency in the Common Core and other state adopted standards and acquire the knowledge and skills, to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career". Although, the Common Core State Standards are a major focus and implementation for the District, the Steering Committee felt that it was important that addressing other state standard be added. The participation by our LCFF Steering Committee for the review of our actions and services was a robust dialogue that produced amazing results. Some of the suggestions were too continue the support toward the Common Core State Standards, continue with cultural proficiency, expand vocational pathways, improve absenteeism, continue with the improvement of ELD program and support services for Foster Youth. Based on our District data and the identified needs, our actions and services will continue to meet the eight state priorities. The 2015-2016 LCAP will increase its actions and service in the area of curriculum, parent engagement programs, ROP partnership, chronic absenteeism, early academic outreach, student technology, school safety, foster youth services and the English Learner Program. The actual actions and services that are to be provided are for the school year will reviewed through a District provided for the Steering Committee. Following the input and feedback from the Steering Committee, the District blog was open to all stakeholders. The LCFF Steering committee's recommendations for 2015/2016 were then presented to various parent groups. Our District's DELAC parents developed a variety of questions that they would like answered. At the next month's meeting the questions were answered and clarifications were provided to the list of questions. Some of the questions were: "Which students will be serviced with the new funding", "Does the funding help all students", "Can parents get a copy of the approved plan" and "Can we have more parent meetings with our counselors". These were questions that were asked at our April meeting and were answered at our May meeting. At out parent advisory meetings there were similar questions. The parent advisory meetings, parents were very grateful for all the services and wanted to meet in the fall to review services. Parents were assured that parent advisory meeting will take place in the fall and presentations on parent access to services that provide a parent portal through the internet.

Annual Update:	Annual Update:
On October 8, 2014, Dr. Richardson presented to the Board of Education an update on LCFF and an update on the activity of our LCAP plan. The Board was presented Local Control Accountability Plan with an overview of the state priorities and goals. This was an opportunity to give the Board a guided tour of what has been implemented in the District and establish a timeline to develop the next year's LCAP. Parent stakeholder groups were involve in a variety of discussion regarding the LCAP. ELAC and DELAC Parent Advisory committees along with student groups that were presented the services and actions that were implement for the school year 2014/2015 and the new action services for the school year 2015/2016. The District's LCFF Steering Committee met on January 26, 2015. Site Principals work with School Site Councils and students to inform them of the Goals, actions and services regarding the LCAP to develop their Single School Plans. In discussion with all the stakeholder from the District lead us to provide a focused stakeholder group The 2014-2015 LCAP was reviewed by the District LCFF Steering Committee on January 26, 2015. The actual meeting took place in the District's new Professional Development Center, which was an accomplishment as part of the LCAP. Stakeholders were very appreciative to see our plan is taking action. The following were the actions and service that the Committee were updated on are as follows: - PIVOT Learning provide staff District wide common core training. - Edivate, an online professional development for all staff. - Construction of the new Professional Development Center. - Various cohort attendees to Institute for Equity and Education and Cultural Proficiency Institute. - District wide career pathways, capstone courses, and the development of a new CTE facility have a continued focus. - The District has added 12 counselors. - Additional AVID courses. - Wireless access at all sites including the District Office. - Purchase of 1:1 devices for staff and students. - Two school resource officers have been added to our District, with supported safety equipment and training. - Opportunity Program at each site. - Implementation of READ 180 system 44 for our English Learner Program and the hiring of EL teachers to support the program. - The addition of two teachers on special assignment to support the English Learner Program. - Foster youth services were contract through Fighting Back Santa Maria Valley. The summary of services and actions were discussed with stakeholders for input and comments. The Steering Committee was then given the opportunity to provide input and feedback through a District blog for any additional comments. The results of the Steering committee were then shared with our DELAC, ELAC, Parent Advisory Groups, site student groups, classified association, certificated association and a District blog.	The LCFF Steering Committee met on January 26, 2015 to review our current LCAP. The Committee provided input and comments to next year's (2015-2016) and future plans. The input from the Committee was collected and all were given the opportunity to participate on a District blog for feedback and comments. The LCFF Steering Committee provided the input and feedback to develop the actions and services that were presented to DELAC, ELAC, PAC, Classified Association, Certificated Association, students and a District-wide blog for input and feedback. The following are action and services that will be continued and added services for next year and future years: Goal #1 will continue with services and actions from PIVOT Learning and Edivate. The additional services and actions that will be added to Goal #1 are paraeducator training, PLC support, CAHSEE intervention assessment, and formative assessments and data platform. Goal #1 provides teachers with the professional development, addressing state standards and support for student learning. Goal # 2 will have new additions. These services and actions include developing a committee to explore resource center and a newcomer academy, translation services, parent engagement programs (PIQE, PIDA), explore an ethnic and gender studies course and continued service and action toward cultural proficiency. Goal #3 addresses our education program and services to support our pathways. The District in collaboration with Allan Hancock College have applied for the California Career Pathway Trust Grant. The District is in the process of developing a CTE facility plan and has established a partnership with SBCEO ROP, additional support for equipment and supplies and training toward our CTE program for counseling of students. Goal #4 addresses the support for student learning. Additional support to our AVID program for supplies and training will be provided. Services and actions also include crisis group services, extracurricular support, a college and career readiness program, ELA intervention program, placement and progress monitoring services, 9th and 10th grade opportunity program, early academic outreach, reading intervention and 18 PPS counselors. Goal #5 supports our District wide technology program. As we expand our services and actions, our staff and students will have 1:1 devices that will be supported with Microsoft training, Microsoft 365 licensing and three new positions to support teachers with instructional technology. Goal #6 address school safety. School Resource Officers play an important role on our campus and all three will be dedicated to a site. Support for training purposes will be funded as well equipment. The District will also explore the implementation of restorative justice program, contracted services for expelled students, classified substitute program and implement an attendance intervention program. Goal #7 supports our District wide English Learner program. Our EL program has expanded its services and has created a structure to support the needs of our student through an ELA/ELD pathway. EL services are to include an intervention course toward completing A-G requirements. An English Language Advisory Committee has been establish to provide ongoing training and resources to those that are working with our EL students and parents. Under this goal, services and action will continue with the support to add bilingual instructional assistants, English Language Support Specialist and two English Learner Coordinators. Goal # 8 address the District's foster youth services and actions. The District has added Program Specialist contracted through Fighting Back Santa Maria Valley (FBSMV) to provide liaison services for foster youth students. Training and support programs will be provided, along with after school tutoring. This goal also addresses for our District to participate in the California State Foster Youth Summit.

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 LEA 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?

LCAP Year 1: 2015-16

GOAL: 1	1. Challenge and support all students to demonstrate proficiency in the Common Core State and other state adopted standards and acquire the knowledge and skills, to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career.	Related State and/or Local Priorities: 1 _x_ 2 _x_ 3 __ 4 _x_ 5 __ 6 __ 7 _x_ 8 _x_ COE only: 9 __ 10 __ Local : Specify _____

Identified Need :	1. The district has identified the need to improve student proficiency rates on state and federally mandated assessments. **Williams Act** The District will assure that textbooks and instructional materials are adequately provided. For the school year 2014/2015 there were two findings and were resolved. The District will maintain its standard to employ teachers with the correct credentials and that they are appropriately assigned. For the school year 2014/2015 there were no findings. **Progress Monitoring English Language Arts** The District assessed 1,724 students from the class of 2018 and 1,032 are in need of intervention for English Language Arts. **Progress Monitoring Math** The District assess 1,571 students from the class of 2018 and 403 are in need of intervention for math. **California Assessment of Student Performance and Progress (CAASPP)** Smarter Balance Assessment Consortium (SBAC) Data for the school year 2014/2015 in English and Math will be reported in July 2015 when released by the California Department of Education. The Data will be reviewed for identified needs. **Early Assessment Program (EAP) Exam** The District's EAP data for the school year 2014/2015 will be reported in July 2015 when released by the California Department of Education. The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**Williams Act** The District's expected annual outcome for the school year 2015/2016 will be to have zero finding for textbooks and materials. The District's expected annual outcome for the school year 2015/2016 will be to have zero finding for appropriately assigned and credentialed teachers. **SBAC Performance Data** The District's expected annual outcome SBAC performance data will be determined when the California Department of Education has release the data and a benchmark can be established. The District will assess 9th, 10th and 11th graders using State Interim Assessments as indicators toward progress of SBAC. **Early Assessment Program (EAP) Exam** The District's expected annual outcome will be determined when the California Department of Education has release the data and a benchmark can be established.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **PIVOT Learning** *Explanation: Common core trainings for teachers. PIVOT Learning will train teachers to provide the development and structure of Common Core lessons, performance task and collaboration opportunities with other sites.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $50,000.00 5220
2. **Edivate Training Software** *Explanation: Provide tutorials for all staff in improving instructional practices and illustrations of common core lessons in and out of collaboration time. Edivate, is an on-demand professional learning resource that creates a highly personalized learning experience for all of your educators, helping them improve their practice and, in turn, raise student achievement.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $45,000.00 5825
3. **Paraeducator Training Resources** *Explanation: Professional Development for Instructional Aides in Special Education. Professional Development is to include an understanding of special educational services, the Individual Educational Plan (IEP) and best instructional practices in the classroom.*	District-wide	___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _√_Other Subgroups:(Specify) Special Education	LCFF/Supp-Conc $2,500.00 5220
4. **Professional Learning Communities (PLC)**	District-wide	_√_ALL	LCFF/Supp-Conc

*Explanation: Provide training that supports essential elements of successful Professional Learning Communities (PLC). Professional learning community (*PLC*) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.* *Teacher will have the opportunity to attend Professional Learning Communities conferences that will be supported by the District. Teachers will have ten PLC days for the school year 2015-2016 to collaborate on creating and reviewing assessments (CFAs), lesson planning, content unit development, performance task, and professional dialogue.*		_ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$75,000.00 5220
5. **Revolution K12 CAHSEE 380 Intervention Assessment Software** *Explanation: Provides targeted, adaptive instruction, specific skill building and differentiated instruction to support and prepare students for the High School Exit Exam*. Common Core State Standards signifies a massive shift in how teachers deliver classroom instruction and how students demonstrate subject mastery. Revolution K12 can help. Our software provides teachers with a 21st century tool to engage and prepare students for the coming transition. School sites have developed interventions to support the needs of students in the area of math and English.	District-wide	_√_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $72,000.00 5835
6. **School City Software** *Explanation: Replaces Edusoft as a formative assessment and data platform. School City software is an assessment system to reflect the*	District-wide	_√_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $69,000.00 5835

testing experience for the student when taking the Smarter Balanced Assessments. Thus, students using our system are able to interact with the innovative and technology enhanced items in the same way that they interact with SBAC, meaning; students are able to physical manipulate numbers by dragging and dropping to the appropriate boxes. Teachers will be trained to use the system with their students. Teachers will be trained to create assessments, performance task and common formative assessments (CFA).

LCAP Year 2: 2016-17

GOAL: 1	1. Challenge and support all students to demonstrate proficiency in the Common Core State and other state adopted standards and acquire the knowledge and skills, to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career.	Related State and/or Local Priorities: 1 _x_ 2 _x_ 3 __ 4 _x_ 5 __ 6 __ 7 _x_ 8 _x_ COE only: 9 __ 10 __ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**Williams Act** The District's expected annual outcome for the school year 2016/2017 will be to have zero finding for textbooks and materials. The District's expected annual outcome for the school year 2016/2017 will be to have zero finding for appropriately assigned and credentialed teachers**.** **SBAC Performance Data** The District's expected annual outcome will be determined when the California Department of Education has release the data and a benchmark can be established. **Early Assessment Program (EAP) Exam** The District's expected annual outcome will be determined when the California Department of Education has release the data and a benchmark can be established..

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **PIVOT Learning** *Explanation: Common core trainings for teachers. PIVOT Learning will train teachers to provide the development and structure of Common Core lessons, performance task and collaboration opportunities with other sites. Continuation of services will be determined on a yearly basis.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $50,000 5220
2. **Paraeducator Training Resources**	District-wide	___ALL	LCFF/Supp-Conc

Explanation: Professional Development for Instructional Aides in Special Education. Professional Development is to include an understanding of special educational services, the Individual Educational Plan (IEP) and best instructional practices in the classroom.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _√_Other Subgroups:(Specify)_ Special Education	$2,500 5220
3. Professional Learning Communities (PLC) *Explanation: Provide training that supports essential elements of successful Professional Learning Communities (PLC). Professional learning community (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.* *Teacher will have the opportunity to attend Professional Learning Communities conferences that will be supported by the District. Teachers will have ten PLC days for the school year 2015-2016 to collaborate on creating and reviewing assessments (CFAs), lesson planning, content unit development, performance task, and professional dialogue.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $75,000 5220
4. Revolution K12 CAHSEE 380 Intervention Assessment Software *Explanation: Provides targeted, adaptive instruction, specific skill building and differentiated instruction to support and prepare students for the High School Exit Exam.* Common Core State Standards signifies a massive shift in how teachers deliver classroom instruction and how students demonstrate subject mastery. Revolution K12 can help. Our software provides teachers with a 21st century tool to engage and prepare students for the coming transition. School sites have developed	District-wide	_√_ALL	LCFF/Supp-Conc $72,000 5835

interventions to support the needs of students in the area of math and English.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. **School City Software** *Explanation: Replaces Edusoft as a formative assessment and data platform. School City software is an assessment system to reflect the testing experience for the student when taking the Smarter Balanced Assessments. Thus, students using our system are able to interact with the innovative and technology enhanced items in the same way that they interact with SBAC, meaning; students are able to physical manipulate numbers by dragging and dropping to the appropriate boxes. Teachers will be trained to use the system with their students. Teachers will be trained to create assessments, performance task and common formative assessments (CFA).*	District-wide	_v_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $69,000 5835

LCAP Year 3: 2017-18

		Related State and/or Local Priorities:
GOAL: 1	1. Challenge and support all students to demonstrate proficiency in the Common Core State and other state adopted standards and acquire the knowledge and skills, to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career.	1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**Williams Act** The District's expected annual outcome for the school year 2017/2018 will be to have zero finding for textbooks and materials. The District's expected annual outcome for the school year 2017/2018 will be to have zero finding for appropriately assigned and credentialed teachers. **SBAC Performance Data** The District's expected annual outcome will be determined when the California Department of Education has release the data and a benchmark can be established. **Early Assessment Program (EAP) Exam** The District's expected annual outcome will be determined when the California Department of Education has release the data and a benchmark can be established.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **PIVOT Learning**	District-wide	_v_ ALL	LCFF/Supp-Conc

Explanation: Common core trainings for teachers. PIVOT Learning will train teachers to provide the development and structure of Common Core lessons, performance task and collaboration opportunities with other sites. Continuation of services will be determined on a yearly basis.		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)_____	$50,000 5220
2. Paraeducator Training Resources *Explanation: Professional Development for Instructional Aides in Special Education. Professional Development is to include an understanding of special educational services, the Individual Educational Plan (IEP) and best instructional practices in the classroom.*	District-wide	___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _v_Other Subgroups:(Specify)_ Special Education	LCFF/Supp-Conc $2,500 5220
3. Professional Learning Communities (PLC) *Explanation: Provide training that supports essential elements of successful Professional Learning Communities (PLC). Professional learning community (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.* *Teacher will have the opportunity to attend Professional Learning Communities conferences that will be supported by the District. Teachers will have ten PLC days for the school year 2015-2016 to collaborate on creating and reviewing assessments (CFAs), lesson planning, content unit development, performance task, and professional dialogue.*	District-wide	_v_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $75,000 5220

4. Revolution K12 CAHSEE 380 Intervention Assessment Software *Explanation: Provides targeted, adaptive instruction, specific skill building and differentiated instruction to support and prepare students for the High School Exit Exam*. Common Core State Standards signifies a massive shift in how teachers deliver classroom instruction and how students demonstrate subject mastery. Revolution K12 can help. Our software provides teachers with a 21st century tool to engage and prepare students for the coming transition. School sites have developed interventions to support the needs of students in the area of math and English.	District-wide	_√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $72,000 5835
5. School City Software *Explanation: Replaces Edusoft as a formative assessment and data platform. School City software is an assessment system to reflect the testing experience for the student when taking the Smarter Balanced Assessments. Thus, students using our system are able to interact with the innovative and technology enhanced items in the same way that they interact with SBAC, meaning; students are able to physical manipulate numbers by dragging and dropping to the appropriate boxes. Teachers will be trained to use the system with their students. Teachers will be trained to create assessments, performance task and common formative assessments (CFA).*	District-wide	_√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $69,000 5835

LCAP Year 1: 2015-16

GOAL: 2	2. Create a culture of respect and caring that supports positive relationships among all stakeholders.	Related State and/or Local Priorities: 1__ 2__ 3_√_ 4__ 5__ 6_√_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	The District has identified a need to increase parent involvement.	
Goal Applies to:	Schools:	All

Applicable Pupil Subgroups:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**The number of parents participating in translating services for parent meetings** Translators will report the number of parent meetings they attended for translation follow by a parent survey on the helpfulness of the service. **Parent Engagement Programs** Parent Involvement Quality Education (PIQE) – Report the number of parents that completed the program Parent Involvement through Dialogue and Action (PIDA) – Report the number of parents that completed the program **Cultural Proficiency Cohort** District Staff Participation – Report the number of District Staff members that attended Parent Participation– Report the number of parents that participated Community Participation – Report the number of community members that participated

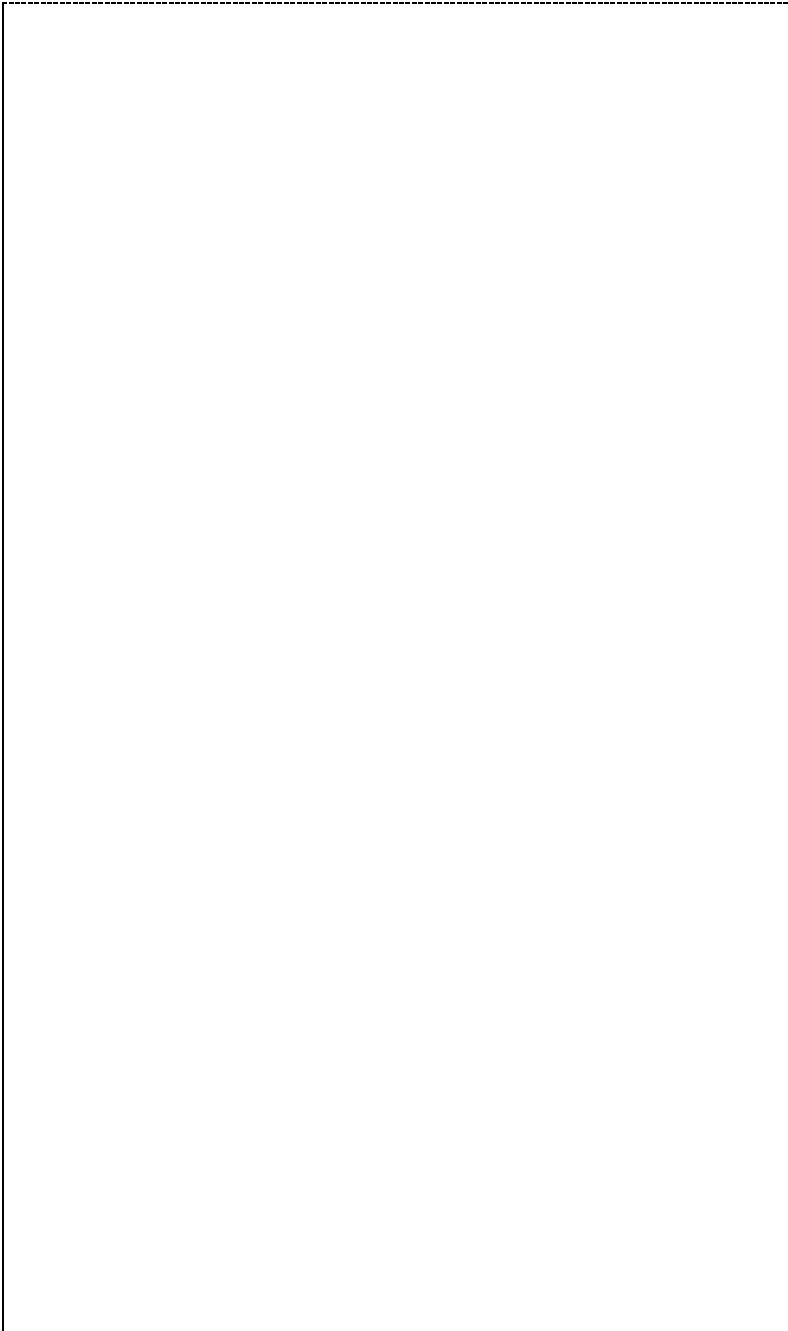| Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **School Community Support Center Advisory Committee** *Explanation: Committee formed to explore potential conversion of the Lincoln Center to a school community resource center and newcomer academy. An advisory committee will be compose of community members, parents, educators, administrators and students that would investigate existing support centers, research and best practices for the purpose of building capacity with parent involvement and facility recommendations.*	District-wide	_√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $10,000.00 5800
2. **Translation Services** *Explanation: Resources dedicated to the improvement of translation services in the district. Translation services are to be used to provide equitable language access for students and families.* *There will be a need to purchase transmitting headsets for parent meetings. Sites will be evaluating and determining the number of headsets needed.*	District-wide	_√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $117.000 2960 $26,095 3xxx $6,906 5220
3. **Parent Engagement Programs** *Explanation: Develop district-wide support matrix and fund programs like PIQE, PIDA, adult*	District-wide	_√_ALL OR:__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $200,000.00 5800

learning partnerships.
Parents Institute for Quality Education (PIQE) is a program to educate parents on how to foster a positive educational environment for their children both at home and at school. The program, which lasts nine weeks, is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids; surrounding their academic successes and challenges; discussing children's college expectations; and more.
Parent Involvement through dialogue and Action (PIDA) is a parent/guarding training that meets for 18-hour of dialogue and action planning with a focus on academic opportunity and achievement gaps in their school.

PIDA Strives to:
- *Build trust and connections among a diverse group of parents/guardians to strengthen their connection with their children's school*
- *Deepen understanding of school specific achievement data and causes of achievement and opportunity gaps*
- *Explore effective strategies to promote equity in education and student success*

Simultaneous interpretation is provided in Spanish and English. Working together parents/guardians gain tools and support each other to become leaders for equity in education. Parents/guardians to develop Action Plans to promote parent-school efforts to increase academic equity and academic success.

| 4. **Ethnic and Gender Studies** | District-wide | √ ALL | N/C |

Explanation: Explore the potential for Ethnic and Gender Studies course implementation. This will be explored through a committee of teachers and administrators.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Cultural Proficiency *Explanation: Support new district cohort participation in both the Institute for Equity in Education and the International Cultural Proficiency Institute.* *Just Communities' Institute for Equity in Education (IEE) is a comprehensive program designed to eliminate the achievement gap and other disparities in our education systems. The Institute is grounded in the belief that confronting educational disparities through race-conscious, race sensitive approaches are the primary ways to address the root causes of inequities and narrow the educational achievement gap.* *The institute is a 4-5 day residential workshop for educators in California's Central Coast. IEE helps teachers, counselors, administrators, parents, and other school and district staff increase their understanding of how race, socio-economic class, and individual and system-wide bias affect the learning environment. IEE enables participants to find true solutions and strategies for school reform. It also provides the skills, tools, and resources educators need to make a lasting difference for the benefit of all students.* *The Cultural Proficiency Institute is designed to bring educators together to discuss critical issues of diversity, equity and opportunity. Throughout the Institute, participants use reflection and dialogue to guide the examination of their values and behaviors and their organizations'' policies and practices.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $70,000.00 5800

Year 2: 2016-17

GOAL: 2	2. Create a culture of respect and caring that supports positive relationships among all stakeholders.	Related State and/or Local Priorities:

| Goal Applies to: | Schools: | All |
| | Applicable Pupil Subgroups: | Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient |

LCAP Year 2: 2016-17

| Expected Annual Measurable Outcomes: | **The number of parents participating in translating services for parent meetings**
Translators will report the number of parent meetings they attended for translation follow by a parent survey on the helpfulness of the service.
Parent Engagement Programs
Parent Involvement Quality Education (PIQE) – Report the number of parents that completed the program
Parent Involvement through Dialogue and Action (PIDA) – Report the number of parents that completed the program
Cultural Proficiency Cohort
District Staff Participation – Report the number of District Staff members that attended
Parent Participation– Report the number of parents that participated
Community Participation – Report the number of community members participated |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **School Community Support Center Advisory Committee** *Explanation: Committee formed to explore potential conversion of the Lincoln Center to a school community resource center and newcomer academy. An advisory committee will be compose of community members, parents, educators, administrators and students that would investigate existing support centers, research and best practices for the purpose of building capacity with parent involvement and facility recommendations.*	District-wide	_√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $10,000 5800
2. **Translation Services**	District-wide	_√_ ALL	LCFF/Supp-Conc

Explanation: Resources dedicated to the improvement of translation services in the district. Translation services are to be used to provide equitable language access for students and families. *There will be a need to purchase transmitting headsets for parent meetings. Sites will be evaluating and determining the number of headsets needed.*		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$117.000 2960 $26,095 3xxx $6,906 5220
3. Parent Engagement Programs	District-wide	_√_ALL	LCFF/Supp-Conc

Explanation: Develop district-wide support matrix and fund programs like PIQE, PIDA, adult learning partnerships.

Parents Institute for Quality Education (PIQE) is a program to educate parents on how to foster a positive educational environment for their children both at home and at school. The program, which lasts nine weeks, is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids; surrounding their academic successes and challenges; discussing children's college expectations; and more.

Parent Involvement through dialogue and Action (PIDA) is a parent/guarding training that meets for 18-hour of dialogue and action planning with a focus on academic opportunity and achievement gaps in their school.

PIDA Strives to:

- *Build trust and connections among a diverse group of parents/guardians to strengthen their connection with their children's school*
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- *Explore effective strategies to promote equity in education and student success*

Simultaneous interpretation is provided in Spanish and English. Working together parents/guardians gain tools and support each other to become leaders for equity in education. Parents/guardians to develop Action Plans to promote parent-school efforts to increase academic equity and academic success.

OR:

__Low Income pupils __English Learners

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

$200,000

5800

4. **Ethnic and Gender Studies** *Explanation: Explore the potential for Ethnic and Gender Studies course implementation. This will be explored through a committee of teachers and administrators.*	District-wide	_√_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/C
5. **Cultural Proficiency** *Explanation: Support new district cohort participation in both the Institute for Equity in Education and the International Cultural Proficiency Institute.* *Just Communities' Institute for Equity in Education (IEE) is a comprehensive program designed to eliminate the achievement gap and other disparities in our education systems. The Institute is grounded in the belief that confronting educational disparities through race-conscious, race sensitive approaches are the primary ways to address the root causes of inequities and narrow the educational achievement gap.* *The institute is a 4-5 day residential workshop for educators in California's Central Coast. IEE helps teachers, counselors, administrators, parents, and other school and district staff increase their understanding of how race, socio-economic class, and individual and system-wide bias affect the learning environment. IEE enables participants to find true solutions and strategies for school reform. It also provides the skills, tools, and resources educators need to make a lasting difference for the benefit of all students.* *The Cultural Proficiency Institute is designed to bring educators together to discuss critical issues of diversity, equity and opportunity. Throughout the Institute, participants use reflection and dialogue to guide the examination of their values and behaviors and their organizations'' policies and practices.*	District-wide	_√_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $70,000 5800

LCAP Year 3: 2017-18

GOAL: 2	2. Create a culture of respect and caring that supports positive relationships among all stakeholders.	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:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**The number of parents participating in translating services for parent meetings** Translators will report the number of parent meetings they attended for translation follow by a parent survey on the helpfulness of the service. **Parent Engagement Programs** Parent Involvement Quality Education (PIQE) – Report the number of parents that completed the program Parent Involvement through Dialogue and Action (PIDA) – Report the number of parents that completed the program **Cultural Proficiency Cohort** District Staff Participation – Report the number of District Staff members that attended Parent Participation– Report the number of parents that participated Community Participation – Report the number of community members that participated

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **School Community Support Center Advisory Committee** *Explanation: Committee formed to explore potential conversion of the Lincoln Center to a school community resource center and newcomer academy. An advisory committee will be compose of community members, parents, educators, administrators and students that would investigate existing support centers, research and best practices for the purpose of building capacity with parent involvement and facility recommendations.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $10,000 5800
2. **Translation Services**	District-wide	_√_ALL	LCFF/Supp-Conc

Explanation: Resources dedicated to the improvement of translation services in the district. Translation services are to be used to provide equitable language access for students and families. *There will be a need to purchase transmitting headsets for parent meetings. Sites will be evaluating and determining the number of headsets needed.*		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$117.000 2960 $26,095 3xxx $6,906 5220

3. **Parent Engagement Programs** *Explanation: Develop district-wide support matrix and fund programs like PIQE, PIDA, adult learning partnerships.* *Parents Institute for Quality Education (PIQE) is a program to educate parents on how to foster a positive educational environment for their children both at home and at school. The program, which lasts nine weeks, is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids; surrounding their academic successes and challenges; discussing children's college expectations; and more.* *Parent Involvement through dialogue and Action (PIDA) is a parent/guarding training that meets for 18-hour of dialogue and action planning with a focus on academic opportunity and achievement gaps in their school.* ***PIDA Strives to:*** • *Build trust and connections among a diverse group of parents/guardians to strengthen their connection with their children's school* • *Deepen understanding of school specific achievement data and causes of achievement and opportunity gaps* • *Explore effective strategies to promote equity in education and student success* *Simultaneous interpretation is provided in Spanish and English. Working together parents/guardians gain tools and support each other to become leaders for equity in education. Parents/guardians to develop Action Plans to promote parent-school efforts to increase academic equity and academic success.*	District-wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $200,000 5800

4. **Ethnic and Gender Studies** *Explanation: Explore the potential for Ethnic and Gender Studies course implementation. This will be explored through a committee of teachers and administrators.*	District-wide	_√_ALL ------------------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/C
5. **Cultural Proficiency** *Explanation: Support new district cohort participation in both the Institute for Equity in Education and the International Cultural Proficiency Institute.* *Just Communities' Institute for Equity in Education (IEE) is a comprehensive program designed to eliminate the achievement gap and other disparities in our education systems. The Institute is grounded in the belief that confronting educational disparities through race-conscious, race sensitive approaches are the primary ways to address the root causes of inequities and narrow the educational achievement gap.* *The institute is a 4-5 day residential workshop for educators in California's Central Coast. IEE helps teachers, counselors, administrators, parents, and other school and district staff increase their understanding of how race, socio-economic class, and individual and system-wide bias affect the learning environment. IEE enables participants to find true solutions and strategies for school reform. It also provides the skills, tools, and resources educators need to make a lasting difference for the benefit of all students.* *The Cultural Proficiency Institute is designed to bring educators together to discuss critical issues of diversity, equity and opportunity. Throughout the Institute, participants use reflection and dialogue to guide the examination of their values and behaviors and their organizations'' policies and practices.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth___Redesignated fluent English proficient__Other Subgroups:(Specify)_____	LCFF/Supp-Conc $70,000 5800

LCAP Year 1: 2015-16

GOAL: 3	3. Strengthen the quality for career education programs and services	Related State and/or Local Priorities: 1__ 2__ 3__ 4_√_ 5__ 6__ 7_√_ 8_√_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	3. The district has identified the need to expand and develop new CTE programs. **% of Students Enrolled in Capstone Courses** The District's percent of students enrolled in CTE courses for the school year 2014/2015 was 61%. Students completed 24% of Capstone Courses in the 2014/2015 school year. The District has identified a need to increase the number of students completing capstone courses. The District's enrollment for capstone courses for the school year 2013/2014 was 19%. The District's increase in Capstone Courses for the school year 2014/2015 was 5%. CTE course sequencing is the process of developing at least two sequential courses in each CTE program offered by the school. A preferable sequence format has at least three courses in each program, adding a capstone or advanced course to (1) an introductory and concentration course; or (2) two concentration courses.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**% Capstone Courses Completed** The District's expected annual outcome for the school year 2015/2016 will be to increase enrollment for capstone course by 6%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **California Career Pathway Trust** *Explanation: Implementation of grant. (Grant completed Feb 2015 pending approval). The grant was composed of stakeholders from Santa Barbara County Regional Occupation Program, Allan Hancock College and site teachers and administrators. The pathways that will be developed are Agriculture and Natural Resources, Health Science and Medical Technology, Education, Child Development, Family Science, Public Services, Arts, Media and Entertainment, Engineering, Construction, Energy, Manufacturing, Transportation, Fashion/Interior Design, Hospitality, Tourism, and Recreation.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/C
2. **CTE Facility**	District-wide	_√_ALL	N/C

Explanation: CTE Facility Plan in development process. The District is presently conducting due diligence on the acquisition of a 25.3 acre agricultural parcel on the east side of the city for development into a career Technical Education (CTE) center and agricultural teaching farm. The CTE center would support the Future Farmers of America (FFA) programs and technical classes in specialized trades and careers at all District schools.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. **CTE Equipment and Supplies** *Explanation: Purchase of CTE related equipment and supplies pending development of all CTE facilities. This funding will be used to support the courses listed below for instructional supplies and the repair and maintenance of equipment.*	District-wide	_√_ALL ------------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $24,430 4400
4. **SMJUHSD/SBCEO ROP Partnership** *Explanation: Implement two year agreement to split ROP staffing costs. For the school year 2015/16 the District will offer the following courses: Sports Medicine Kinesiology, Communication Technology, Medical*	District-wide	_√_ALL ------------------------------ OR: __Low Income pupils___English Learners __Foster Youth___Redesignated fluent English proficient__Other Subgroups:(Specify)_____	LCFF/Supp-Conc $176,534 1110 $49,000 3xxx

Sciences/Health Careers, Advanced Automotive, Advanced CAD Manufacturing, Professional Business Communication, Office Technology, Advanced Agriculture Mechanics, Ornamental Horticulture, Viticulture Occupations, communication Technology, Multimedia Occupations, Economics & Finance, and Advanced Video Productions. The Santa Barbara County Education Office will fund a Vocational Advisor for the District to support and provide assistance for students and staff teaching an ROP course.			
5. **Guidance and Counseling Training** *Explanation: Provide Career Educational Programs training ROP/Pathway Options for all related Guidance and Counseling staff. Counselors will have the opportunity to meet the SBCEO ROP Advisors or provide an overview of services offered to students. Counselors may attend CTE conferences, CTE field trips and attend advisory meetings. The District will try to coordinate with the California Association of School Counselors for a presentation on Career Pathways.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $2,500.00 4400

LCAP Year 2: 2016-17

GOAL: 3	3. Strengthen the quality for career education programs and services	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:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient	

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	**% Capstone Courses Completed** The District's expected annual outcome for the school year 2015/2016 will be to increase enrollment for capstone course by 6%.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

1. California Career Pathway Trust *Explanation: Implementation of grant. (Grant completed Feb 2015 pending approval). The grant was composed of stakeholders from Santa Barbara County Regional Occupation Program, Allan Hancock College and site teachers and administrators. The pathways that will be developed are Agriculture and Natural Resources, Health Science and Medical Technology, Education, Child Development, Family Science, Public Services, Arts, Media and Entertainment, Engineering, Construction, Energy, Manufacturing, Transportation, Fashion/Interior Design, Hospitality, Tourism, and Recreation.*	District-wide	__√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/C
2. CTE Facility *Explanation: CTE Facility Plan in development process. The District is presently conducting due diligence on the acquisition of a 25.3 acre agricultural parcel on the east side of the city for development into a career Technical Education (CTE) center and agricultural teaching farm. The CTE center would support the Future Farmers of America (FFA) programs and technical classes in specialized trades and careers at all District schools.*	District-wide	__√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/C
3. CTE Equipment and Supplies *Explanation: Purchase of CTE related equipment and supplies pending development of all CTE facilities. This funding will be used to support the courses listed below for instructional supplies and the repair and maintenance of equipment.*	District-wide	__√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $24,430 4400

4. **SMJUHSD/SBCEO ROP Partnership** *Explanation: Implement two year agreement to split ROP staffing costs. For the school year 2015/16 the District will offer the following courses: Sports Medicine Kinesiology, Communication Technology, Medical Sciences/Health Careers, Advanced Automotive, Advanced CAD Manufacturing, Professional Business Communication, Office Technology, Advanced Agriculture Mechanics, Ornamental Horticulture, Viticulture Occupations, communication Technology, Multimedia Occupations, Economics & Finance, and Advanced Video Productions. The Santa Barbara County Education Office will fund a Vocational Advisor for the District to support and provide assistance for students and staff teaching an ROP course.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $176,534 1110 $49,037 3xxx
5. **Guidance and Counseling Training** *Explanation: Provide Career Educational Programs training ROP/Pathway Options for all related Guidance and Counseling staff. Counselors will have the opportunity to meet the SBCEO ROP Advisors or provide an overview of services offered to students. Counselors may attend CTE conferences, CTE field trips and attend advisory meetings. The District will try to coordinate with the California Association of School Counselors for a presentation on Career Pathways.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $2,500 4400

LCAP Year 3: 2017-18

GOAL: 3	3. Strengthen the quality for career education programs and services	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:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient		

LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	**% Capstone Courses Completed** The District's expected annual outcome for the school year 2015/2016 will be to increase enrollment for capstone course by 6%.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **California Career Pathway Trust** *Explanation: Implementation of grant. (Grant completed Feb 2015 pending approval). The grant was composed of stakeholders from Santa Barbara County Regional Occupation Program, Allan Hancock College and site teachers and administrators. The pathways that will be developed are Agriculture and Natural Resources, Health Science and Medical Technology, Education, Child Development, Family Science, Public Services, Arts, Media and Entertainment, Engineering, Construction, Energy, Manufacturing, Transportation, Fashion/Interior Design, Hospitality, Tourism, and Recreation.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/C
2. **CTE Facility** *Explanation: CTE Facility Plan in development process. The District is presently conducting due diligence on the acquisition of a 25.3 acre agricultural parcel on the east side of the city for development into a career Technical Education (CTE) center and agricultural teaching farm. The CTE center would support the Future Farmers of America (FFA) programs and technical classes in specialized trades and careers at all District schools.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/C
3. **CTE Equipment and Supplies**	District-wide	_√_ALL	LCFF/Supp-Conc

Explanation: Purchase of CTE related equipment and supplies pending development of all CTE facilities. This funding will be used to support the courses listed below for instructional supplies and the repair and maintenance of equipment.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24,430 4400
4. **SMJUHSD/SBCEO ROP Partnership** *Explanation: Implement two year agreement to split ROP staffing costs. For the school year 2015/16 the District will offer the following courses: Sports Medicine Kinesiology, Communication Technology, Medical Sciences/Health Careers, Advanced Automotive, Advanced CAD Manufacturing, Professional Business Communication, Office Technology, Advanced Agriculture Mechanics, Ornamental Horticulture, Viticulture Occupations, communication Technology, Multimedia Occupations, Economics & Finance, and Advanced Video Productions. The Santa Barbara County Education Office will fund a Vocational Advisor for the District to support and provide assistance for students and staff teaching an ROP course.*	District-wide	√ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $176,534 1110 $49,037 3xxx
5. **Guidance and Counseling Training** *Explanation: Provide Career Educational Programs training ROP/Pathway Options for all related Guidance and Counseling staff. Counselors will have the opportunity to meet the SBCEO ROP Advisors or provide an overview of services offered to students. Counselors may attend CTE conferences, CTE field trips and attend advisory meetings. The District will try to coordinate with the California Association of School Counselors for a presentation on Career Pathways.*	District-wide	√ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $2,500 4400

LCAP Year 1: 2015-16

GOAL: 4	4. Strengthen district wide support systems, processes and practices that support student learning.	Related State and/or Local Priorities: 1_√_ 2__ 3_√_ 4_√_ 5_√_ 6_√_ 7_√_ 8_√_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	4. The district has identified the need to Expand practices that support student learning specifically in the areas of counseling and student support classes **PPS Counseling Ratio** The District's need is to continue its effort to keep the student to counselling ratio below 400. The current ratio is about 550. **A-G Completion** The percent of students successfully completing A-G courses for the past two years is about 25.4% and 21.3% for socio economically disadvantage students. There is a need to increase the number of students completing the A-G requirement with the State's average of 32.7%. **Advanced Placement** The District has identified the need to increase the percentage of students successfully passing an Advance Placement Exam with a score of "3" or higher. **High School Dropout Rate** The District has identified the need to decrease its dropout rate. The dropout rate for the District has been 12%. **High School Graduation Rate** The District's graduation rate has been identified as a need to increase. The graduation rate for the District has been 83.9%. **AVID Enrollment** The District has identified the need to increase the participation of students in AVID.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**Counseling Ratio** District 1:400 **A-G Completion** The District's expected annual outcome to increase its A-G completion rate by 5%. **Advance Placement** The District's expected annual outcome to increase its AP scores of "3" or higher by 5% **High School Dropout Rate** The District's expected annual outcome to decrease its dropout rate by 3% **High School Graduation Rate** The District's expected annual outcome to increase its high school graduation rate by 3%. **AVID Enrollment** The District's expected annual outcome to increase its AVID enrollment by 3%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Counseling Services Districtwide**	District-wide	_√_ALL	LCFF/Supp-Conc

Explanation: Increase counseling services (Districtwide 18 FTE: 7800/18 <500) Counselors assist students and parents in understanding the available educational resources and requirements for post-secondary educational options, assuring an education program that reflects the needs of the individual student. Counselors identify students who are at risk toward graduation, truancy intervention and meet with them and parents to provide a support system. Counselors work with students to develop a four year plan, which parents will be able to access on line though the District's college and career readiness software program Career Cruising. Counselors work with student to promote the completion of University of California's requirement to complete A-G courses, promote student to enroll in Advance Placement courses, Advancement Via Individual Determination (AVID) courses, and Career Technical Education courses.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,199,748.00 1210 $349,547.00 3xxx

2. **Advancement Via Individual Determination (AVID) Sections** *Explanation: Increase support and budget at the comprehensive sites to accommodate incoming feeder AVID students. (4 FTE Districtwide, $30,000 per site for supplies) Advancement Via Individual Determination (AVID) is dedicated to closing the achievement gap by preparing all students for college and other post-secondary opportunities.* *The AVID College Readiness System works to ensure students are college-ready by equipping them with the skills, academic behaviors, and college knowledge necessary to succeed at every level from elementary school to college. The AVID course prepares and builds knowledge to prepare a student to apply to attend a four year university. Students participate in rigorous courses, learn study habits, note taking, collaborative study groups, personal statement, university visits and facilitation of the financial aid process.*	District-wide	_√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $301,810 1110 $51,027 1160 81,693 3xxx 112,473 4310
3. **Comprehensive Site Opportunity Program Implementation** *Explanation: Implement program at sites (2 FTE per comprehensive site for 9th & 10th grade Self-Contained Opportunity Programs) The Opportunity Program serves students who are at risk of not graduating and are having challenges with attendance, discipline and academic setting. Students are provided services to complete credits toward graduation. The Opportunity Program is an intervention that is targeted towards our most at risk students. Students are provided with intensive support in the area of English and math.*	District-wide	_√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $380,244.00 1110
4. **Crisis Intervention Staff**	District-wide	_√_ ALL	LCFF/Supp-Conc

Explanation: Increase crisis group services to focus on drug and alcohol issues. (2 FTE existing plus 2 additional FTE ; Net result - 1 per site) Crisis Intervention Consultants provide consultation services to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs; promote sobriety and provide drug-free activities; make presentations to classrooms and provide various in-services related to assigned areas.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$159,405.00 2200 $54,276 3xxx
5. Extracurricular Program Support *Explanation: Increase extracurricular support designed to lessen the dependence of programs on gate receipts and fundraising and increase student activity participation. Athletic Directors at each site will manage their budget in the various areas: certificated salaries, classified salaries, materials and supplies (uniforms, sport equipment, office equipment and transportation), travel and conference, tournament fees, training room supplies, CIF playoff expenses, CIF dues, league dues, Officials and athletic awards and dinners. Student engagement in extracurricular programs provides student to build relationships, develop social and physical skills, and stay involved with their school.*	District-wide	_v_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $9,500 1140 $8,800 2260 $3,727 3xxx $230,707 4300 $70,000 4400 $108,000 5710 $227,265 5800 $132,000 5891 $110,000 6400

6. **Renaissance Learning (STAR Enterprise)** *Explanation: Software and training to provide progress monitoring of students and appropriate placement for English and math. STAR assessments are computer adaptive, using sophisticated item calibration and psychometrics to dynamically adjust to each student's unique responses. Fully supported by extensive research, they are easy to administer and yield the valid, reliable, actionable data educators need. STAR assessments provide valid, reliable, actionable data in the least amount of testing time. Star Enterprise assist school sites with the placement of students in math and English while also progress monitor students who are at risk academically.*	District-wide	_√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $35,000.00 5835
7. **Career Cruising Software**	District-wide	_√_ ALL	LCFF/Supp-Conc

Explanation: College and Career Readiness Platform Software for uses by all stakeholders. Career Cruising is an Internet-based career exploration and planning tool used by student to explore career and college options and develop a career plan. Career Cruising can be accessed from school, from home, or wherever a student has access to the Internet. Features of the program include: Assessment tools to help your child identify his or her career interests, skills, and learning style. Thorough and u-to-date information about hundreds of different occupations, including direct links between careers and related college programs. Interviews with real people in each occupation, which add depth and realism to career profiles. Detailed information on post-secondary education and training options. Advice for all stages of the job search process, including developing a job search plan, networking, writing resumes and cover letters, preparing for interviews, and adjusting to a new job. An online portfolio where students can develop and reflect on his or her academic, personal, and career exploration activities, and make plans for the future. The student can create, format, and print professional-looking resumes quickly an easily. Parent Portal allows the parent to view the information the student has stored in his or her plan, learn more about the careers and schools that the student is interested in, and communicate with the students counselor.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$29 ,000.00 5835
8. Early Academic Outreach Program Counselor	District-wide	__√_ALL	LCFF/Supp-Conc

Feeder Partnership *Explanation: District partnership designed to share UCSB Outreach Consultants and promote A-G completers in part through better vertical articulation of this service. Provides Intensive EAOP Cohort Services and School-wide College Preparation Resources. Facilitates and Promotes College Going Culture every day, all week long, each month, and throughout the entire year, including the summer. Integrated Into Whole School Councils, Counseling Department, Back-to-School Nights, Open House School & District-Wide Services, WASC Accreditation, Administration Relations, and Special Projects. Extensive Collaboration w/Regional Colleges & Universities and other Pre-College Programs & Events, Enhances & Supplements School Site Efforts. On-going School-wide Access to Students, Teachers, Academic Departments, Parents, and School Site Resources. Work Annually with Feeder Middle Schools to foster college awareness.*			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$105,000.00 5800
9. SRA Flex Literacy	District-wide		_√_ ALL	LCFF/Supp-Conc

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$52,000.00 5835
Explanation: SRA FLEX Literacy combines the use of computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness. Informs teachers and administrators through progress reporting on a student, classroom, and school level. Automatically populates student performance data. Provides teachers with tools for planning and classroom management, along with other resources for implementation. Helps teachers target instruction to meet the needs of every student. The SRA Flex literacy will be used at Pioneer Valley High School, Ernest Righetti High School and Delta Continuation High School as an intervention course.			
10. Reading Plus Software *Reading Plus® is a web-based reading intervention that uses technology to provide individualized scaffold silent reading practice for students in grade 3 and higher. Reading Plus aims to develop and improve students' silent reading fluency, comprehension, and vocabulary. Reading Plus is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental*	District-Wide	__√_ ALL_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $169,000 5835

offline activities. Reading Plus will be used as an intervention at all sites in the district.

LCAP Year 2: 2016-17

		Related State and/or Local Priorities:
GOAL: 4	4. Strengthen district wide support systems, processes and practices that support student learning.	1 √ 2__ 3 √ 4 √ 5 √ 6 √ 7 √ 8 √ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**Counseling Ratio** District 1:400 **A-G Completion** The District's expected annual outcome to increase its A-G completion rate by 5%. **Advance Placement** The District's expected annual outcome to increase its AP scores of "3" or higher by 5% **High School Dropout Rate** The District's expected annual outcome to decrease its dropout rate by 3% **High School Graduation Rate** The District's expected annual outcome to increase its high school graduation rate by 3%. **AVID Enrollment** The District's expected annual outcome to increase its AVID enrollment by 3%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Counseling Services Districtwide** *Explanation: Increase counseling services (Districtwide 18 FTE: 7800/18 <500) Counselors assist students and parents in understanding the available educational resources and requirements for post-secondary educational options, assuring an education program that reflects the needs of the individual student. Counselors identify students who are at risk toward graduation, truancy intervention and meet with them and*	District-Wide	_√_ ALL	LCFF/Supp-Conc 1,199,748.00 1210 $349,547.00 3xxx

parents to provide a support system. Counselors work with students to develop a four year plan, which parents will be able to access on line though the District's college and career readiness software program Career Cruising. Counselors work with student to promote the completion of University of California's requirement to complete A-G courses, promote student to enroll in Advance Placement courses, Advancement Via Individual Determination (AVID) courses, and Career Technical Education courses.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. **Advancement Via Individual Determination (AVID) Sections** *Explanation: Increase support and budget at the comprehensive sites to accommodate incoming feeder AVID students. (4 FTE Districtwide, $30,000 per site for supplies)* *Advancement Via Individual Determination (AVID) is dedicated to closing the achievement gap by preparing all students for college and other post-secondary opportunities. The AVID College Readiness System works to ensure students are college-ready by equipping them with the skills, academic behaviors, and college knowledge necessary to succeed at every level from elementary school to college. The AVID course prepares and builds knowledge to prepare a student to apply to attend a four year university. Students participate in rigorous courses, learn study habits, note taking, collaborative study groups, personal statement, university visits and facilitation of the financial aid process.*	District-Wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $301,810 1110 $51,027 1160 81,693 3xxx 112,473 4310
3. **Comprehensive Site Opportunity Program**	District-Wide	_√_ALL	LCFF/Supp-Conc

Implementation *Explanation: Implement program at sites (2 FTE per comprehensive site for 9th & 10th grade Self-Contained Opportunity Programs) The Opportunity Program serves students who are at risk of not graduating and are having challenges with attendance, discipline and academic setting. Students are provided services to complete credits toward graduation. The Opportunity Program is an intervention that is targeted towards our most at risk students. Students are provided with intensive support in the area of English and math.*		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$380,244 1110 129,778 3xxx
4. **Crisis Intervention Staff** *Explanation: Increase crisis group services to focus on drug and alcohol issues. (2 FTE existing plus 2 additional FTE ; Net result - 1 per site) Crisis Intervention Consultants provide consultation services to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs; promote sobriety and provide drug-free activities; make presentations to classrooms and provide various in-services related to assigned areas.*	District-Wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $159,405 2200 $54,276 3xxx
5. **Extracurricular Program Support**	District-Wide	_√_ALL	LCFF/Supp-Conc

Explanation: Increase extracurricular support designed to lessen the dependence of programs on gate receipts and fundraising and increase student activity participation. Athletic Directors at each site will manage their budget in the various areas: certificated salaries, classified salaries, materials and supplies (uniforms, sport equipment, office equipment and transportation), travel and conference, tournament fees, training room supplies, CIF playoff expenses, CIF dues, league dues, Officials and athletic awards and dinners. Student engagement in extracurricular programs provides student to build relationships, develop social and physical skills, and stay involved with their school.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9,500 1140 $8,800 2260 $3,727 3xxx $230,707 4300 $70,000 4400 $108,000 5710 $227,265 5800 $132,000 5891 $110,000 6400
6. **Renaissance Learning (STAR Enterprise)** *Explanation: Software and training to provide progress monitoring of students and appropriate placement for English and math. STAR assessments are computer adaptive, using sophisticated item calibration and psychometrics to dynamically adjust to each student's unique responses. Fully supported by extensive research, they are easy to administer and yield the valid, reliable, actionable data educators need. STAR assessments provide valid, reliable, actionable data in the least amount of testing time. Star Enterprise assist school sites with the placement of students in math and English while also progress monitor students who are at risk academically.*	District-Wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $35,000 5835
7. **Career Cruising Software**	District-Wide	_√_ALL	LCFF/Supp-Conc

Explanation: College and Career Readiness Platform Software for uses by all stakeholders. Career Cruising is an Internet-based career exploration and planning tool used by student to explore career and college options and develop a career plan. Career Cruising can be accessed from school, from home, or wherever a student has access to the Internet. Features of the program include: Assessment tools to help your child identify his or her career interests, skills, and learning style. Thorough and u-to-date information about hundreds of different occupations, including direct links between careers and related college programs. Interviews with real people in each occupation, which add depth and realism to career profiles. Detailed information on post-secondary education and training options. Advice for all stages of the job search process, including developing a job search plan, networking, writing resumes and cover letters, preparing for interviews, and adjusting to a new job. An online portfolio where students can develop and reflect on his or her academic, personal, and career exploration activities, and make plans for the future. The student can create, format, and print professional-looking resumes quickly an easily. Parent Portal allows the parent to view the information the student has stored in his or her plan, learn more about the careers and schools that the student is interested in, and communicate with the students counselor.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$29,000 5835
8. Early Academic Outreach Program Counselor	District-Wide	_√_ ALL	LCFF/Supp-Conc

Feeder Partnership *Explanation: District partnership designed to share UCSB Outreach Consultants and promote A-G completers in part through better vertical articulation of this service. Provides Intensive EAOP Cohort Services and School-wide College Preparation Resources. Facilitates and Promotes College Going Culture every day, all week long, each month, and throughout the entire year, including the summer. Integrated Into Whole School Councils, Counseling Department, Back-to-School Nights, Open House School & District-Wide Services, WASC Accreditation, Administration Relations, and Special Projects. Extensive Collaboration w/Regional Colleges & Universities and other Pre-College Programs & Events, Enhances & Supplements School Site Efforts. On-going School-wide Access to Students, Teachers, Academic Departments, Parents, and School Site Resources. Work Annually with Feeder Middle Schools to foster college awareness.*		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$105,000 5800
9. **SRA Flex Literacy** *Explanation: SRA FLEX Literacy combines the use of computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness. Informs teachers and administrators through progress reporting on a student, classroom, and school level. Automatically populates student performance data. Provides teachers with tools for planning and classroom management, along*	District-Wide	_√_ ALL	LCFF/Supp-Conc $52,000 5835

with other resources for implementation. Helps teachers target instruction to meet the needs of every student. The SRA Flex literacy will be used at Pioneer Valley High School, Ernest Righetti High School and Delta Continuation High School as an intervention course.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
10. Reading Plus Software *Reading Plus® is a web-based reading intervention that uses technology to provide individualized scaffold silent reading practice for students in grade 3 and higher. Reading Plus aims to develop and improve students' silent reading fluency, comprehension, and vocabulary. Reading Plus is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities. Reading Plus will be used as an intervention at all sites in the district.*	District-Wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $169,000 5835

LCAP Year 3: 2017-18

		Related State and/or Local Priorities:
GOAL: 4	4. Strengthen district wide support systems, processes and practices that support student learning.	1_√_ 2__ 3_√_ 4_√_ 5_√_ 6_√_ 7_√_ 8_√_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient
LCAP Year 3: 2017-18		

Expected Annual Measurable Outcomes:	**Counseling Ratio** District 1:400 **A-G Completion** The District's expected annual outcome to increase its A-G completion rate by 5%. **Advance Placement** The District's expected annual outcome to increase its AP scores of "3" or higher by 5% **High School Dropout Rate** The District's expected annual outcome to decrease its dropout rate by 3% **High School Graduation Rate** The District's expected annual outcome to increase its high school graduation rate by 3%. **AVID Enrollment** The District's expected annual outcome to increase its AVID enrollment by 3%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **PPS Counseling Services Districtwide** *Explanation: Increase counseling services (Districtwide 18 FTE: 7800/18 <500) Counselors assist students and parents in understanding the available educational resources and requirements for post-secondary educational options, assuring an education program that reflects the needs of the individual student. Counselors identify students who are at risk toward graduation, truancy intervention and meet with them and parents to provide a support system. Counselors work with students to develop a four year plan, which parents will be able to access on line though the District's college and career readiness software program Career Cruising. Counselors work with student to promote the completion of University of California's requirement to complete A-G courses, promote student to enroll in Advance Placement courses, Advancement Via Individual Determination (AVID) courses, and Career Technical Education courses.*	District-Wide	_√_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc 1,199,748.00 1210 $349,547.00 3xxx
2. **Advancement Via Individual Determination**	District-Wide	_√_ALL	LCFF/Supp-Conc

(AVID) Sections *Explanation: Increase support and budget at the comprehensive sites to accommodate incoming feeder AVID students. (4 FTE Districtwide, $25,000 per site for supplies) Advancement Via Individual Determination (AVID) is dedicated to closing the achievement gap by preparing all students for college and other post-secondary opportunities. The AVID College Readiness System works to ensure students are college-ready by equipping them with the skills, academic behaviors, and college knowledge necessary to succeed at every level from elementary school to college. The AVID course prepares and builds knowledge to prepare a student to apply to attend a four year university. Students participate in rigorous courses, learn study habits, note taking, collaborative study groups, personal statement, university visits and facilitation of the financial aid process.*		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$301,810 1110 $51,027 1160 81,693 3xxx 112,473 4310
3. **Comprehensive Site Opportunity Program Implementation** *Explanation: Implement program at sites (2 FTE per comprehensive site for 9th & 10th grade Self-Contained Opportunity Programs) The Opportunity Program serves students who are at risk of not graduating and are having challenges with attendance, discipline and academic setting. Students are provided services to complete credits toward graduation. The Opportunity Program is an intervention that is targeted towards our most at risk students. Students are provided with intensive support in the area of English and math.*	District-Wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $380,244 1110 129,778 3xxx
4. **Crisis Intervention Staff** *Explanation: Increase crisis group services to focus on drug and alcohol issues. (2 FTE existing plus 2 additional FTE ; Net result - 1 per site) Crisis*	District-Wide	_√_ALL	LCFF/Supp-Conc $159,405 2200

Intervention Consultants provide consultation services to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs; promote sobriety and provide drug-free activities; make presentations to classrooms and provide various in-services related to assigned areas.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$54,276 3xxx
5. **Extracurricular Program Support** *Explanation: Increase extracurricular support designed to lessen the dependence of programs on gate receipts and fundraising and increase student activity participation. Athletic Directors at each site will manage their budget in the various areas: certificated salaries, classified salaries, materials and supplies (uniforms, sport equipment, office equipment and transportation), travel and conference, tournament fees, training room supplies, CIF playoff expenses, CIF dues, league dues, Officials and athletic awards and dinners. Student engagement in extracurricular programs provides student to build relationships, develop social and physical skills, and stay involved with their school.*	District-Wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $9,500 1140 $8,800 2260 $3,727 3xxx $230,707 4300 $70,000 4400 $108,000 5710 $227,265 5800 $132,000 5891 $110,000 6400
6. **Renaissance Learning (STAR Enterprise)**	District-Wide	_√_ALL	

Explanation: Software and training to provide progress monitoring of students and appropriate placement for English and math. STAR assessments are computer adaptive, using sophisticated item calibration and psychometrics to dynamically adjust to each student's unique responses. Fully supported by extensive research, they are easy to administer and yield the valid, reliable, actionable data educators need. STAR assessments provide valid, reliable, actionable data in the least amount of testing time. Star Enterprise assist school sites with the placement of students in math and English while also progress monitor students who are at risk academically.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $35,000 5835
7. Career Cruising Software	District-Wide	_√_ALL	

Explanation: College and Career Readiness Platform Software for uses by all stakeholders. Career Cruising is an Internet-based career exploration and planning tool used by student to explore career and college options and develop a career plan. Career Cruising can be accessed from school, from home, or wherever a student has access to the Internet. Features of the program include: Assessment tools to help your child identify his or her career interests, skills, and learning style. Thorough and u-to-date information about hundreds of different occupations, including direct links between careers and related college programs. Interviews with real people in each occupation, which add depth and realism to career profiles. Detailed information on post-secondary education and training options. Advice for all stages of the job search process, including developing a job search plan, networking, writing resumes and cover letters, preparing for interviews, and adjusting to a new job. An online portfolio where students can develop and reflect on his or her academic, personal, and career exploration activities, and make plans for the future. The student can create, format, and print professional-looking resumes quickly and easily. Parent Portal allows the parent to view the information the student has stored in his or her plan, learn more about the careers and schools that the student is interested in, and communicate with the students counselor.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $29,000 5835
8. Early Academic Outreach Program Counselor	District-Wide	_√_ALL	LCFF/Supp-Conc

Feeder Partnership *Explanation: District partnership designed to share UCSB Outreach Consultants and promote A-G completers in part through better vertical articulation of this service. Provides Intensive EAOP Cohort Services and School-wide College Preparation Resources. Facilitates and Promotes College Going Culture every day, all week long, each month, and throughout the entire year, including the summer. Integrated Into Whole School Councils, Counseling Department, Back-to-School Nights, Open House School & District-Wide Services, WASC Accreditation, Administration Relations, and Special Projects. Extensive Collaboration w/Regional Colleges & Universities and other Pre-College Programs & Events, Enhances & Supplements School Site Efforts. On-going School-wide Access to Students, Teachers, Academic Departments, Parents, and School Site Resources. Work Annually with Feeder Middle Schools to foster college awareness.*		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$105,000 5800
9. SRA Flex Literacy *Explanation: SRA FLEX Literacy combines the use of computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness. Informs teachers and administrators through progress reporting on a student, classroom, and school level. Automatically populates student performance data. Provides teachers with tools for planning and classroom management, along with other resources for implementation. Helps teachers target instruction to meet the needs of every student. The SRA Flex literacy*	District-Wide	_√_ALL	LCFF/Supp-Conc $52,000 5835

will be used at Pioneer Valley High School, Ernest Righetti High School and Delta Continuation High School as an intervention course.		OR: __Low Income pupils___English Learners __Foster Youth___Redesignated fluent English proficient___Other Subgroups:(Specify)_____	
10. Reading Plus Software *Reading Plus® is a web-based reading intervention that uses technology to provide individualized scaffold silent reading practice for students in grade 3 and higher. Reading Plus aims to develop and improve students' silent reading fluency, comprehension, and vocabulary. Reading Plus is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities. Reading Plus will be used as an intervention at all sites in the district.*	District-Wide	_√_ALL OR: __Low Income pupils___English Learners __Foster Youth___Redesignated fluent English proficient___Other Subgroups:(Specify)_____	LCFF/Supp-Conc $169,000 5835

LCAP Year 1: 2015-16

		Related State and/or Local Priorities:
GOAL: 5	5. Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations.	1_√_ 2_√_ 3__ 4_√_ 5_√_ 6__ 7_√_ 8_√_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	5. The district has identified the need to address the digital divide that exists for poor and minority students. **The District has identified the need to support and train teachers toward the use of instruction strategies for student engagement with technology.** **The District has identified the need to support student learning of technology and the use of an electronic tablet.**
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**District use of student accounts on internet** Percent of student accounts used the internet targeted at 90% use. The above data be reported from the school year 2015/2016 **District use of students and staff using Microsoft 365** Percent of student use of District email account targeted at 90% use. The above data be reported from the school year 2015/2016 **Student survey on the use of electronic tablet** Survey will be develop for the school year 2015/2016.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Microsoft 365** *Explanation: Program supports teachers and staff in developing state aligned frameworks with common core instruction. "Office 365" refers to subscription plans that include access to Office applications plus other productivity services that are enabled over the Internet (cloud services), such as Exchange Online hosted email for school districts, and additional online storage with OneDrive, OneNote and Skype in the classroom. Microsoft 365 will be used for all teacher and student tablets. The use of this funding will be used for licensing for all users throughout the District.*	District-wide	_√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $25,000.00 5800
2. **Microsoft Training** *Explanation: Provide on-going training through Microsoft and additional providers in the use of tablets that enhances learning for both students and staff. Training for staff will consist of an introduction to Microsoft 365. This is to include how files are stored, collaboration tools and communication. OneNote is a training for creating documents via a keyboard, voice, with a pen or through a collaborative group. OneDrive is a training where teachers learn to share and access files from anywhere, anytime, on any device. These are some of the trainings that will continue and expand as the District progresses its technology plan.*	District-wide	_√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $50,000.00 5800

3. **Teachers on Special Assignment (TOSA)** *Explanation: Create site-level TOSA's to provide direct support for teachers in the use of tablets and new instructional technologies. The instructional Technology TOSA is responsible for working directly with site instructional staff. She/he will be required to plan, communicate and implement staff trainings centered on assisting teachers in the use of instructional technology to enhance classroom instruction by maximizing the effective use of instructional software applications, Tablets, and other applicable technological equipment. This assistance will be provided in a variety of forums, both large and small group, classroom demonstrations for students, as well as individualized interactions as requested.*	District-wide	_√_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $204,555.00 1110 $69,854 3xxx $25,591 5800
4. **One to One Devices** *Explanation: One to One devices for incoming 9th graders, new students, new staff and staff replacement devices. Student will be able to access intervention software, college and career readiness software, assist with academic presentations and support student learning.*	District-wide	_√_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $1,000,000.00 64000

LCAP Year 2: 2016-17

GOAL: 5	5. Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations.	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:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**District use of student accounts on internet** Percent of student accounts used the internet targeted at 90% use. The above data be reported from the school year 2016/2017 **District use of students and staff using Microsoft 365** Percent of student use of District email account targeted at 90% use. The above data be reported from the school year 2016/2017 **Student survey on the use of electronic tablet** Survey will be develop for the school year 2016/2017

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Microsoft 365 *Explanation: Program supports teachers and staff in developing state aligned frameworks with common core instruction. "Office 365" refers to subscription plans that include access to Office applications plus other productivity services that are enabled over the Internet (cloud services), such as Exchange Online hosted email for school districts, and additional online storage with OneDrive, OneNote and Skype in the classroom. Microsoft 365 will be used for all teacher and student tablets. The use of this funding will be used for licensing for all users throughout the District.*	District-wide	_√_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $25,000 5800
2. Microsoft Training *Explanation: Provide on-going training through Microsoft and additional providers in the use of tablets that enhances learning for both students and staff. Training for staff will consist of an introduction to Microsoft 365. This is to include how files are stored, collaboration tools and communication. OneNote is a training for creating documents via a keyboard, voice, with a pen or through a collaborative group. OneDrive is a training where teachers learn to share and access files from anywhere, anytime, on any device. These are some of the trainings that will continue and expand as the District progresses its technology plan.*	District-wide	_√_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $50,000 5800

3. **Teachers on Special Assignment (TOSA)** *Explanation: Create site-level TOSA's to provide direct support for teachers in the use of tablets and new instructional technologies. The instructional Technology TOSA is responsible for working directly with site instructional staff. She/he will be required to plan, communicate and implement staff trainings centered on assisting teachers in the use of instructional technology to enhance classroom instruction by maximizing the effective use of instructional software applications, Tablets, and other applicable technological equipment. This assistance will be provided in a variety of forums, both large and small group, classroom demonstrations for students, as well as individualized interactions as requested.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $204,555 1110 $69,854 3xxx $25,591 5800
4. **One to One Devices** *Explanation: One to One devices for incoming 9th graders, new students, new staff and staff replacement devices. Student will be able to access intervention software, college and career readiness software, assist with academic presentations and support student learning.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $1,000,000 6400

LCAP Year 3: 2017-18

GOAL: 5	5. Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations.	Related State and/or Local Priorities: 1_√_ 2_√_ 3__ 4_√_ 5_√_ 6__ 7_√_ 8_√_ COE only: 9__ 10__ Local : Specify _____

	Schools:	All	
Goal Applies to:	Applicable Pupil Subgroups:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**District use of student accounts on internet** Percent of student accounts used the internet targeted at 90% use. The above data be reported from the school year 2017/2018 **District use of students and staff using Microsoft 365** Percent of student use of District email account targeted at 90% use. The above data be reported from the school year 2017/2018 **Student survey on the use of electronic tablet** Survey will be develop for the school year 2017/2018.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Microsoft 365** *Explanation: Program supports teachers and staff in developing state aligned frameworks with common core instruction. "Office 365" refers to subscription plans that include access to Office applications plus other productivity services that are enabled over the Internet (cloud services), such as Exchange Online hosted email for school districts, and additional online storage with OneDrive, OneNote and Skype in the classroom. Microsoft 365 will be used for all teacher and student tablets. The use of this funding will be used for licensing for all users throughout the District.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $25,000 5800
2. **Microsoft Training** *Explanation: Provide on-going training through Microsoft and additional providers in the use of tablets that enhances learning for both students and staff. Training for staff will consist of an introduction to Microsoft 365. This is to include how files are stored, collaboration tools and communication. OneNote is a training for creating documents via a keyboard, voice, with a pen or through a collaborative group. OneDrive is a training where teachers learn to share and access files from anywhere, anytime, on any device. These are some of the trainings that will continue and expand as the District progresses its technology plan.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $50,000 5800

3. **Teachers on Special Assignment (TOSA)** *Explanation: Create site-level TOSA's to provide direct support for teachers in the use of tablets and new instructional technologies. The instructional Technology TOSA is responsible for working directly with site instructional staff. She/he will be required to plan, communicate and implement staff trainings centered on assisting teachers in the use of instructional technology to enhance classroom instruction by maximizing the effective use of instructional software applications, Tablets, and other applicable technological equipment. This assistance will be provided in a variety of forums, both large and small group, classroom demonstrations for students, as well as individualized interactions as requested.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $204,555 1110 $69,854 3xxx $25,591 5800
4. **One to One Devices** *Explanation: One to One devices for incoming 9th graders, new students, new staff and staff replacement devices. Student will be able to access intervention software, college and career readiness software, assist with academic presentations and support student learning.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $1,000,000 6400

LCAP Year 1: 2015-16

GOAL: 6	6. Maintain a safe, secure and healthy environment for all students and staff	Related State and/or Local Priorities: 1_√_ 2__ 3__ 4__ 5_√_ 6_√_ 7__ 8_√_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	6. The district has identified the need to maintain and improve school safety. **Expulsion Rate (6A)** District Expulsion rate for 2014/2015 = 0.16 (12 students) Note: The data above may be an estimated projection due to official data not yet released. **Student Suspension Rate(6B)** District Suspension Rate for 2014/2015 = 7% Note: The data above may be an estimated projection due to official data not yet released. **District Attendance Rate (5A)** District Attendance Rate for 2014/2015 = 96.54% Note: The data above may be an estimated projection due to official data not yet released. **Chronic Absenteeism Rate** District Chronic Absenteeism Rate for 2014/2015 = 8.9% Note: The data above may be an estimated projection due to official data not yet released. **School Facilities (1C)** The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every fall. For the intent of this report the overall rating for the school year 2014/2015 will be reported by school site. Santa Maria High School rating is in "Good Standing" with a 94.88 % Pioneer Valley High School rating is in "Good Standing" with a 97.71 % Ernest Righetti High School rating is in "Good Standing" with a 92.27 % Delta High School rating is in "Good Standing" with a 97.52 %

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**Expulsion Rate (6A)** The expected annual outcome for expulsion rates for the District is to be less than 0.1 %. **Student Suspension Rate (6B)** The District's expected annual outcome for student suspension rates is to decrease from 7% to 5%. **District Attendance Rate (5A)** The District Attendance Rate for 2015/2016 for the expected annual outcome for student attendance is to be at 95% or above. **Chronic Absenteeism Rate** The District's expected annual outcome for chronic absenteeism rates is to decrease from 8.9% to 5%. **Williams Act – School Facilities(1C)** The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every fall. For the intent of this report the expected annual outcome for the school year 2015/2016 will be to maintain a rate "Good Standing".

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Restorative Justice Planning**	District-wide	v_ALL	LCFF/Supp-Conc

Explanation: Creation of a districtwide planning group to explore various Restorative Justice Programs for future implementation. Restorative Approaches (RA) is rooted in the belief that positive social behaviors are best supported through a process that collaboratively identifies the harm done by one's actions and establishes a way to repair that harm. RA is a philosophical approach, and can be implemented when dealing with a wide range of conflicts, from classroom disruption, to teacher/student conflict and student/student conflict. RA is supplementing traditional discipline structures and practices such as suspension, expulsion, and referral to law enforcement. *The District will be exploring the possible implementation of Restorative Approaches through conferences or trainings provided by other institution.*		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000.00 5800
2. **Classified Substitute Pool Program** *Explanation: Establish effective process and fund "sub coverage" for targeted classified positions. The Classified Substitute Pool Program will target positions that are directly related to student safety, environment and learning. The targeted positions that will participate in the program are Instructional Aide, Campus Security and Custodians.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $70,000.00 2240 $16,148 3xxx $63,852 5800
3. **School Safety Training** *Explanation: Safety training support for administrators, security and plant managers. School safety training will continue to be supported through conferences and School Resource Officer trainings and presentations to staff members.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $10,000.00 5220
4. **School Resource Officers**	District-wide	_√_ALL	LCFF/Supp-Conc

Explanation: Funding to secure School Resource Officers/Deputy services from law enforcement agencies. The District will be contracting with the City of Santa Maria Police Department for two School Resource Officers serving Santa Maria High School and Pioneer Valley High School. The District will also be contract with Santa Barbara County Sheriff's Department for one School Resource Officer to serve Ernest Righetti High School and Delta Continuation High School. All three School Resource Officers will provide support in developing the District's School Safety Plan. School Resource Officers play a vital role in each of the school sites providing a safe school environment.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$350,000.00 5100
5. Fitzgerald Community School *Explanation: Services for expelled students contracted through SBCEO. Services to students will include group counseling, academic support with an instructional aide, opportunity to make up missed credits and a transitional plan and conditions to return to the District.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $345,000 4400
6. Attention 2 Attendance Software (A2A) *Explanation: Software and training designed to monitor, analyze and facilitate parent communication related to school attendance. A2A will assist school sites with parent notification of attendance and the prevention of students who may be at-risk of chronic absenteeism. The A2A system will assist and be implemented as an intervention in reducing the District's chronic absenteeism and support our Student Attendance Review Board (SARB). Automated letters and calls will be made to parents notifying them of their students' attendance as preventative measure.*	District-wide	_√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $78,000.00 5835
7. Safety Equipment *Explanation: Funding to be used for security cameras and other safety equipment as deemed necessary.*	District-wide	_√_ ALL	LCFF/Supp-Conc $200,000.00 4400

	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

LCAP Year 2: 2016-17

GOAL: 6	6. Maintain a safe, secure and healthy environment for all students and staff	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:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**Expulsion Rate (6A)** The expected annual outcome for expulsion rates for the District is to be below 0.1% **Student Suspension Rate (6B)** The District's expected annual outcome for student suspension rates is to decrease from 5% to 4%. **District Attendance Rate (5A)** The District Attendance Rate for 2016/2017 for the expected annual outcome for student attendance is to be at 95% or above. **Chronic Absenteeism Rate** The District's expected annual outcome for chronic absenteeism rates is to decrease from 5% to 4%. **Williams Act – School Facilities(1C)** The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every fall. For the intent of this report the expected annual outcome for the school year 2016/2017 will be to maintain a rate "Good Standing".

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Restorative Justice Planning**	District-wide	__√_ALL	LCFF/Supp-Conc

Explanation: Creation of a districtwide planning group to explore various Restorative Justice Programs for future implementation. Restorative Approaches (RA) is rooted in the belief that positive social behaviors are best supported through a process that collaboratively identifies the harm done by one's actions and establishes a way to repair that harm. RA is a philosophical approach, and can be implemented when dealing with a wide range of conflicts, from classroom disruption, to teacher/student conflict and student/student conflict. RA is supplementing traditional discipline structures and practices such as suspension, expulsion, and referral to law enforcement. *The District will be exploring the possible implementation of Restorative Approaches through conferences or trainings provided by other institution.*		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 5800
2. **Classified Substitute Pool Program** *Explanation: Establish effective process and fund "sub coverage" for targeted classified positions. The Classified Substitute Pool Program will target positions that are directly related to student safety, environment and learning. The targeted positions that will participate in the program are Instructional Aide, Campus Security and Custodians.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $70,000.00 2240 $16,148 3xxx $63,852 5800
3. **School Safety Training** *Explanation: Safety training support for administrators, security and plant managers. School safety training will continue to be supported through conferences and School Resource Officer trainings and presentations to staff members.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $10,000 5220
4. **School Resource Officers**	District-wide	_√_ALL	LCFF/Supp-Conc

Explanation: Funding to secure School Resource Officers/Deputy services from law enforcement agencies. The District will be contracting with the City of Santa Maria Police Department for two School Resource Officers serving Santa Maria High School and Pioneer Valley High School. The District will also be contract with Santa Barbara County Sheriff's Department for one School Resource Officer to serve Ernest Righetti High School and Delta Continuation High School. All three School Resource Officers will provide support in developing the District's School Safety Plan. School Resource Officers play a vital role in each of the school sites providing a safe school environment.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$350,000 5100
5. **Fitzgerald Community School** *Explanation: Services for expelled students contracted through SBCEO. Services to students will include group counseling, academic support with an instructional aide, opportunity to make up missed credits and a transitional plan and conditions to return to the District.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $345,000 4400
6. **Attention 2 Attendance Software (A2A)** *Explanation: Software and training designed to monitor, analyze and facilitate parent communication related to school attendance. A2A will assist school sites with parent notification of attendance and the prevention of students who may be at-risk of chronic absenteeism. The A2A system will assist and be implemented as an intervention in reducing the District's chronic absenteeism and support our Student Attendance Review Board (SARB). Automated letters and calls will be made to parents notifying them of their students' attendance as preventative measure.*	District-wide	_√_ ALL	LCFF/Supp-Conc $78,000.00 5835
7. **Safety Equipment** *Explanation: Funding to be used for security cameras and other safety equipment as deemed necessary.*	District-wide	_√_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $200,000 4400

LCAP Year 3: 2017-18

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<td>6.   Maintain a safe, secure and healthy environment for all students and staff</td>
<td>Related State and/or Local Priorities:
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COE only: 9__ 10__
Local : Specify _____</td>
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<td colspan="2" align="center">LCAP Year 3: 2017-18</td>
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<tr>
<td>Expected Annual
Measurable Outcomes:</td>
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Expulsion Rate (6A)
The expected annual outcome for expulsion rates for the District is to be below 0.09%

Student Suspension Rate (6B)
The District's expected annual outcome for student suspension rates is to decrease from 4% to 3%.

District Attendance Rate (5A)
The District Attendance Rate for 2017/2018 for the expected annual outcome for student attendance is to be at 95% or above.

Chronic Absenteeism Rate
The District's expected annual outcome for chronic absenteeism rates is to decrease from 4% to 3%.

Williams Act – School Facilities(1C)
The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every fall. For the intent of this report the expected annual outcome for the school year 2017/2018 will be to maintain a rate "Good Standing".

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Restorative Justice Planning *Explanation: Creation of a districtwide planning group to explore various Restorative Justice Programs for future implementation. Restorative Approaches (RA) is rooted in the belief that positive social behaviors are best supported through a process that collaboratively identifies the harm done by one's actions and establishes a way to repair that harm. RA is a philosophical approach, and can be implemented when dealing with a wide range of conflicts, from classroom disruption, to teacher/student conflict and student/student conflict. RA is supplementing traditional discipline structures and practices such as suspension, expulsion, and referral to law enforcement. The District will be exploring the possible implementation of Restorative Approaches through conferences or trainings provided by other institution.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $10,000 5800

2. Classified Substitute Pool Program *Explanation: Establish effective process and fund "sub coverage" for targeted classified positions. The Classified Substitute Pool Program will target positions that are directly related to student safety, environment and learning. The targeted positions that will participate in the program are Instructional Aide, Campus Security and Custodians.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $70,000.00 2240 $16,148 3xxx $63,852 5800
3. School Safety Training *Explanation: Safety training support for administrators, security and plant managers. School safety training will continue to be supported through conferences and School Resource Officer trainings and presentations to staff members.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $10,000 5220
4. School Resource Officers *Explanation: Funding to secure School Resource Officers/Deputy services from law enforcement agencies. The District will be contracting with the City of Santa Maria Police Department for two School Resource Officers serving Santa Maria High School and Pioneer Valley High School. The District will also be contract with Santa Barbara County Sheriff's Department for one School Resource Officer to serve Ernest Righetti High School and Delta Continuation High School. All three School Resource Officers will provide support in developing the District's School Safety Plan. School Resource Officers play a vital role in each of the school sites providing a safe school environment.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $350,000 5100
5. Fitzgerald Community School *Explanation: Services for expelled students contracted through SBCEO. Services to students will include group counseling, academic support with an instructional aide, opportunity to make up missed credits and a transitional plan and conditions to return to the District.*	District-wide	_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $345,000 4400

| 6. **Attention 2 Attendance Software (A2A)** *Explanation: Software and training designed to monitor, analyze and facilitate parent communication related to school attendance. A2A will assist school sites with parent notification of attendance and the prevention of students who may be at-risk of chronic absenteeism. The A2A system will assist and be implemented as an intervention in reducing the District's chronic absenteeism and support our Student Attendance Review Board (SARB). Automated letters and calls will be made to parents notifying them of their students' attendance as preventative measure.* | District-wide | _√_ALL | LCFF/Supp-Conc $78,000.00 5835 |
| 7. **Safety Equipment** *Explanation: Funding to be used for security cameras and other safety equipment as deemed necessary.* | District-wide | _√_ALL
 OR:
 __Low Income pupils __English Learners
 __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF/Supp-Conc $200,000 4400 |

LCAP Year 1: 2015-16

| **GOAL: 7** | 7.   Strengthen programs and services to support English Language Learners becoming proficient in academic areas. | Related State and/or Local Priorities:
 1_√_ 2_√_ 3_√_ 4_√_ 5__ 6__ 7_√_ 8_√_
 COE only: 9__ 10__
 Local : Specify _____ |

| Identified Need : | **English Learner (EL) reclassification rate**
The District has identified the need to increase the EL reclassification rate. The school year 2014/2015 the reclassification rate was 15.2%, an increase of 5.2%. The District has targeted to be at or above the state average of 20%.
EL % Pass Rate on CAHSEE
The District's EL CAHSEE pass rate for the school year 2014/2015 for English was 49% and Math was 58%. The District has identified this a need for improvement and will provide the necessary intervention and instruction to improve academic learning.
EL % Proficient Rate on CAHSEE
The District's EL CAHSEE proficient rate for the school year 2015/2016 for English was 9% and Math was 18%. The score for a student to attain proficient on the CAHSEE is 380 or above.   The District has identified this as need for improvement and will provide the necessary intervention and instruction to improve academic learning.
California Assessment of Student Performance and Progress (CAASPP)
English Learner data from Smarter Balance Assessment Consortium (SBAC) for the school year 2014/2015 in English and Math will be reported in July 2015 when released by the California Department of Education. The District will have this as an identified need and progress toward student learning.
Annual Measureable Achievement Objective (AMAO) 1 and 2
AMAO 1 – Making annual progress in learning English
   • The required percentage of ELs making annual progress in learning English was 59%. The District's annual performance was 51.2%
AMAO 2 – Attaining English proficient level on the California English Language Development Test (CELDT)
   • The required percentage of ELs who have been in English language instruction educational programs for **less than five years** attaining English proficient level was 24.2%. The District's percentage of ELs for less than five years attaining English proficient was 9.8%
   • The required percentage of ELs who have been in English language instruction educational programs **five years or more** attaining English proficient level was 50.9%. The District's percentage of ELs for five years or more attaining English proficient was 43.2%
The District has identified the need to provide services to English Learners to improve AMAO 1 and 2. |

| Goal Applies to: | Schools: | All |
| | Applicable Pupil Subgroups: | English Learners, Redesignated Fluent English proficient |

LCAP Year 1: 2015-16

| Expected Annual
Measurable Outcomes: | **English Learner Reclassification Rate**
The District's goal will be to increase the EL reclassification rate for the school year 2015/2016 from 15.2% to 21%
California Assessment of Student Performance and Progress (CAASPP)
English Learner data from Smarter Balance Assessment Consortium (SBAC) for the school year 2014/2015 in English and Math will be reviewed and targeted goals will be set for the school year 2015/2016 base on the data to be released in July 2015 by the California Department of Education.
Annual Measureable Achievement Objective (AMAO) 1 and 2
AMAO 1 – Making annual progress in learning English
   • The percentage of ELs making annual progress in learning English for the school year 2015/2016 is targeted at 62%.
AMAO 2 – Attaining English proficient level on the California English Language Development Test (CELDT)
   • The District's percentage of ELs for less than five years attaining English proficient is targeted at 25.5%.
   • The District's percentage of ELs for five years or more attaining English proficient is targeted at 52.8% |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **ELA/ELD Pathway Support** *Explanation: Resources for staffing, training, and*	District-wide/EL Program	__ALL	LCFF/Supp-Conc $663,446.00

materials. The District will continue to support ongoing cost of licensing and consumable instructional materials associated with the ELA/ELD Pathway Curriculum. Professional learning and coaching will continue for new and current ELA/ELD Pathway teachers and administrators. The Districts will continue to support the ongoing cost of program implementation to include additional FTEs, the two English Learner Coordinators and program placement meetings. The District will continue the use and implementation of Scholastic's Read 180 and System 44 for its ELA/ELD Pathway. Students whose CELDT scores are 3 and below with a specific Lexile score for each grade level will receive ELD services. Students whose CELDT scores are 4 or 5 with a specific Lexile score for each grade level will receive services in English 1 Intensive or English 2 Intensive services. Students with CELDT score 4 or 5 with specific Lexile scores for each grade level will be in mainstream English and may receive an additional support class.		OR: __Low Income pupils _v_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1110 $148,025 1910 $246,948 3xxx $1,320,059 4310 $200,210 4400 $29,000 5220 $45,533 5835
2. **Bilingual Instructional Assistants** *Explanation: Staffing to provide bilingual instructional support for EL Newcomer students. The District will be hiring five bilingual instructional assistants. Bilingual instructional assistants will assist a certificated teacher in providing instruction to individual or small groups of limited or non-English speaking students; monitor and report student progress regarding behavior and performance; translate and interpret for students, parents, counselors, teachers and others as assigned.*	District-wide/EL Program	__ALL OR: __Low Income pupils _v_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $112,551.00 2110 $24,994 3xxx

3. A-G Intervention *Explanation: Funding to provide intervention and advancement opportunities for ELD students. Student Academic Achievement Seminar (SAAS) 9-10 is designed as a behavioral and academic support system for Long Term English Learners (LTELs)-- students who have been enrolled in U.S Schools for 6 or more years-- and is centered on personalized academic guidance that involves teachers, administrators, counselors and student advocates who regularly monitor student academic progress related to graduation requirements and preparation for career and postsecondary education. SAAS is intended to provide a safe, culturally and linguistically responsive environment that nurtures strong teacher/student/parent relationships. Through explicit instruction in the advantages of a "growth mindset" and its relationship to success, students learn to persist and persevere in challenging situations while developing self-efficacy strategies and academic mindsets necessary for long-term success. A focus on literacy, language, note taking, writing, and research skills assists students in preparing for high school exit exam (CAHSEE) or current state adopted equivalent as well as college admission tests such as the PSAT. Students also learn about colleges and careers with growth potential through cultural events, college campus field trips, and community guest speakers that motivate students to think about future career options.*	District-wide/EL Program	__ALL_____ OR: __Low Income pupils__√_English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:(Specify)_____	LCFF/Supp-Conc $75,000.00 4310
4. Teacher on Special Assignment (TOSA) *Explanation: District TOSA funded to support teachers with effective language and literacy*	District-wide/EL Program	__ALL	LCFF/Supp-Conc $63,723.00 1110

strategies. *The English Learner Academic Support Specialist is responsible for assisting with the implementation of the academic supports for English learners outlined in the Local Control Accountability Plan (LCAP) and any English Learner Federal, State, District and School Accountability Plans. The English Learner Academic Support Specialist, together with the Director of Multilingual and Migrant Education Programs and EL Coordinators, supports teachers and staff in the Implementation of core academic and elective course supports for English learners.*		OR: __Low Income pupils √ English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:(Specify)_____	21,392 3xxx
5. English Learner Advisory Committees *Explanation: Funding to provide ongoing training and resources for committee members. The funding will support the cost on additional staffing to attend meetings, materials and guest. This funding will also support the District's English Learner Program Restructuring Committee for the cost of substitute for meetings and materials.*	District-wide/EL Program	__ALL OR: __Low Income pupils _√_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $35,000.00 5220

LCAP Year 2: 2016-17

GOAL: 7	7. Strengthen programs and services to support English Language Learners becoming proficient in academic areas.	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:	English Learners, Redesignated Fluent English proficient

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**English Learner Reclassification Rate** The District's goal will be to increase the EL reclassification rate for the school year 2015/2016 from 15.2% to 21% **California Assessment of Student Performance and Progress (CAASPP)** English Learner data from Smarter Balance Assessment Consortium (SBAC) for the school year 2014/2015 in English and Math will be reviewed and targeted goals will be set for the school year 2015/2016 base on the data to be released in July 2015 by the California Department of Education. **Annual Measureable Achievement Objective (AMAO) 1 and 2** AMAO 1 – Making annual progress in learning English • The percentage of ELs making annual progress in learning English is targeted to increase by State target. AMAO 2 – Attaining English proficient level on the California English Language Development Test (CELDT) • The District's percentage of ELs for less than five years attaining English proficient is targeted to increase by State Target. • The District's percentage of ELs for five years or more attaining English proficient is targeted to increase by State Target.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **ELA/ELD Pathway Support** *Explanation: Resources for staffing, training, and materials. The District will continue to support ongoing cost of licensing and consumable instructional materials associated with the ELA/ELD Pathway Curriculum. Professional learning and coaching will continue for new and current ELA/ELD Pathway teachers and administrators. The Districts will continue to support the ongoing cost of program implementation to include additional FTEs, the two English Learner Coordinators and program placement meetings. The District will continue the use and implementation of Scholastic's Read 180 and System 44 for its ELA/ELD Pathway. Students whose CELDT scores are 3 and below with a specific Lexile score for each grade level will receive ELD services. Students whose CELDT scores are 4 or 5 with a specific Lexile score for each grade level will receive services in English 1 Intensive or English 2 Intensive services. Students with CELDT score 4 or 5 with specific Lexile scores for each grade level will be in mainstream English and may receive an additional support class.*	District-wide/EL Program	__ALL -- OR: __Low Income pupils __v_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $663,446.00 1110 $148,025 1910 $246,948 3xxx $1,320,059 4310 $200,210 4400 $29,000 5220 $45,533 5835
2. **Bilingual Instructional Assistants**	District-wide/EL Program	__ALL	LCFF/Supp-Conc

Explanation: Staffing to provide bilingual instructional support for EL Newcomer students. The District will be hiring five bilingual instructional assistants. Bilingual instructional assistants will assist a certificated teacher in providing instruction to individual or small groups of limited or non-English speaking students; monitor and report student progress regarding behavior and performance; translate and interpret for students, parents, counselors, teachers and others as assigned.		OR: __Low Income pupils _v_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$112,551.00 2110 $24,994 3xxx
3. **A-G Intervention** *Explanation: Funding to provide intervention and*	District-wide/EL Program	__ALL	LCFF/Supp-Conc $75,000

advancement opportunities for ELD students. Student Academic Achievement Seminar (SAAS) 9-10 is designed as a behavioral and academic support system for Long Term English Learners (LTELs)--students who have been enrolled in U.S Schools for 6 or more years-- and is centered on personalized academic guidance that involves teachers, administrators, counselors and student advocates who regularly monitor student academic progress related to graduation requirements and preparation for career and postsecondary education. SAAS is intended to provide a safe, culturally and linguistically responsive environment that nurtures strong teacher/student/parent relationships. Through explicit instruction in the advantages of a "growth mindset" and its relationship to success, students learn to persist and persevere in challenging situations while developing self-efficacy strategies and academic mindsets necessary for long-term success. A focus on literacy, language, note taking, writing, and research skills assists students in preparing for high school exit exam (CAHSEE) or current state adopted equivalent as well as college admission tests such as the PSAT. Students also learn about colleges and careers with growth potential through cultural events, college campus field trips, and community guest speakers that motivate students to think about future career options.		OR: __Low Income pupils__v_English Learners __Foster Youth __Redesignated fluent English proficient___Other Subgroups:(Specify)_____	4310
4. **Teacher on Special Assignment (TOSA)** *Explanation: District TOSA funded to support teachers with effective language and literacy strategies. The English Learner Academic Support Specialist is responsible for assisting with the implementation of the academic supports for English learners outlined in the Local Control Accountability Plan (LCAP) and any English Learner Federal, State, District and School Accountability*	District-wide/EL Program	__ALL	LCFF/Supp-Conc $63,723 1110 $21,392 3xxx

Plans. The English Learner Academic Support Specialist, together with the Director of Multilingual and Migrant Education Programs and EL Coordinators, supports teachers and staff in the Implementation of core academic and elective course supports for English learners.		OR: __Low Income pupils__v_English Learners __Foster Youth __Redesignated fluent English proficient___Other Subgroups:(Specify)_____	
5. **English Learner Advisory Committees** *Explanation: Funding to provide ongoing training and resources for committee members. The funding will support the cost on additional staffing to attend meetings, materials and guest. This funding will also support the District's English Learner Program Restructuring Committee for the cost of substitute for meetings and materials.*	District-wide/EL Program	__ALL OR: __Low Income pupils__v_English Learners __Foster Youth __Redesignated fluent English proficient___Other Subgroups:(Specify)_____	LCFF/Supp-Conc $35,000 5220

LCAP Year 3: 2017-18

GOAL: 7	7. Strengthen programs and services to support English Language Learners becoming proficient in academic areas.	Related State and/or Local Priorities: 1_v_ 2_v_ 3_v_ 4_v_ 5__ 6__ 7_v_ 8_v_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	English Learners, Redesignated Fluent English proficient

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**English Learner Reclassification Rate** The District's goal will be to increase the EL reclassification rate for the school year 2015/2016 from 15.2% to 21% **California Assessment of Student Performance and Progress (CAASPP)** English Learner data from Smarter Balance Assessment Consortium (SBAC) for the school year 2014/2015 in English and Math will be reviewed and targeted goals will be set for the school year 2015/2016 base on the data to be released in July 2015 by the California Department of Education. **Annual Measureable Achievement Objective (AMAO) 1 and 2** AMAO 1 – Making annual progress in learning English • The percentage of ELs making annual progress in learning English is targeted to increase by State Target. AMAO 2 – Attaining English proficient level on the California English Language Development Test (CELDT) • The District's percentage of ELs for less than five years attaining English proficient is targeted to increase by State target. • The District's percentage of ELs for five years or more attaining English proficient is targeted to increase by State Target.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
1. **ELA/ELD Pathway Support**	District-wide/EL Program	__ALL	LCFF/Supp-Conc

Explanation: Resources for staffing, training, and materials. The District will continue to support ongoing cost of licensing and consumable instructional materials associated with the ELA/ELD Pathway Curriculum. Professional learning and coaching will continue for new and current ELA/ELD Pathway teachers and administrators. The Districts will continue to support the ongoing cost of program implementation to include additional FTEs, the two English Learner Coordinators and program placement meetings. The District will continue the use and implementation of Scholastic's Read 180 and System 44 for its ELA/ELD Pathway. Students whose CELDT scores are 3 and below with a specific Lexile score for each grade level will receive ELD services. Students whose CELDT scores are 4 or 5 with a specific Lexile score for each grade level will receive services in English 1 Intensive or English 2 Intensive services. Students with CELDT score 4 or 5 with specific Lexile scores for each grade level will be in mainstream English and may receive an additional support class.		OR: __Low Income pupils _√_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$663,446.00 1110 $148,025 1910 $246,948 3xxx $1,320,059 4310 $200,210 4400 $29,000 5220 $45,533 5835
2. **Bilingual Instructional Assistants** *Explanation: Staffing to provide bilingual instructional support for EL Newcomer students. The District will be hiring five bilingual instructional assistants. Bilingual instructional assistants will assist a certificated teacher in providing instruction to individual or small groups of limited or non-English speaking students; monitor and report student progress regarding behavior and performance; translate and interpret for students, parents, counselors, teachers and others as assigned.*	District-wide/EL Program	__ALL OR: __Low Income pupils _√_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $112,551.00 2110 $24,994 3xxx
3. **A-G Intervention**	District-wide/EL Program	__ALL	LCFF/Supp-Conc

Explanation: Funding to provide intervention and advancement opportunities for ELD students. Student Academic Achievement Seminar (SAAS) 9-10 is designed as a behavioral and academic support system for Long Term English Learners (LTELs)-- students who have been enrolled in U.S Schools for 6 or more years-- and is centered on personalized academic guidance that involves teachers, administrators, counselors and student advocates who regularly monitor student academic progress related to graduation requirements and preparation for career and postsecondary education. SAAS is intended to provide a safe, culturally and linguistically responsive environment that nurtures strong teacher/student/parent relationships. Through explicit instruction in the advantages of a "growth mindset" and its relationship to success, students learn to persist and persevere in challenging situations while developing self-efficacy strategies and academic mindsets necessary for long-term success. A focus on literacy, language, note taking, writing, and research skills assists students in preparing for high school exit exam (CAHSEE) or current state adopted equivalent as well as college admission tests such as the PSAT. Students also learn about colleges and careers with growth potential through cultural events, college campus field trips, and community guest speakers that motivate students to think about future career options.		OR: __Low Income pupils__v_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$75,000 4310
4. **Teacher on Special Assignment (TOSA)** *Explanation: District TOSA funded to support teachers with effective language and literacy strategies. The English Learner Academic Support*	District-wide/EL Program	__ALL OR: __Low Income pupils__v_English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:(Specify)_____	LCFF/Supp-Conc $63,723 1110

Specialist is responsible for assisting with the implementation of the academic supports for English learners outlined in the Local Control Accountability Plan (LCAP) and any English Learner Federal, State, District and School Accountability Plans. The English Learner Academic Support Specialist, together with the Director of Multilingual and Migrant Education Programs and EL Coordinators, supports teachers and staff in the Implementation of core academic and elective course supports for English learners.			$21,392 3xxx
5. English Learner Advisory Committees *Explanation: Funding to provide ongoing training and resources for committee members. The funding will support the cost on additional staffing to attend meetings, materials and guest. This funding will also support the District's English Learner Program Restructuring Committee for the cost of substitute for meetings and materials.*	District-wide/EL Program	__ALL OR: __Low Income pupils__√_English Learners __Foster Youth___Redesignated fluent English proficient___Other Subgroups:(Specify)_____	LCFF/Supp-Conc $35,000 5220

LCAP Year 1: 2015-16

GOAL: 8	8. Develop a support systems for Foster Youth to improve academic achievement.	Related State and/or Local Priorities: 1_√_ 2__ 3__ 4_√_ 5_√_ 6_√_ 7_√_ 8_√_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	8. **Foster Youth % CAHSEE 10th Grade Pass Rate** **Foster Youth % CAHSEE 10th Grade Pass Rate** Foster Youth ELA 55%, District ELA 75% Foster Youth Math 60%, District Math 81% The District has found the need to provide services for Foster Youth to improve academic learning. **Foster Youth % A-G Completion Rate** Foster Youth 0%, District 22% A-G courses are courses that have been approved through the University of California. These courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills. These completion of these courses are required for students to apply to a four year university. Program Specialist along with school counselors will meet and develop an educational case plan for each Foster Youth student to guide them through course work to meet the A-G requirements. **Foster Youth % Credit Deficient** Foster Youth 30% Foster Youth students who are identified as unit deficient are identified through a transcript evaluation completed in conjunction with their counselor and FBSMV Program Specialist. A student is considered to be unit deficient if they have 20 or more credits deficient per grade level.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Foster Youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**SBAC Performance Data** The District's expected annual outcome SBAC performance data will be determined when the California Department of Education has release the data and a benchmark can be established. The District will assess Foster Youth students using State Interim Assessments as indicators toward progress of SBAC. **Foster Youth % A-G Completion Rate** District Foster Youth +5% FBSMV Program Specialist will be working with school site counselors to develop an educational case plan to meet and guide for each Foster Youth student to be placed and progress monitor their completion of A-G courses. FBSMV will work with site counselors to update each Foster Youth's Educational Case Plan to meet their A-G requirements. **Foster Youth % Credit Deficient** District Foster Youth -5% Foster Youth students who have been identified as unit deficient will be counseled by the school site counselor and FBSMV Program Specialist. School site counselors and Program Specialist will meet with Foster Youth students to provide options for student to make up credits. The District offers an On Track Credit Recovery Program to assist student during the school to recuperate credit. FBSMV Program Specialist will be monitoring Foster Youth students to insure that a grade of "C" or better is maintained in all subjects.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Foster Youth Liaison Services**	District-wide	__ALL	LCFF/Supp-Conc

Explanation: Program Specialists contracted through Fighting Back Santa Maria Valley (FBSMV) will provide liaison services for Foster Youth students. FBSMV will design and implement the Foundations for Success program to improve educational outcomes for foster students. FBSMV will pursue outside funding to supplement this program. FBSMV will coordinate with CWS to quickly identify all students in the Foundations For Success service area. Every foster student will take an Academic Assessment ti identify gaps in their education. The school that the student attends will be notified and Foundation For Success meeting will be held. That meeting will have all stakeholders present, CWS staff member, substitute care provider, student, teacher, school outreach coordinator, FBSMV staff member, the CASA (if the student is assigned one) and any other stakeholder. The result of that meeting will be an Educational Service Plan. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed.		OR: __Low Income pupils __English Learners _√_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$175,000.00 5800
2. **Training and Support Programs** *Explanation: Provide Foster Youth training and support programs for staff. Counselors and support staff will work with Fighting Back Santa Maria Valley, Allan Hancock College and the Santa Barbara County Education Office to collaborate services and attend trainings to better serve our Foster Youth students.*	District-wide	__ALL OR: __Low Income pupils __English Learners _√_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $10,000.00 5220
3. **California State Foster Youth Summit** *Explanation: Resources identified to facilitate involvement in the summit. Administrators, counselors, teachers, and support staff may attend the California State Foster Youth Summit. The purpose to attend the summit will be to learn about the foster youth care system and to learn about providing services to Foster Youth students.*	District-wide	__ALL OR: __Low Income pupils __English Learners _√_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $15,000.00 5220
4. **After School Tutoring**	District-wide	__ALL	N/C

Explanation: After school tutoring provided by Santa Barbara County Office of Education.		OR: __Low Income pupils __English Learners _√_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

LCAP Year 2: 2016-17

GOAL: 8	8. Develop a support systems for Foster Youth to improve academic achievement.	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:	Foster Youth

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**SBAC Performance Data** The District's expected annual outcome SBAC performance data will be determined when the California Department of Education has release the data and a benchmark can be established. The District will assess Foster Youth students using State Interim Assessments as indicators toward progress of SBAC. **Foster Youth % A-G Completion Rate** District Foster Youth +5% FBSMV Program Specialist will be working with school site counselors to develop an educational case plan to meet and guide for each Foster Youth student to be placed and progress monitor their completion of A-G courses. FBSMV will work with site counselors to update each Foster Youth's Educational Case Plan to meet their A-G requirements. **Foster Youth % Credit Deficient** District Foster Youth -5% Foster Youth students who have been identified as unit deficient will be counseled by the school site counselor and FBSMV Program Specialist. School site counselors and Program Specialist will meet with Foster Youth students to provide options for student to make up credits. The District offers an On Track Credit Recovery Program to assist student during the school to recuperate credit. FBSMV Program Specialist will be monitoring Foster Youth students to insure that a grade of "C" or better is maintained in all subjects.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Foster Youth Liaison Services**	District-wide/Foster Youth	__ALL	LCFF/Supp-Conc

Explanation: Program Specialists contracted through Fighting Back Santa Maria Valley (FBSMV) will provide liaison services for Foster Youth students. FBSMV will pursue outside funding to supplement this program. FBSMV will coordinate with CWS to quickly identify all students in the Foundations For Success service area. Every foster student will take an Academic Assessment ti identify gaps in their education. The school that the student attends will be notified and Foundation For Success meeting will be held. That meeting will have all stakeholders present, CWS staff member, substitute care provider, student, teacher, school outreach coordinator, FBSMV staff member, the CASA (if the student is assigned one) and any other stakeholder. The result of that meeting will be an Educational Service Plan. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed.		OR: __Low Income pupils __English Learners _√_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$175,000.00 5800
2. Training and Support Programs *Explanation: Provide Foster Youth training and support programs for staff. Counselors and support staff will work with Fighting Back Santa Maria Valley, Allan Hancock College and the Santa Barbara County Education Office to collaborate services and attend trainings to better serve our Foster Youth students.*	District-wide/Foster Youth	__ALL OR: __Low Income pupils __English Learners _√_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $10,000.00 5220
3. California State Foster Youth Summit *Explanation: Resources identified to facilitate involvement in the summit. Administrators, counselors, teachers, and support staff may attend the California State Foster Youth Summit. The purpose to attend the summit will be to learn about the foster youth care system and to learn about providing services to Foster Youth students.*	District-wide/Foster Youth	__ALL OR: __Low Income pupils __English Learners _√_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $15,000.00 5220
4. After School Tutoring		__ALL	N/C

Explanation: After school tutoring provided by Santa Barbara County Office of Education.	OR: __Low Income pupils __English Learners _√_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

LCAP Year 3: 2017-18

GOAL: 8	8. Develop a support systems for Foster Youth to improve academic achievement.	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:	Foster Youth

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**SBAC Performance Data** The District's expected annual outcome SBAC performance data will be determined when the California Department of Education has release the data and a benchmark can be established. The District will assess 9th, 10th and 11th graders using State Interim Assessments as indicators toward progress of SBAC. **Foster Youth % A-G Completion Rate** District Foster Youth +5% FBSMV Program Specialist will be working with school site counselors to develop an educational case plan to meet and guide for each Foster Youth student to be placed and progress monitor their completion of A-G courses. FBSMV will work with site counselors to update each Foster Youth's Educational Case Plan to meet their A-G requirements. **Foster Youth % Credit Deficient** District Foster Youth -5% Foster Youth students who have been identified as unit deficient will be counseled by the school site counselor and FBSMV Program Specialist. School site counselors and Program Specialist will meet with Foster Youth students to provide options for student to make up credits. The District offers an On Track Credit Recovery Program to assist student during the school to recuperate credit. FBSMV Program Specialist will be monitoring Foster Youth students to insure that a grade of "C" or better is maintained in all subjects.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Foster Youth Liaison Services**	District-wide/Foster Youth	__ALL	LCFF/Supp-Conc

Explanation: Program Specialists contracted through Fighting Back Santa Maria Valley (FBSMV) will provide liaison services for Foster Youth students. FBSMV will pursue outside funding to supplement this program. FBSMV will coordinate with CWS to quickly identify all students in the Foundations For Success service area. Every foster student will take an Academic Assessment ti identify gaps in their education. The school that the student attends will be notified and Foundation For Success meeting will be held. That meeting will have all stakeholders present, CWS staff member, substitute care provider, student, teacher, school outreach coordinator, FBSMV staff member, the CASA (if the student is assigned one) and any other stakeholder. The result of that meeting will be an Educational Service Plan. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed.		OR: __Low Income pupils __English Learners _√_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$175,000.00 5800
2. **Training and Support Programs** *Explanation: Provide Foster Youth training and support programs for staff. Counselors and support staff will work with Fighting Back Santa Maria Valley, Allan Hancock College and the Santa Barbara County Education Office to collaborate services and attend trainings to better serve our Foster Youth students.*	District-wide/Foster Youth	__ALL OR: __Low Income pupils __English Learners _√_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $10,000.00 5220
3. **California State Foster Youth Summit** *Explanation: Resources identified to facilitate involvement in the summit. Administrators, counselors, teachers, and support staff may attend the California State Foster Youth Summit. The purpose to attend the summit will be to learn about the foster youth care system and to learn about providing services to Foster Youth students.*	District-wide/Foster Youth	__ALL OR: __Low Income pupils __English Learners _√_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF/Supp-Conc $15,000.00 5220
4. **After School Tutoring**	District-wide/Foster Youth	__ALL	N/C

Explanation: After school tutoring provided by Santa Barbara County Office of Education.	OR: __Low Income pupils __English Learners _√_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

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:	1. Challenge and support all students to demonstrate proficiency in the Common Core State Standards and acquire the knowledge and skills to be successful.	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:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient	

Expected Annual Measurable Outcomes:	**Williams Act** Zero Findings	Actual Annual Measurable Outcomes:	**Williams Act** The District will assure that textbooks and instructional materials are adequately provided. For the school year 2014/2015 there was 2 complaints that were resolved. The District will maintain its standard to employ teachers with the correct credentials and that they are appropriately assigned. For the school year 2014/2015 there were no findings.
	CAHSEE Proficiency Rate ELA +5% Math +3%		**California High School Exit Exam (CAHSEE) 10th Grade Proficiency Rate** The District's proficiency rate for CAHSEE English Language Arts (ELA) for the school year 2014/2015 was 43% from 41.9% in 2013/14. The District's proficiency rate for CAHSEE Math for the school year 2014/2015 was 47% from 51.9% in 2013/14.
	CAHSEE 10th Grade Pass Rate ELA +3% Math +2%		**California High School Exit Exam (CAHSEE) 10th Grade Pass Rate** The District's pass rate for CAHSEE ELA for the school year 2014/2015 was 77%. The District's pass rate for CAHSEE Math for the school year 2014/2015 was 78%.
	SBAC Performance Data TBD		**California Assessment of Student Performance and Progress (CAASPP)** Smarter Balance Assessment Consortium (SBAC) Data for the school year 2014/2015 in English and Math will be reported in July 2015 when released by the California Department of Education.

LCAP Year: 2014-15	
Planned Actions/Services	Actual Actions/Services
Budgeted Expenditures	Estimated Actual Annual Expenditures

1. Contract with PIVOT Learning to implement district-wide common core training for teachers and administrators	Contract with PIVOT Learning to implement district-wide common core training for teachers and administrators
	Cost: $250,000 (Title I)
		1. The District entered into a contract with Pivot Learning Partners (PLP) for services regarding the implementation and readiness of the Common Core State Standards for all schools. PLP assisted with the following services:
		  a. Accessed the instructional and curriculum needs with for Math, English, Science and Social Studies.
		  b. Increased the knowledge and built skills to develop an effective plan and timeline for Common Core implementation.
		  c. Provided instructional support in developing performance task, unit lessons, curricular maps, and best practices for Depth Of Knowledge (DOK). English Departments did classroom visits to identify the levels of (DOK).
		  d. Provided support for site leaders on managing and leading change toward the Common Core State Standards.
		  e. Coaches were provided for each department to facilitate and support the implementation of the Common Core State Standards.
		Departments met on a variety of days. To summarize, science met four times this year, Math and Social Studies met three times this year and English met four times. Departments met by content area or grade specific levels. The partnership with Pivot Learning has been effective for our District. Teachers have developed performance task, curricular guides and lesson plans that have been observed that demonstrate the levels of depth of knowledge.
			Cost: $250,000 (Title 1)
			5220

Scope of service: ALL _v_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ALL _v_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

2. Contract with School Edivate Technology to provide training resources for the district	Contract with School Edivate Technology to provide training resources for the district. Cost: $45,000 (LCFF)		Edivate, formerly PD 360, is an on-demand professional learning resource that creates a personalized learning experience for our staff, improves best practices and raise student achievement. Site administrators were trained in December and implemented it on our January Staff Development Day. The use of Edivate during the spring semester was sporadic. It is still too early to provide data on the effectiveness of the program. Although, from the reports staff are viewing a variety of instructional strategies and educational material. The implementation of Edivate will continue for the school year 2015/2016.	Cost: $45,000 (LCFF)
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)_____	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
3. Construct a professional development center for staff training	Construct a professional development center for staff training. Cost: $ $350,000 (LCFF)		The Professional Development Center (PDC) was completed on December 31, 2014. The PDC has been used for Board meetings and a variety of staff development workshops and District meetings. This was a one-time expenditure for the school year 2014/2015. The PDC center has been effective at providing centralized services for professional development. Walk through visits have been observed teachers discussion of ELD strategies and the learning of Microsoft 365 technology.	Cost: $436,200 (LCFF)
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)_____	
	Budgeted Expenditures			Estimated Actual Annual Expenditures

4. Purchase equipment necessary to outfit the Professional Development Center	Purchase equipment necessary to outfit the Professional Development Center Cost: $40,000 (LCFF)	The Professional Development Center was furnished with six Smart TVs and mounts, six lab tops, School Board seating platform and a PA system. The addition of the furnishing have been effective as teachers have been able to work in groups and provide group presentation and data at each individual TV. This has been observed through walk through visits.	Cost: $40,631 (LCFF)
Scope of service: LEA wide		Scope of service: LEA wide	
_√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_√_ALL 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? | The actions and services for Goal #1 were reviewed for input and comments by our LCFF Steering Committee meeting on January 26, 2015. As a result of this meeting Goal #1 now reads " Challenge and support all students to demonstrate proficiency in the Common Core and other state adopted standards and acquire the knowledge and skills, to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career". The dialogue with stakeholders discuss the need to reflect the District's expectation and the importance of all content areas. |

The Committee reviewed current actions and services for the current year 2014/2015.

- Common Core training was provided to teacher and administrators through PIVOT Learning in preparation for Smarter Balance Assessment. Pivot Learning will continue for the school year 2015/2016.
- Completion of the District Professional Development Center. This has provided a venue to centralize professional development for District initiatives. This was a one year expenditure.
- Equipment was purchased to outfit the Professional Development Center. This was one year expenditure.
- Edivate is an online professional development/resource for teachers. Training for site administrators was conducted in December 1, 2, 2014. Each site launched the implementation on the January PD day.

As a result of Steering Committee stakeholder input and comment, additional services and actions have been added to Goal #1. The following bullets will be implemented for the school year 2015/16 to assist teachers and students with the learning of common core state standards and goal setting for Smarter Balance outcomes.
- The District will purchase Microsoft 365 licenses for all staff to develop a state aligned frameworks with common core instruction. This will assist with students learning the most updated technology.
- Professional Development for instructional aides in special education will be provided to assist with student learning.
- Guidance and counseling staff focus and implement pathway options for careers and postsecondary education is an area of growth. Assisting students towards completing A-G requirements and the promotion towards CTE courses.
- Professional Learning Communities (PLC) will continue to be an emphasis for the school year 2015/2016. A cohort of more than 30 teachers attended a PLC conference for the school year 2014/2015.
- Revolution K12 will be a District provided program for all students. The program will be used to support students to prepare for the High School Exit Exam, SAT prep, Common Core math and Accu Placer for students who are considering taking courses or planning on attending a community college.
- School City will be our new software platform to provide support for our common formative assessments aligned to common core state standards.

| Original GOAL from prior year LCAP: | 2. Create a culture of respect and caring that supports positive relationships among all stakeholders. | 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: | Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient |

Expected Annual Measurable Outcomes:	**A-G Completion Rate** Hispanic +6%	Actual Annual Measurable Outcomes:	**A-G Completion Rate** The District's Hispanic A-G completion rate for the school year 2014-15 is estimated to be xxx%.
	Overall A-G Completion Rate District +5%		**Overall A-G** Completion Rate The District's A-G completion rate for the school year 2014-15 is estimated to be TBD%.
	AP Testing District +6%		**AP Testing** The District's AP percentage of students attaining a score of 3 or better will be reported in August. The number of AP test taken in the District were 1491 and the number of students that participated were 803.
	Cohort Graduation Rate Hispanic +3%		**Cohort Graduation Rate** Hispanic TBD%
	Cohort Dropout Rate Hispanic -3%		**Cohort Dropout Rate** Hispanic TBD%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Contract the Cultural Proficiency Institute (C.P.I.) and Institute for Equity & Education (I.E.E.) to provide two models of cultural proficiency training & services	Contract the Cultural Proficiency Institute (C.P.I.) and I.E.E. to provide two models of cultural proficiency training & services. Cost: $100,000 (LCFF)	Working with the International Cultural Proficiency Institute (ICPI) and the Institute Equity Education (I.E.E) has provided stakeholders to engage and be involved. What ICPI has done is bring educators and other Professionals together to discuss critical issues of diversity, equity and opportunity. IEE has provided a comprehensive program designed to eliminate the educational opportunities and achievement gaps and other disparities in our school. We have had 67 District Staff members attend (ICPI), 7 District Staff attend CP Leadership Retreat, 7 parents attend (ICPI), 4 community members attend (ICPI) and 12 District Staff attend (IEE).The Cultural Proficiency Institute (ICPI) included a two-day training seminar at the Museum of Tolerance. IEE was a five day residential program for District Staff to attend. This has been an effective process in that it has brought parent and community members together to build a school and community model. Evidence can be noted from District parent meetings being held that have consistently had participation of more than 100 parents attending on a regular basis with active participation.	Cost: C.P.I. - $60,000 (LCFF) Cost I. E.E. - $40,000 (LCFF)
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)_____ | |

What changes in actions, services, and Expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our work in Goal #2 has been a growth for all stakeholders. This year there were 68 staff members, 5 community members and six parents that attended the Cultural Proficiency Conference at the Museum of Tolerance. There were 14 staff members that attended the Institute for Equity Education. This has prompted those that have attended the events to develop groups and next steps. Out of these interactions a Parent Involvement through Dialogue and Action (PIDA) has been started at SMHS and would like to expand to all sites for the school year 2015/2016. In addition to services and actions the following will be added for the school year 2015/2016: • Committee formed to explore potential conversion of the Lincoln Center to a School Community Resource Center. • Resources dedicated to improve translation services. • Explore the potential for Ethnic and Gender Studies course. • Support a new District cohort to participate in the Institute for Equity in Education and the International Cultural Proficiency Institute.

Original GOAL from prior year LCAP:	3. Strengthen the quality for career education programs and services	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:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

Expected Annual Measurable Outcomes:	**% Enrolled in CTE** District 2%	Actual Annual Measurable Outcomes:	**% Enrolled in CTE** The District's enrollment in CTE courses for the school year 2014/15 were 61%.
	% in Capstone District +3%		**% in Capstone** The District's enrollment in capstone courses for the school year 2014/15 were 24%.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Expand capstone course offerings.	Expand capstone course offerings. Cost: $50,000 (LCFF)	The District felt the need to use this funding to continue the Districts Auto Program. Our District Auto Program has had much success with enrolling at-risk students. Students have learned the requirements to maintain, build and compete drag racing cars in the program.	Cost: $45,000 (LCFF)

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)_____		

		Budgeted Expenditures			Estimated Actual Annual Expenditures

| 2. Develop facility master plan to accommodate capstone classes | | Develop facility master plan to accommodate capstone classes.
Cost: $90,000 (Developer Fees) | | In August 2014, the Board of Education for the Santa Maria Joint Union High School District, adopted a Reconfiguration and Facilities Program prepared by Caldwell Flores Winters, Inc. (CFW) that assessed facilities needs at the District's four school sites and presented a facilities improvement and financing program to accommodate these needs. The Program presents a blueprint for future improvements that will aid in the creation of 21st century learning environments and innovative academic initiatives for all students served by the District. The Reconfiguration and Facilities Program proposes recommendations that support the District's Strategic Plan, whose primary mandate is to prepare students for success in college, a career with growth potential, and productive citizenship in an interconnected world. | Cost: $90,000 (LCFF) |

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)_____		

		Budgeted Expenditures			Estimated Actual Annual Expenditures

| 3. Remodel or develop facilities to accommodate CTE courses and a CTE facility | | Remodel or develop facilities to accommodate CTE courses and a CTE facility.
Cost: NC | | Refer to number 2 | Cost: Expenditure included in Section 2. |

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)_____		

		Budgeted Expenditures			Estimated Actual Annual Expenditures

| 4. Purchase equipment for CTE capstone classes | | Purchase equipment for CTE capstone classes.
Cost: NC | | Refer to number 2 | Cost: No expenditure |

Scope of service:	LEA wide			Scope of service:	LEA wide	

		_√_ALL	
_√_ALL		OR:	
OR:		__Low Income pupils __English Learners	
__Low Income pupils __English Learners		__Foster Youth __Redesignated fluent English proficient	
__Foster Youth __Redesignated fluent English proficient		__Other Subgroups:(Specify)_____	
__Other Subgroups:(Specify)_____			

	Budgeted Expenditures		Estimated Actual Annual Expenditures
5. Develop California Partnership Academies	Develop California Partnership Academies. Cost: NC	The District in collaboration with other districts and Allan Hancock College in a joint effort has applied for the California Career Partnership grant. The status of who has been selected as recipients of the grant has not been disclosed by the California Department of Education.	NC

Scope of service:	LEA wide		Scope of service:	LEA wide	
_√_ALL			_√_ALL		
OR:			OR:		
__Low Income pupils __English Learners			__Low Income pupils __English Learners		
__Foster Youth __Redesignated fluent English proficient			__Foster Youth __Redesignated fluent English proficient		
__Other Subgroups:(Specify)_____			__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?	Goal #3 is a developing framework in process for our District. The District collaborated with Allan Hancock Community College and Santa Barbara County Education Office ROP. This has resulted in a joint effort to apply for the California Career Pathway Trust grant. District wide departments have begun to reorganize the sequencing of capstone courses, which will continue for the school year 2015/2016. The District has taken the steps to develop a master plan to accommodate CTE courses and CTE facilities. The master plan being developed through consultations with Caldwell, Winters and Flores.

Original GOAL from prior year LCAP:	4. Strengthen district wide support systems, processes and practices that support student learning.	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:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient	

Expected Annual Measurable Outcomes:	**Williams Act** Zero Findings	Actual Annual Measurable Outcomes:	**Williams Act** The District had two formal complaints for the school year 2014/15 and were resolved.
	PPS Counseling Ratio District 1:770		**PPS Counseling Ratio** District 1:500
	AVID Enrollment District +3%		**AVID Enrollment** The District's percentage of AVID enrollment were 6%

LCAP Year: 2014-15

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

1. a. Hire twelve PPS credential counselors. (Eight in Year 1, and four additional counselors in Year 2)	Eight PPS credentialed counselors Cost: $800,000 (LCFF)	For the school year 2014/2015, the District funded eight new counselors out of the LCFF funding. The District will be adding two additional new counselors due to need and reducing the ratio of students to counselors. Counselors have had a great contribution to serving our students. Our collaboration with Allan Hancock College and UCSB has provided relevant and academic information for postsecondary education. Our collaboration with Allan Hancock College has led to policy changes and greater academic counseling support for each site. The addition of counselors has had an effect with student contact and intervention addressing the needs of our student and our collaboration with our local community colleges. Our Hispanic enrollment at our community college increased by 36%.	Cost: $673,149 (LCFF)
Scope of service:	LEA wide	Scope of service:	LEA wide
_v_ALL		_v_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)_____	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

2. Increase & maintain AVID sections by one FTE in each of the subsequent years	Increase & maintain AVID support 1 FTE district-wide. Cost: $ $80,000 (LCFF)	Our goal for our AVID program was to increase the number of sections. As a District will were able to increase the number of freshmen sections from one section offered at each site to three sections at SMHS and two sections at PVHS. Our District wide AVID Team had a one day summit in the fall and discussed their goals and the essential elements that each site worked on. Each site has provided student college visits and more than 90% acceptance rate into four year universities. The District's goal for next year is to increase the number of AVID sections and provide more services to meet the Essential Element Requirement of the program. Our projected offering for the school year 2015/2016 are SMHS 5 sections, PVHS 3 sections and ERHS 2 sections. AVID has given access to more students' interest in being prepared for college as the District has increased its number of offering of sections. AVID teachers worked to provide a District common vision for a District-wide program. A common application was developed for new student to enroll through each schools website. Districtwide AVID teachers collaborated at the summer institute to develop site plans and plans for the 2015/2016 school year.	Cost: $108,775 (LCFF)
Scope of service: LEA wide _v_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA wide _v_ ALL 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?	Goal #4 focus was to add the services of PPS credential counselors and increase our offerings of AVID. The District had growth in both areas.

The counseling program for the District has improved the ratio of 500 to 1 and seeking to lower the ratio for next year.   The counseling and guidance departments met on a regular basis, which grew into a collaborative with Allan Hancock College, UCSB and Cal Poly San Luis Obispo.

AVID has increased its course offerings and will be increased for the school year 2015/2016. The District Avid Team met through the year and developed an online application for incoming ninth graders. They also developed a budget that identified the essentials to sustain the program. For the school year 2015/2016, each site will be allocated 25K to support the needs of the program.

New actions and services will be add to Goal #4. They are as follow:

- Comprehensive Site Opportunity Programs for grades nine and ten. The program is used to support students who are at risk and will benefit from a self-contained core structured curriculum. For the school year 2014/2015, only two of the comprehensive sites had the program. Starting for the school year 2015/2016, all three sites will have the program.   As a better fit to Goal #4, this action and service was removed from Goal #6.
- Two Crisis Intervention Consultants will be added to support group counseling with a focus on drug and alcohol issues.
- To assist with chronic absenteeism the District has identified a need to implement a monitoring system to improve and facilitate our truancy program. The program is Attention 2 Attendance and will be implemented for the school year 2015/2016.
- Extracurricular activities play an important role for student participation. The intent is to lessen the dependence on programs on gate receipts, fundraising and to increase student activity participation for the school year 2015/2016.
- The District will support the use of Renaissance Learning (STAREnterprise) to support academic progress monitoring and student placement for English and math.
- College and Career Readiness programs were used by different sites in the District. The District assembled stakeholders from all sites to select a program for all sites. Students were included and data was gathered from a survey that students took. Starting the school year 2015/2016 Career Cruising will be used as our District College and Career Readiness program.
- Through a collaborative effort for the school year 2014/2015, the District and UCSB agree on a partnership to have one Early Academic Outreach (EAO) consultant assist with student training, college applications, parent presentation, and promoting the assistance for scholarships. Because of the effectiveness of the EAO the District will be added two more. One EAO for every comprehensive site.
- The District has contracted with SBCEO for services for expelled students for the school year 2015/2016. |

		Related State and/or Local Priorities:
Original GOAL from prior year LCAP:	5. Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations	1 √ 2 √ 3__ 4 √ 5 √ 6__ 7 √ 8 √
COE only: 9__ 10__
Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

Expected Annual Measurable Outcomes:	**District Provided Hardware Access** District +75%	Actual Annual Measurable Outcomes:	**District Provided Hardware Access** The District provided hardware access to 75% of the student population for the school year 2014/15, which included current 9th, 10, and 11th graders. For the school year 2015/16 incoming 9th graders will receive and attaining 100% hardware access.
	District Provided School Internet Access District 100%		**District Provided School Internet Access** For the school year 2014/15 the District provided school internet access to all sites to achieve its goal of 100%.
	District Provided Internet Access - TBD		**District Provided Internet Access** - TBD

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. a. Install wireless access in all schools	Install wireless access in all schools. Cost: $850,000 (CC Imp)	The installation of wireless access for all school sites has been completed. The funds used for the installation of our wireless access was used with Common Core Implementation Funds. This is in preparation for implementing our use of tablets for all students and staff. This has been effective in that staff and students have access to use wireless devices throughout all of the District's campuses. Students have been observed accessing the wireless network for academic assignments.	Cost: $850,000 (LCFF)
Scope of service: ALL		Scope of service: ALL	
_√_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)_____	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2. Purchase 1:1 devices for staff	Purchase 1:1 devices for staff. Cost: $160,000 (LCFF)	The purchase of tablets for staff and distribution was completed in January of this year. Staff development workshops have been provided to learn Microsoft 365. These workshop will continue through the summer for staff members. The implementation of the tablets has been effective in providing instructional technology. Teachers have used their tablets to develop interactive lessons with students.	Cost: $173,000 (LCFF)
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)_____	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
3. Purchase 1:1 Devices for students grades 9-12	Purchase 1:1 Devices for student grade 9-11. Cost: $2,200,000 (LCFF)	Tablets for all student were distributed in May. Letters were sent home to parents explaining the process and responsibility. Parents will be given various options to consider for their students tablet. Feedback from Parent Advisory meetings have stated that their student/s have been active with their tablets and have viewed how some have done assignments and interacted with their teacher. It has been observed students responding to their teacher in a variety of instructional strategies, such as completing exit tickets on their tablets regarding content they just learned.	Cost: $1,978,000 (LCFF)
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)_____	

What changes in actions, services, and Expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District's accomplishments for the school year 2014/2015 have been the installation of wireless access for every school site and one to one devices for all staff and students. As a result, the following will take place for the school year 2015/2016: • With the growing demand to prepare students for the 21st century skills, the District will be providing one to one tablets for all students and teachers. To support our Strategic Plan the District will contract with Microsoft to launch its technology training and other providers. As of June, there will be almost 100 teachers that have gone through some training. • To support the instructional technology being implemented throughout the District, three teachers on special assignment will provide direct support for the use of tablets and instructional technology strategies.

Original GOAL from prior year LCAP:	6. Maintain a safe, secure and healthy environment for all students and staff.	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:	Low income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient

Expected Annual Measurable Outcomes:	**Williams Act** Zero Findings – Facilities conditions	Actual Annual Measurable Outcomes:	**Williams Act** School Facilities (1C) - Santa Maria High School rating is in "Good Standing" with a 94.88 % Pioneer Valley High School rating is in "Good Standing" with a 97.71 % Ernest Righetti High School rating is in "Good Standing" with a 92.27 % Delta High School rating is in "Good Standing" with a 97.52 % The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every fall. For the intent of this report the overall rating for the school year 2014/2015 will be reported by school site.
	Student Suspension Rate District -2%		**Student Suspension Rate** The District's suspension rate for the school year 2014/15 was 7%.
	Student Truancy Rate District -10%		**Student Truancy Rate** The District's truancy rate for the school year 2014/15 was 32%.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Contract for one School Resource Officer (SRO) for each comprehensive school site. (Two officers-SMPD).	Contract for one School Resource Officer (SRO) for each comprehensive school site. (Two officers-SMPD) Cost: $185,000 (LCFF)	The District contracted with Santa Maria Police Department to provide two School Resource Officers (SRO) at Pioneer Valley High School and Santa Maria High School. These two SROs are solely dedicated to PVHS and SMHS. A third SRO for Righetti and the Orcutt Schools is served by a Sheriff Deputy from the Santa Barbara County Sheriff's Department. The District is working on contracting with the Sheriff's Department to have an SRO solely committed to Righetti. The support of the SROs for our District has brought about the development for a District School Safety Plan. The District had the SROs, Assistant Principals, site Campus Security attend a variety of skill-set workshops. The information has been presented for all sites for review. The next steps to creating a current Safe School Plan are in process. The addition of our School Resource Officers has been effective and beneficial to our student body, parents and community. SROs have been part of parent meeting, trainings for future District safety implementation and observed student rapport. SROs have contributed to providing a liaison with outside agencies.	Cost: $185,000 (LCFF)
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)_____	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
2. Establish & maintain school site opportunity programs at each comprehensive site. Six FTEs for the District.	Establish & maintain school site opportunity programs at each comprehensive site. Six FTE for the District. Cost: $480,000 (LCFF)	The District's Opportunity Program has completed its first year. The Opportunity Program serves students who are at-risk for grade levels ninth and tenth. Students are identified by teacher recommendation from feeder schools, StarEnterprise data for Math and Reading, and current progress. This action and service will be moved to Goal #4 to serve District wide student support systems. The effectiveness of the Opportunity Program is yet to be determined. Districtwide implementation is still being structured.	Cost: $465,844 (LCFF)
Scope of service: LEA wide _√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA wide _√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
3. Purchase equipment required to maintain safe and secure campuses.	Purchase equipment required to maintain safe and secure campuses. Cost: $10,000 (LCFF)	Equipment was purchase for SMHS and PVHS for the SROs. Safety equipment was needed to secured areas to store equipment. This has been effective for the SROs in that it provides them with the necessary equipment that they may need, but yet kept in a safe environment for all stakeholders.	Cost: $1,575 (LCFF)
Scope of service: LEA wide _√_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA wide _√_ALL 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?	The District for the school year 2014/2015 collaborated with Santa Maria Police Department to hire two School Resource officers for SMHS and PVHS and the purchase of equipment and safe schools training. As a result of this the District will implement the following for the school year 2015/2016: • There is an interest in exploring a Restorative Justice Program for future implementation. For the School year 2014/2015, a group from our District visited Santa Barbara Unified School District's Restorative Approaches program and have taken an interest in future trainings. • As a result of our stakeholders a classified substitute pool program will be implemented. The need to have a pool of classified to fill in for others plays an important role to keeping our schools safe and running efficiently. • School safety training was a need that will be addressed for the school year 2015/2016. Administrators, campus security, teachers and plant managers will participate in trainings. • For the school year school year 2015/2016, a third school resource officer will be added to the District. • Safety equipment is needed for sites. Updated security cameras and other safety equipment will installed for the school year 2015/2016. The District will be implementing a new safe school plan that has been reviewed by the District's safety committee.

Original GOAL from prior year LCAP:	7. Strengthen programs and services to support English Language Learners becoming proficient in academic areas.	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:	English Learners, Redesignated Fluent English proficient

Expected Annual Measurable Outcomes:	**Redesignation rate** **13.3 %**		**Redesignation rate** The District's redesignation rate for the school year 2014/15 was 15.2%.
	EL Proficiency Rate on CAHSEE District EL +5%		**EL Proficiency Rate on CAHSEE** The District's EL proficiency rate for ELA was 9% and math was 18%.
	EL % Pass Rate District +2%		**EL % Pass Rate** The District's EL pass rate for ELA was 49% and math was 59%.
	LEP % A-G Completion Rate District +3%		**LEP % A-G Completion Rate** District's A-G completion rate for EL students was 0.7%.
	EL SBAC Performance Data District EL TBD		**EL SBAC Performance Data** District EL TBD

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

		The SMJUHSD EL Restructure Committee came together for a second year to continue the work of improving instruction and services for English Language Learners and their families. Through the work of this committee, a new and improved course of study for English Learners (ELs) was established in the district, across all sites. The 2014-2015 SMJUHSD ELA/ELD Pathway sets a clear path of support for English Learners with an option of four designated ELD courses. Through the offering of these new courses, 28% of English were provided designated ELD support, up from 15% in the 2013-2015 school year. The ELA/ELD Pathway included the following courses: • ELD Entry for beginning ELs who have been in US school for under 12 months • ELD 1 for ELs with significant language and literacy gaps, needing accelerated growth • English I Intensive and English II Intensive for ELs on an "a-g" path, with a focus on language and literacy support and access to core ELA content	
For English learners: 1. Purchase Read 180 and System 44 Curriculum	Purchase Read 180 and System 44 Curriculum. Cost: $300,000 (LCFF)	A new, stakeholder approved and research based curriculum (Read180 and System 44) was implemented in ELA/ELD Pathway courses at three comprehensive sites and one continuation school. Implementation support was provided to ELD teachers, EL Coordinators and administrators across the district through initial training, ongoing one-on-one support with Scholastic coaches and a district wide ELD Professional Learning Community. Labs The Districts ELD program is now structured under one curriculum through Scholastic. The Read 180 program serves our English Language Learners for students whose literacy levels are at a third grade level and above. System 44 serves our students whose literacy levels are below the third grade. The program has made great strides with students increasing their Lexile Scores. The District supported and provided ongoing professional learning and coaching for new and current ELA/ELD Pathway Teachers and administrators. Designated ELD courses are now in place District-wide. The EL Restructure Committee gave feedback to implement a common grading system.	Cost: $568,870 (LCFF)

Scope of service:	LEA wide		Scope of service:	LEA wide	
__ALL			__ALL		
OR: __Low Income pupils _v_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _v_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
2. Hire and maintain additional teaching staff to accommodate new EL model		Hire and maintain additional teaching staff to accommodate new EL model. Cost: $800,000 (LCFF)	Due to the expansion of courses in the ELA/ELD Pathway, additional teachers were hired to deliver instruction using the Read180 and System44 curriculum. During the 2014-2015 school year, a total of 21 English-credentialed teachers taught designated ELD to English Language Learners; 3 at Ernest Righetti High School, 10 at Pioneer Valley High School, 8 at Santa Maria High School and 1 at Delta Continuation High School. LCFF funds were used to hire 10 of these teachers to account for the increase in services. All ELD teachers were provided with ongoing professional learning opportunities; including 2 days of initial training, 6 days of ongoing development through a PLC and 5 one-on-one coaching sessions with a Scholastic Read180/System44 consultant. The District commitment to our ELA/ELD Pathway is significant compare to other years. Last year only 15% of our English Language Learners (ELL) were being serviced. For the school year 2014/20115 28% were serviced. With the collaboration of our 21 ELA/ELD teachers and planning for the school year, the District will be servicing 75% of ELL student. The 21 ELA/ELD teachers were provided six professional learning days and five individual days with a Scholastic Coach.		Cost: $885,250 (LCFF)
Scope of service:	LEA wide		Scope of service:	LEA wide	
__ALL			__ALL		
OR: __Low Income pupils _v_English Learners __Foster Youth __Redesignated fluent English proficient __Other ubgroups:(Specify)_____			OR: __Low Income pupils _v_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures

3. Hire and maintain EL Coordinators	Hire and maintain EL Coordinators. Cost: $160,000 (LCFF)	For the 2014/2015 school year, the District hired two EL Coordinators to provide support services for English Learners (EL) and recently Reclassified Fluent English Proficient (RFEP) students in collaboration with Multilingual and Migrant Education staff. Throughout the year, the EL Coordinators planned and led teacher collaboration and professional learning opportunities aligned to state common core, content, and ELA/ELD standards. Additionally, EL Coordinators worked with school counselors in supporting EL and RFEP students experiencing barriers to academic success. EL Coordinators collaborated with school sites to establish a common process for the placement of EL students based on multiple measures of data. Furthermore, the EL Coordinators also collected, organized, analyzed, and reported academic and linguistic student achievement data of EL and RFEP students to assess the outcome of services provided. The Coordinators were instrumental in developing a new course to serve the needs of ELs in attaining "a-g" course requirements. In collaboration with teachers and support staff, EL Coordinators researched, designed, and developed, Student Academic Achievement Seminar, a course of study for Long Term English Learners focused on academic mindsets, self-efficacy, academic support, and preparation for career and postsecondary education. Moreover, EL Coordinators represented and promoted the program's accomplishments and needs to the LEA and public through DELAC, MPAC, and other parent and community groups related to academic support services for EL and RFEP students. For the school year 2014/2015, the District hired two ELA/ELD Coordinators to assist and support ELA/ELD teachers. The ELA/ELD Coordinators lead Professional Development workshops for all ELA/ELD teachers, data monitoring for Read 180, and lead the EL restructure committee meetings. The ELA/ELD Coordinators work with ELA/ELD teachers to establish common process for the placement of El students, including of SRI assessments, StarEnterprise, attendance, current academic placement, migrant students, English grade history, writing sample score, teacher recommendation and student course request for English. The ELA/ELD Coordinators also reviewed the data of long term English Learners. The ELA/ELD Coordinators were instrumental in developing a new course to serve the needs of English Learners in attaining A-G course requirements. The name of the new course will be Student Academic Achievement Seminar.	Cost: $152,343.00 (LCFF)

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)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
4. Hire and maintain Bilingual Instructional Assistants		Hire and maintain Bilingual Instructional Assistants. Cost: $120,000 (LCFF)	Upon further review the District did not hire bilingual assistants for the school year 2014/15. Although, they are being considered for the school year 2015/16.		Cost: $0.0
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)_____		

What changes in actions, services, and Expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District's English Learner program has been restructured with its first year implementation of Read 180 and System 44 curriculum. Additional teaching staff was hired to accommodate the services to support the program. Two English Learner coordinators were hired to assist with placement, progress monitoring and assistance to teachers teaching Read 180 or System 44 curriculum. Because of the implementation of a new program District wide, it was decided to postpone the hiring of bilingual assistance to evaluate the role and need. For goal 7A the District will meet its designation rate of RFEP students, the goal will not continue for the school year 20015/2016, but will be added as an identifying need and a measurable outcome. Goal 7B will be addressed in Goal #4 and will not continue for the school year 2015/2016. As a result of this review, the following services and actions will take place for the school year 2015/2016: • The District's ELA/ELD Pathway for English Learners will continue to expand. Initial testing and screening for English Learners for levels 1-5 will continue. Ongoing professional development and coaching for teachers teaching Read 180 and System 44 curriculum. • For the School year 2015/2016 the District will research the possible implementation of a Newcomer Academy Program designed for students new to the U.S. schools (<16 months) for the purpose of accelerating language and literacy across content areas. Bilingual instructional assistants will be considered for the academy or in other areas of need. • Provide an A-G intervention, catch-up and enrichment opportunities for ELs and RFEP students. Establish monitoring systems and support for English Learners, Long Term English Learners and Reclassified Fluent English Proficient students that would support school sites in identifying and targeting proper support for struggling students. • Hire Teacher on Special Assignment to support core area teachers with language and literacy strategies and resources proven to provide ELs with access to content. A multi-year professional learning plan will be developed for educators teaching core content courses to English Learners for implementation in 2016/2017. • Support English Learner Advisory Committees designed to provide ongoing advisory and input to the Multilingual and Migrant Education Department.

Original GOAL from prior year LCAP:	8. Develop a support systems for Foster Youth to improve academic achievement.	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:	Foster Youth

Expected Annual Measurable Outcomes:	**Foster Youth % CAHSEE 10th Grade Pass Rate** Foster Youth ELA 55%, District ELA 75% Foster Youth Math 60%, District Math 81% **Foster Youth % A-G Completion Rate** Foster Youth 0%, District 22% **Foster Youth % Credit Deficient** Foster Youth 30%	Actual Annual Measurable Outcomes:	**Foster Youth % CAHSEE 10th Grade Pass Rate** The District's Foster Youth CAHSEE pass rate for 10th graders for the school year 2014/15 was ELA 60% and math 64%. **Foster Youth % A-G Completion Rate** The District's Foster Youth A-G completion rate for the school year 2014/15 was 2 out of 10 Foster Youth. **Foster Youth % Credit Deficient** District's Foster Youth credit deficient for the 2014/15 was 41%.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
For foster youth: 1. Contract & maintain liaison services from Fighting Back Santa Maria Valley	Contract & maintain liaison services from Fighting Back Santa Maria Valley (FBSMV). Cost: $25,000	The District contracted with Fighting Back Santa Maria Valley (FBSMV) to provide services to our foster students in the District. Our contract with FBSMV provided services to foster students to assist them with their academic needs, counseling, after school tutoring, school attendance, and other outside services. Services were increased in January to allocate a Program Specialist at each comprehensive site with the one at Righetti also serves students at Delta. For the school year 2014/2015 the District service the needs of more than 70 foster students. The partnering with FBSMV has been beneficial in serving the needs of our Foster Youth students. Communication and coordination for outside services has been a tremendous help with medical assistance and meeting the needs mental health support. Each Foster Youth student was met with to develop an individualized academic plan. Foster Youth students were taken on field trips and visitations to universities.	Cost: $25,000 (LCFF)
Scope of service:	ALL	Scope of service:	ALL
__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)_____	
What changes in actions, services, and Expenditures will be made as a result of reviewing past progress and/or changes to goals?	Fighting Back Santa Maria Valley was contracted for the school year 2014/2015 to provide services for our Foster Youth. Part of the services were for FBSMV to follow up with students to assure they were getting the proper services, attending afterschool tutoring, and working with SB County Social Services to identify who was a Foster Youth. In a mid-year review it was identified that services needed more attention. Three Program Specialist were to support and monitor District Foster Youth. As a result, the following will be added for the school year 2015/2016: • Foster Youth Program Specialist will continue services for the school year 2015/2016. • Provide Foster Youth training and support programs for staff. • Resources identified to facilitate involvement in the California State Foster Youth Summit. • Continue afterschool tutoring for Foster Youth through Santa Barbara County Office of Education and other outside agencies as needed.		

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.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ 10,810,477

The District's estimated level of unduplicated pupils for the LCAP year 2015/2016 will be 73.05%. The estimated amount of Supplemental and Concentration Grant fund for the LCAP year 2015/2016 have been calculated to be $10,810,477. The District's intent of the Local Control Funding Formula (LCFF) funds is to provide consistent services among all school sites that serve a variety of programs and supports specifically for English Learners, low income students and Foster Youth.

The District's English Learner program will continue with greater services reaching more students for the school year 2015/2016. The EL program will continue with the researched-based curriculum Read 180 and System 44, proper student placement, ELA/EL standards pathway and meeting Title III accountability for AMAO 1 and 2. The District will implement a new course "Student Academic Achievement Seminar" for long term English Learners and reclassified students. The SAAS is centered on personalized academic guidance that regularly monitors student academic progress related to graduation requirements and preparation for career and postsecondary education.

The District services for Low Income students will provide the needed interventions. These services include a common core aligned literacy intervention program that will be used with regular education students and special education students that have been identified for services with continue progress monitoring. Low income students will also be provided reading intervention course that supports the improvement of reading comprehension and use as a support course for students in college preparatory English courses. Services in mathematics will also be utilized through an online computer adaptive curriculum that is aligned to the common core. The expansion of the District AVID program to develop organizational and academic skills to ensure career and college readiness.

Foster Youth student services will include and consist of the services as mentioned above. Targeted services for Foster Youth students will include liaison services to provide an individual academic plan, services through outside agencies to assist with medical, social and mental health, tutoring, and training and support programs for counselors and staff members working with Foster Youth students.

The focus of our Local Control Accountability Plan and the allocated LCFF resources for unduplicated pupils will provide a services District-wide. These services include support for Common Core State Standards, Technology, Career Technical Education, College and Career Readiness, parent support services, parent engagement programs, academic intervention, school safety and support services for Foster Youth. These services are supportive of our professional development to build capacity amongst all staff in culturally responsive practices and targeted interventions.

The District's unduplicated count for the school year 2015/2016 was 73.05%. The use of the LCFF funds not only services the needs of our sub group population, the District as a whole. As a District in program improvement the effort and implementation of supplemental and concentration of LCFF has provided support for systemize services, research supported programs and progress monitoring support for student academic growth. The LCAP process has for the school year 2015/2016 will reflect its growth in the new model the state has provide and the continue efforts to improve student achievement.

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Minimum Proportionality Percentage (MPP):
Summary Supplemental & Concentration Grant

		2013-14	2014-15	2015-16	2016-17**	2017-18**	2018-19**	2019-20**
1.	LCFF Target Supplemental & Concentration Grant Funding *from Calculator tab*		15,661,807	15,683,162	15,124,456	15,561,366	16,077,931	-
2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		862,811	5,298,070	10,810,477	11,824,693	12,851,904	13,522,272
	2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp	TRUE						
3.	Difference *[1] less [2]*		14,798,996	10,385,092	4,313,979	3,736,673	3,226,027	(13,522,272)
4.	Estimated Additional Supplemental & Concentration Grant Funding		4,435,259	5,512,407	1,014,216	1,027,211	670,368	-
5.	Estimated Supplemental and Concentration Grant Funding *[2] plus [4] (unless [3]<0 then [1])* **LCAP Section 3, Part A**		5,298,070	10,810,477	11,824,693	12,851,904	13,522,272	-
6.	Base Funding *LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation*		56,542,903	62,317,233	63,780,255	65,312,152	66,565,431	70,968,919
	LCFF Phase-In Entitlement		*62,198,341*	*73,485,078*	*75,962,316*	*78,521,424*	*80,445,071*	*71,326,287*
7/8.	Minimum Proportionality Percentage* *[5] / [6]* **LCAP Section 3, Part B**		9.37%	17.35%	18.54%	19.68%	20.31%	0.00%

*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.

If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.

**Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Current year estimated supplemental and concentration grant funding in the LCAP year		$5,298,070	$10,810,477	$11,824,693	$12,851,904	$13,522,272	$ -
Current year Minimum Proportionality Percentage (MPP)		9.37%	17.35%	18.54%	19.68%	20.31%	0.00%

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.

| 17.35 | % |

The District's proportionality calculation for the LCAP year 2015/2016 is 17.35%. The percentage of the proportionality calculation of 17.35% is equivalent to the dollar amount identified in Section 3A ($10,810,477). The District has identified the following actions and services representing targeted increases in or improvements to services for unduplicated students as satisfying the proportion improvement requirement of this section:

- English Learner program continues to be a target of improvement and improved services. Professional Development services to teachers were provided training on a researched based curriculum for best instructional practices to support the academic achievement of English Learners.
- Two English Coordinators to provide support services for English Learners (EL) and recently Reclassified Fluent English Proficient (RFEP) students in collaboration with Multilingual and Migrant Education staff.
- English Learner Academic Support Specialist is responsible for assisting with the implementation of the academic supports for English learners.
- There are two District Language Assessors to coordinate and support all CELDT assessments and materials.
- Access to technology
- The addition of five bilingual instructional assistants to support instruction in the core content areas in small group setting for EL students.

The District has identified actions and services provided District-wide as legitimate proportional expenditures that are beneficial to all students.

- The District has consultant support for effective instructional strategies for the implementation of the Common Core state Standards and the development of professional learning communities.
- Four Crisis Intervention Consultants to assist with Drug and Alcohol intervention.
- Counseling services with a ratio of 1:500 or less.
- Improvement with new common formative assessment program.
- College and Career Readiness program to assist in the guidance of postsecondary education or career.
- Teachers (3) on special assignment to assist teachers with technology instruction in the classroom.

Quantitative and/or qualitative improvements in services for unduplicated students during the school year 2015/2016 include the following:

All Students
- Assessments for placement and benchmarks in English and math using grade equivalency and scaled scores will be used for all ninth and tenth grade students District-wide.
- The use of common formative assessments data to inform instruction and student achievement.
- School climate will be addressed through parent engagement programs and other student targeted programs.
- Improving student attendance and/or chronic absenteeism through automated intervention.
- Developing and the implementation of Common Core State Standards and new core content standards.

English Learners
- Build background knowledge to help students form mental models. Providing a clear path for daily instruction that focuses learning on science, social studies, literature, and life skills. Students are exposed to a range of challenging, high-quality informational and literary texts that span genres, cultures, and eras. Students engage with and evaluate texts across a range of types and disciplines–with a strong emphasis on informational text–and consider multiple perspectives that represent a variety of periods, cultures, and viewpoints.
- Providing a culturally proficient learning environment to support student academic achievement.
- Providing access and support to student to meet the UC A-G requirements through a new support course "Student Academic Achievement Seminar" providing support for Long Term English Learners.
- Through the efforts of the English Learner Coordinators improved the support to reclassified students.
- Improved instructional practices through multiple points of data.

Low-income Students:
- Providing intervention support for students who are below grade level in English and Math with continued progress monitoring through the use of benchmark assessments.
- Providing support for social emotional and behavioral needs through counseling services department.
- Providing access, guidance and support to meeting the UC A-G requirements and other career curricular pathways.
- Preparing students to be college and career readiness through career oriented assessments.
- Access to technology.
- Expansion of the AVID program to support student on the path to college.

Foster Youth:
- Providing a safe learning environment that is support through the participation of extracurricular activities, counseling and community agencies.
- Each Foster Youth will be assigned a program specialist to meet with to identify their needs and support systems.
- Providing Foster Youth training and support programs for staff.

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).) Divide (1) by (2).

8-22-14 [California Department of Education]