

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Maria Joint Union High School District

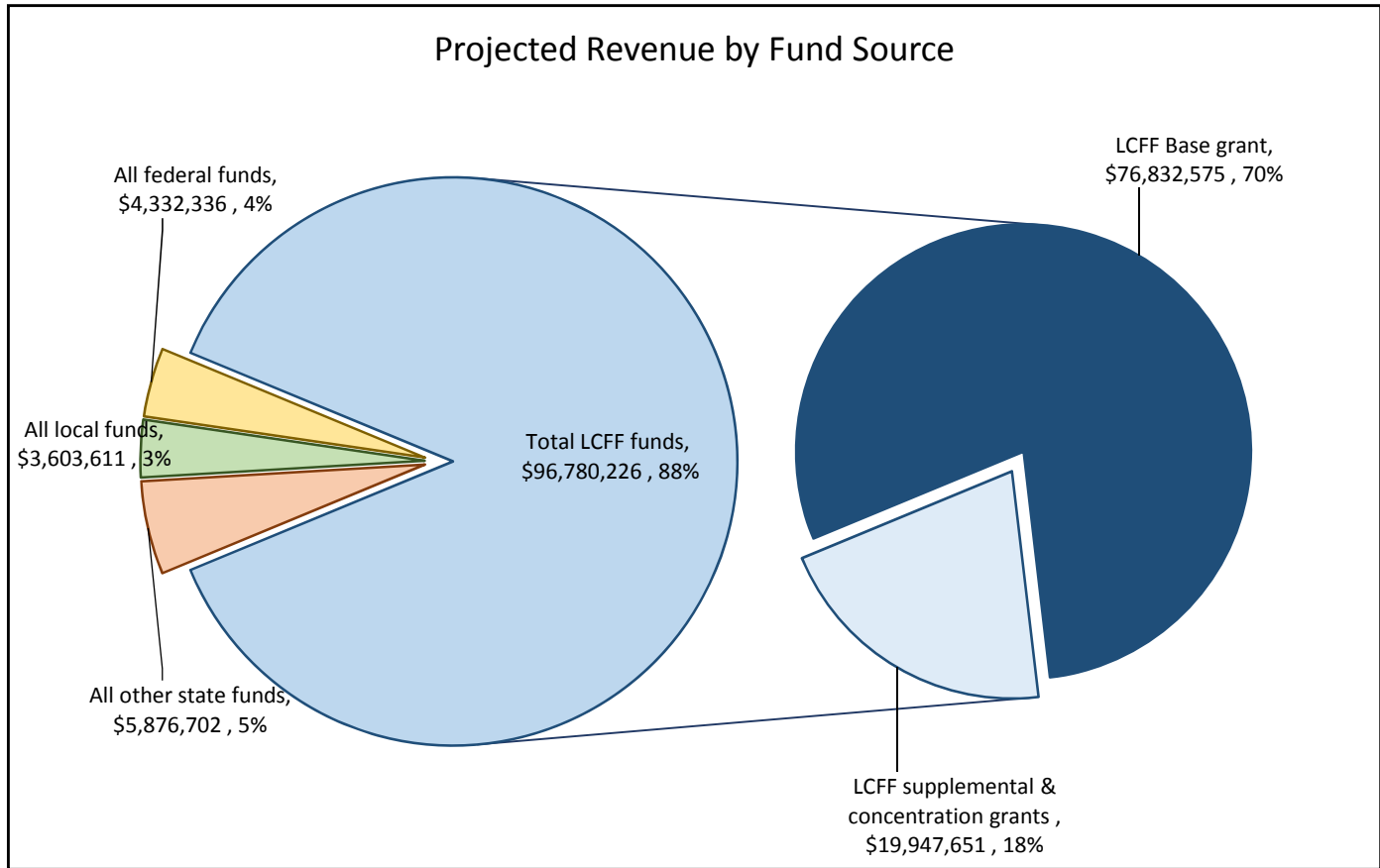
CDS Code: 4269310

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Steve Molina, (805)922-4573 x4214, smolina@smjuhsd.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

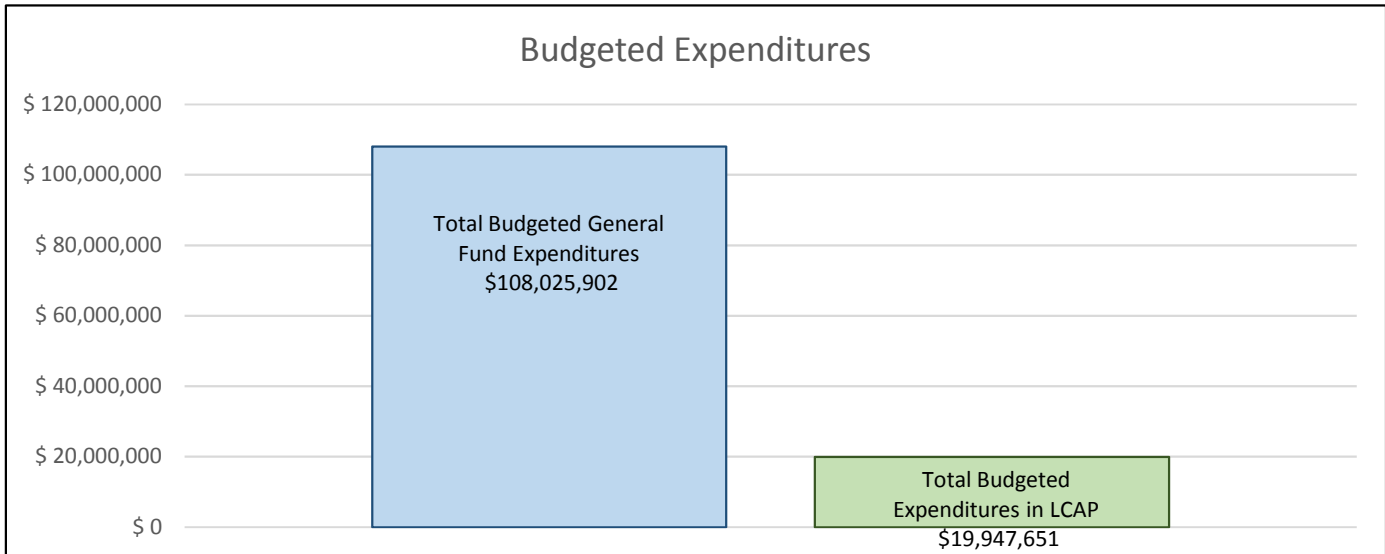


This chart shows the total general purpose revenue Santa Maria Joint Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Santa Maria Joint Union High School District is \$110,592,874.91, of which \$96,780,226.00 is Local Control Funding Formula (LCFF), \$5,876,701.95 is other state funds, \$3,603,610.96 is local funds, and \$4,332,336.00 is federal funds. Of the \$96,780,226.00 in LCFF Funds, \$19,947,651.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santa Maria Joint Union High School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

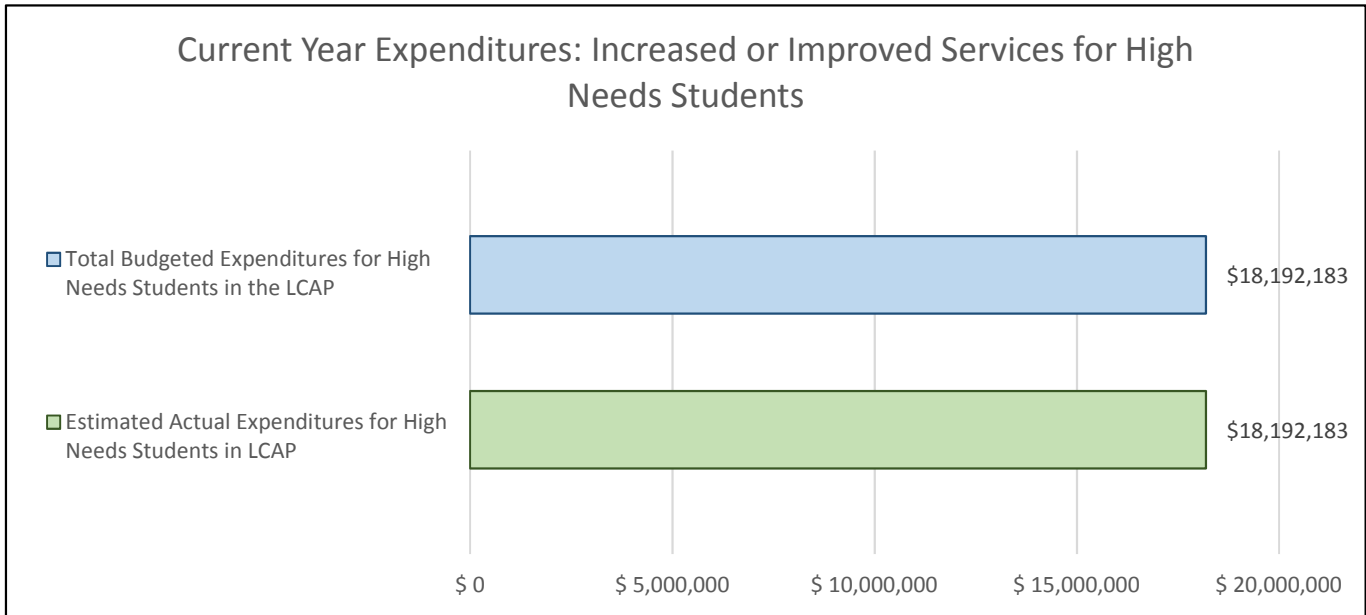
Santa Maria Joint Union High School District plans to spend \$108,025,902.09 for the 2019-20 school year. Of that amount, \$19,947,651.00 is tied to actions/services in the LCAP and \$88,078,251.09 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Santa Maria Joint Union High School District is projecting it will receive \$19,947,651.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Maria Joint Union High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Santa Maria Joint Union High School District plans to spend \$19,947,651.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Santa Maria Joint Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Maria Joint Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Santa Maria Joint Union High School District's LCAP budgeted \$18,192,183.00 for planned actions to increase or improve services for high needs students. Santa Maria Joint Union High School District estimates that it will actually spend \$18,192,183.00 for actions to increase or improve services for high needs students in 2018-19.

2019-20



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Santa Maria Joint Union High
School District

Contact Name and Title

Steve Molina
LCFF Task Force Coordinator

Email and Phone

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805.922.4573 ext 4214

2017-20 Plan Summary

The Story

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

Local Control & Accountability Plan Summary

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 Santa Maria Joint Union High School District
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DISTRICT STORY

<p>8,166 9th-12th STUDENTS</p>	<p>4 SCHOOLS</p> <p>High School: 3 Adult: 1</p>	<p>STUDENT ETHNICITY</p> <table border="1"> <tr><td>Hispanic</td><td>86%</td></tr> <tr><td>White</td><td>9%</td></tr> <tr><td>Filipino</td><td>2%</td></tr> <tr><td>A. American</td><td>1%</td></tr> <tr><td>Asian</td><td>1%</td></tr> <tr><td>2+ Races</td><td>1%</td></tr> </table>	Hispanic	86%	White	9%	Filipino	2%	A. American	1%	Asian	1%	2+ Races	1%	<p>STUDENT GROUPS</p> <table border="1"> <tr><td>Low Income</td><td>73%</td></tr> <tr><td>English Learners</td><td>21%</td></tr> <tr><td>Foster Youth</td><td><1%</td></tr> <tr><td>High Need</td><td>75%</td></tr> </table>	Low Income	73%	English Learners	21%	Foster Youth	<1%	High Need	75%	<p>1:1 Student per Technology Device</p> <p>Devices for new students & staff</p>
Hispanic	86%																							
White	9%																							
Filipino	2%																							
A. American	1%																							
Asian	1%																							
2+ Races	1%																							
Low Income	73%																							
English Learners	21%																							
Foster Youth	<1%																							
High Need	75%																							
<p>728 EMPLOYEES</p>	<p>23 STUDENTS PER TEACHER</p>	<p>2 DISTINGUISHED Schools</p>	<p>District Mission Prepare all learners to be productive citizens & college / career ready by providing challenging learning experiences & establishing high achievement expectations</p>																					
<p>District Mission Every student succeeds & is prepared for college, career, & life.</p>																								

LCAP HIGHLIGHTS

<p>GOAL #1</p> <p>CCSS proficiency for College & Career Readiness</p>	<p>GOAL #2</p> <p>Positive & Respectful Stakeholder Culture</p>	<p>GOAL #3</p> <p>Strengthen CTE Programs & Services</p>	<p>GOAL #4</p> <p>Support Student Achievement</p>
<p>GOAL #5</p> <p>Expand Technology Use</p>	<p>GOAL #6</p> <p>Safe & Healthy Environment</p>	<p>GOAL #7</p> <p>Support English Learner Proficiency</p>	<p>GOAL #8</p> <p>Support Foster Youth Achievement</p>

Santa Maria Joint Union High School District, 2560 Skyway Dr., Santa Maria, CA 93455; (805) 922-4573; www.smjuhsd.k12.ca.us; CDS# 42693100000000
 LCFF Task Force Coordinator: Steve Molina, email: smolina@smjuhsd.org

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



LCAP Highlights

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

Local Control & Accountability Plan Summary

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Santa Maria Joint Union High School District
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GREATEST PROGRESS		GREATEST NEEDS		PROGRESS GAPS	
<p>High Graduation Rates</p>	Indicator: California School Dashboard Status: =91% Change: Maintained	<p>Increase ELA Proficiency</p>	Indicator: California School Dashboard Change: Declined	Subgroup in Need: 	State Indicators: 1. Chronic Absenteeism 2. Suspension Rate 3. English Learner 4. Graduation Rate 5. College/Career Readiness 6. ELA Assessment 7. Math Assessment
<p>Decreased Suspension Rates</p>	Indicator: California School Dashboard Status: ↓3.3% Change: Improved	<p>Increase College / Career Readiness</p>	Indicator: California School Dashboard Status: =28% Change: Maintained	Foster Youth 	1. Chronic Absenteeism 2. Suspension Rate 3. English Learner 4. Graduation Rate 5. College/Career Readiness 6. ELA Assessment 7. Math Assessment
<p>Increase Math Proficiency</p>	Indicator: California School Dashboard Change: Maintained	Homeless Students 	Indicator: California School Dashboard Change: Maintained	1. Chronic Absenteeism 2. Suspension Rate 3. English Learner 4. Graduation Rate 5. College/Career Readiness 6. ELA Assessment 7. Math Assessment	
Planned Actions to Maintain Progress:		Planned Actions to Address Needs:		Planned Actions to Address Performance Gaps:	
1.1 - Support Common Core standards (NGSS & social studies curriculum planning & development)		1.4 - Assessment software to reflect SBAC testing experience (teacher training)		3.2 - Continue to develop CTE Center/ AG Farm	
3.2 - Continue to develop CTE Center/ AG Farm		4.10 - Computer-based, teacher-led, & collaborative literacy software (struggling readers & writers)		4.1 - Support counseling services District-wide (evening work, professional development)	
3.5 - CTE program training for all guidance & counseling staff		4.11 - Reading intervention software (individualized scaffold silent reading practice for grades 3+)		4.14 - Support student activities (training, cultural proficiency, transportation, incentives, vehicle, etc.)	
4.1 - Support counseling services District-wide (evening work, professional development)		4.13 - Provide authorship verification software (efficient feedback & formative writing tool)		8.2 - Foster Youth staff training & support programs (collaboration, training, conferences)	
4.7 - Student progress monitoring software & training (appropriate English & math placement)		7.1 - Support ELA/ELD pathway		8.3 - After school tutoring (Santa Barbara County Office of Education)	

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Review of Performance

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

Greatest Progress

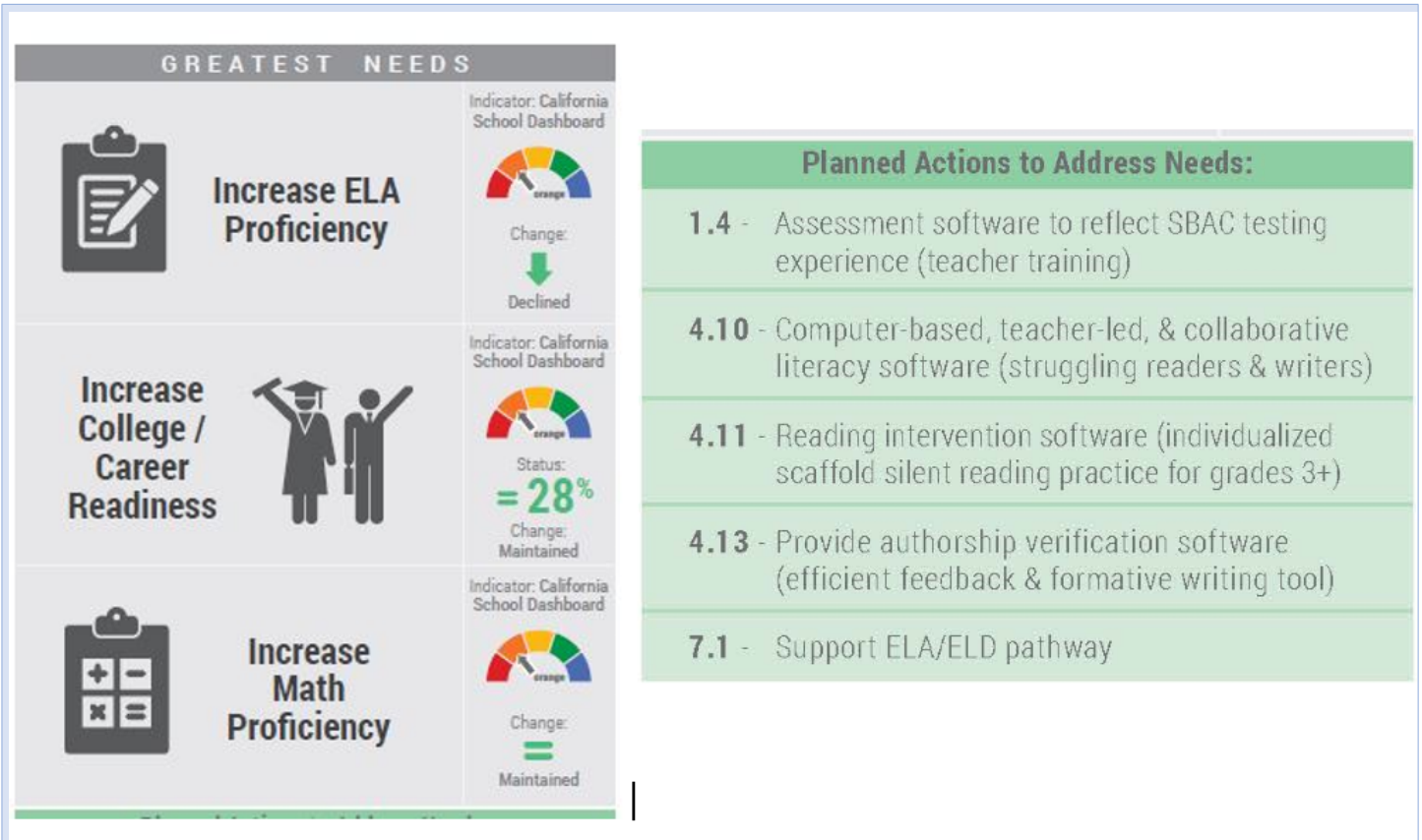
As seen on the first table below, our greatest progresses include an increase on the State Dashboard for ELA and Math. Subgroups for Filipino- Green, White- Blue increased in ELA and Filipino-Green in Math.
Suspension rate decreased in All areas.
Graduation Rate was Green for All.



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

Greatest Needs























The districts greatest needs are to improve ELA for All-Orange; EL-Red; Homeless-Red; SEO-Orange ; SWO-Orange; Filipino-Orange; Hisp-Orange.
 Math- All-Orange; EL-Red; Homeless-Red; SEO-Orange ; SWO-Red; Hisp-Orange.
 Improve suspension rate for Foster Youth-Orange; Homeless-Orange; African Am-Orange.
 Improve College and Career Readiness for All-Orange; EL-Orange; Homeless-Orange ; SEO-Orange; SWO-; Red; Filipino-Orange; Hisp-Orange;



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

Performance Gaps

The District has services in Goal 3, 4 and 8 to help with progress gaps for Suspension - FY- Green/Orange; Homeless-Green/Orange and Grad Rate - Homeless-Green/Orange.

PROGRESS GAPS	
Subgroup in Need: 	State Indicators:  1. Chronic Absenteeism  2. Suspension Rate  3. English Learner  4. Graduation Rate  5. College/Career Readiness  6. ELA Assessment  7. Math Assessment
Foster Youth Homeless Students	 1. Chronic Absenteeism  2. Suspension Rate  3. English Learner  4. Graduation Rate  5. College/Career Readiness  6. ELA Assessment  7. Math Assessment
	 1. Chronic Absenteeism  2. Suspension Rate  3. English Learner  4. Graduation Rate  5. College/Career Readiness  6. ELA Assessment  7. Math Assessment
Planned Actions to Address Performance Gaps:	
3.2 - Continue to develop CTE Center/ AG Farm	
4.1 - Support counseling services District-wide (evening work, professional development)	
4.14 - Support student activities (training, cultural proficiency, transportation, incentives, vehicle, etc.)	
8.2 - Foster Youth staff training & support programs (collaboration, training, conferences)	
8.3 - After school tutoring (Santa Barbara County Office of Education)	

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

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.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Teachers appropriate assigned and fully credentialed

18-19

100% teachers fully credentialed

Baseline

98% of Teachers are fully credentialed

Metric/Indicator

Access to Instructional Materials

18-19

Maintain 100% access to Instructional Material.

Baseline

Currently all students have access to Instructional Material.

Actual

The District had 100% teachers fully credentialed.

The District maintained 100% access to instructional materials.

Expected

Metric/Indicator
Facilities are maintained

18-19
FIT Report- No Deficiency

Baseline
FIT Report- No Deficiency

Metric/Indicator
College/Career Readiness

18-19
Increase College/Career Readiness by 5% from 25% to 30%.

Baseline
Currently 21.5% of 11th grade students are Prepared for College/Careers.

Actual

The District FIT Reports showed all sites were either in good standing or exemplarily standing.

The District maintained its College and Career Indicator at 28.6% prepared.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 The Common Core State Standards for Math and English are to be supported throughout the District in developing student learning environments that prepare students to be college and career ready. Science standards will be supported in planning and developing Curriculum and attending NGSS Rollouts. The Social Studies Departments are to be supported in the implementation of the new curriculum and instruction with the new Social Studies Framework and Rollouts.</p>	<p>Effectiveness: English has restructured services for English Learners and high needs students toward access to the core. Extensive research and pilots went into the development of a District plan to assist students with support intervention toward academic improvement. Progress monitoring in English for 9th, 10th, and 11th-grade students has shown improvement over time. Progress monitoring is done three times a year for all three grade levels. Eleventh-grade students</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$81,100</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$1,800</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$15,736</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$63,334</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$200,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$74,717</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$5,496</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$9,810</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$57,336</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$212,817</p>

have shown growth toward proficiency in performance in SBAC.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 The District will provide Professional Development for Instructional Aides in Special Education. The District will also provide training and Professional Development for other support staff.	The District sent 4 Instructional Aides to the CSEA Paraeducator Conference in Sacramento. The conference provided training and knowledge that Instructional Aides need in order to be successful in the classroom. The District also provided other work-related training for Classified staff to help them effectively work with students to increase achievement.	5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$20,000	5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$8,304
			2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$1,297
			3000-3999: Employee Benefits LCFF/Supp-Conc \$115
			4000-4999: Books And Supplies LCFF/Supp-Conc \$1,701

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 The District will provide training that supports essential elements of successful Professional Learning Communities (PLC). Teachers will have the opportunity to attend PLC conferences, work on CFAs, lesson planning, content unit development, performance task, and professional dialogue. As support to the implementation plan of PLCs Adaptive Schools and "Habits of Mind" training for teachers in facilitating of PLCs.	The District provided teachers the opportunity to attend Adaptive Schools and Habits of Mind training. The goal of the Adaptive Schools seminar is to develop the collective identity and capacity of organization members as collaborators and inquirers and leaders. Teachers learned skills to increase capacity to initiate, develop and sustain high functioning groups. Due to a lack of attendance, Habits of Mind	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$40,200	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$63,530
		3000-3999: Employee Benefits LCFF/Supp-Conc \$7,561	3000-3999: Employee Benefits LCFF/Supp-Conc \$8,329
		4000-4999: Books And Supplies LCFF/Supp-Conc \$7,239	4000-4999: Books And Supplies LCFF/Supp-Conc \$0
		5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$45,000	5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$45,506

training was canceled for the Spring. The District also provided funding to have Dr. Muhammad and Dr. Cruz consult with Santa Maria High School to help eliminate the achievement gap. They focused on 4 critical areas of development: school culture, school structure, quality instruction, and parent and community involvement. These PLC times were effective in bringing staff collaboration time to work on school improvement.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.4 The District will provide software as an assessment system to reflect the testing experience for the student when taking the Smarter Balanced Assessments. 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).</p>	<p>The District used the software program to administer the SBAC practice test for 9-11th-grade students several times in the 19-20 school year. This gave the students the knowledge of what type of testing questions will be administered during CAASPP testing and helped teachers effectively teach the material needed to be successful. The sites also used the software program to administer CFA's to core curriculum classrooms to bring collaboration with departments to help students understand the common core curriculum.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$65,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$61,604</p> <p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$220</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$19</p>

Analysis

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

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

The overall implementation of support for proficiency in the Common Core State and other state adopted standards was provided by the four actions/services in Goal #1. English teachers from all sites in a collaborative effort restructured intervention courses to have the same scope and sequence to support students. The intent of the intervention courses was to provide and support students to close the achievement gap. In the area of math, the District and in collaboration with teachers is developing a new Algebra 1 course that will be digital and aligned to the common core. SBAC practice exams for 9th, 10th, and 11th were given, with results indicating that there is room for growth toward proficiency. The growth toward proficiency is supported by the additional intervention that includes core collaborative teaching with mainstreamed special education students. The District's science program has worked on developing its "Physics of the Universe" course to be implemented for the academic year 2019/2020 and will be running a Summer Science Academy for incoming freshmen. The overall intent is for our students to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career.

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

The effectiveness of Goal # 1 has come from the collaborative efforts of teachers and administrators working to improve toward proficiency for all students. The English pilots that were implemented this academic year have proven to be successful with interventions supporting the student growth. Students in the English intervention courses were able to get back on track to an English 1 college prep course this year. The work done through the English teachers this year in aligning interventions shall provide positive outcomes for the following academic school year. Math teachers this year administered SBAC Interim assessments that gave students the familiarity of the workings of the assessment. Math teachers were trained on DESMOS, that gave them the knowledge to implement in classroom lessons, which gave students the background knowledge to navigate SBAC assessments. The District science program has developed its first course, "Physics Of the Universe", which has articulated many professional learning days to support the pedagogy and resources for a successful implementation. The District has worked with other departments to align their curriculum with English and Math to support the common core. The District's Social Studies Department met to develop a three professional learning plan that includes a partnership with UC Santa Cruz. The District in collaboration with UC Santa Cruz held a professional learning day that addressed the new framework and the aligned standards to common core English. Our District International Language Department met twice this year and address the need for English Learners to support their transition to English with primary language instruction and incorporating primary language assessment to meet their needs. The District's VPA Department also met a variety of times to develop a professional learning plan for the following year. The District's VPA Department will collaborate with Cal Poly San Luis Obispo on a professional learning plan that will incorporate common core standards, VPA standards, and a focus on District collaboration that represents our community. Our District Physical Education Department has met several times throughout the year. They attended the state's Physical Education Conference. They are now working on developing physical education courses that would be UC A-G approved as a G-elective. The District Special Education Program provided support for teachers and administrators to attend the Co-Teaching Conference. Co-Teaching professional learning will be a focus for next year and funding through LCFF will support FTE in the area of Math and English.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Total budgeted expenditures for Goal #1 was \$546,970 and estimated actual expenditures are \$553,184.

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

An additional Action will be added to Goal 1 to support funding for English, math and special education to either co-teach or teach a support intervention class in core content courses. In addition, provide a .6 FTE TOSA to support the implementation of the new NGSS curriculum.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

2. Create a culture of respect and caring that supports positive relationships among all stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Parents Participating in translating services for parent meetings.

18-19

Increase the number of translations and interpretation opportunities by 5%

Baseline

550 meetings in 1 semester

375 Translations in 1 semester

Metric/Indicator

Parent Engagement Programs

18-19

Increase Parent graduation by 10%

Baseline

PIQE had 228 Parents Graduate

PIDA had 86 Parents Graduate

Actual

The District increased its translating services by holding 1633 meetings for the 2018-19 school year. The District has also facilitated 1289 phone calls home and translated 617 documents.

The District's PIQE Program graduated 47 parents from Santa Maria High School and 26 from the district Mixteco program. Righetti High School offered a Warrior Parent Academy and provided services for 20 parents.

Expected

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 The District will Provide 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. One full time interpreter-translator will be stationed at each comprehensive school site. A professional learning plan for full time and on-call interpreter-translator will be implemented. The district will continue to recruit additional indigenous interpreters.</p>	<p>There has been an overall increase in the number of meetings that require simultaneous interpretation. Since August of 2018, 1633 meetings have been held. Interpreters have facilitated 1289 phone calls to homes. They translated 617 documents that include but is not limited to flyers, letters, suspension notices, IEP documents and other teaching materials such as syllabi, rubrics, class projects/ lesson materials, and the daily bulletin.</p> <p>Due to an increase of Mixteco speaking families, 1 additional Mixteco interpreter-translator was hired. Hours of coverage were scheduled later into the evening so that they will be available to assist with evening events.</p> <p>Translators/interpreters have provided simultaneous interpretation at over 1633 events. These include special education meetings and conferences</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$204,821</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$77,822</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$20,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$72,356</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$219,108</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$77,839</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$2,217</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$2,459</p>

between teachers, counselors, and administrators. Families have expressed their appreciation for these services. Improved person-to-person communication via the direct phone line has been well received. Parent attendance data indicates an increase in parent participation and has provided greater language access.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.2 The District will fund programs like Parent Institute for Quality Education (PIQE), Parents on a Mission, site developed parent trainings and adult learning partnerships to engage parents in their student's education and school leadership. The District will continue to expand Mixteco parent support.</p>	<p>The District's parent engagement programs have expanded due to the interest of our parents and their needs. This year the Parent Institute for Quality Education (PIQE) program was offered at SMHS. A Mixteco session was also offered District-wide. A total of 47 parents from SMHS and 26 from the District Mixteco group graduated from the program.</p> <p>District-wide EL/Migrant LCAP Parent Advisory Committees were also held this year. There was a total of six evening meetings. Discussion topics included: an introduction to the Dashboard, Title IV information, data equity walks, District/site Renaissance progress monitoring data, history and context of the LCAP plan, a review of LCAP goals, as well as input from parents regarding services needed by students. All sessions</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$32,800</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$52,000</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$20,100</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$15,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$30,099</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$17,622</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$83,781</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$6,717</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$33,418</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$35,615</p>

included interactive small group discussions that engaged parents in looking at data and generating parent input. LCAP advisory meetings were very well attended by 130+ parents at each meeting. There was an increase in the number of Mixteco parents who participated.

Translations/interpretation services were provided, as well as dinner and childcare. From these meetings, 8 parent representatives were selected to attend the full-day LCAP steering committee meeting.

The District offered Parents on a Mission class. A total of 11 Spanish and 2 Mixteco sessions were held District-wide, in addition to one follow-up and one reunion for parents who participated the previous year. A total of 39 staff (teachers, counselors & a classified) have been trained in POM.

Parents who have participated in these programs have responded positively. Next school year, a more formal process will be conducted using a pre and post survey to determine parent needs and effectiveness.

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

2.3 The District will administer a survey to students, staff and parents to determine School Climate.

The District administered a survey to staff, students, and parents on School Climate. There was 1002 staff that completed the survey with 70% responding favorably to How respectful are the relationships between staff and students. There were 3009 students who participated in the student survey highlighting 54% responded favorably to how well students consider the perspectives of others and empathize with them. There were 194 family responses with 47% responding favorably about perceptions of the overall social and learning climate of the school. This survey was effective in giving the District and sites information on how to improve school climate.

4000-4999: Books And Supplies LCFF/Supp-Conc \$20,000

4000-4999: Books And Supplies LCFF/Supp-Conc \$0

5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$25,000

5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$39,178

1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$22

2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$722

3000-3999: Employee Benefits LCFF/Supp-Conc \$4

Action 4

Planned Actions/Services

2.4 The District will implement new core a-g Ethnic and Gender Studies Courses. Revise and Develop new elective a-g Ethnic and Gender Studies Courses for district submission and develop and curate curriculum and resources for approved courses.

Actual Actions/Services

This year EGS Committee members attended and presented at the Association of Raza Educator's Conference and collaborated with Cal Poly on the 2019 Ethnic and Gender Studies Conference which was attended by over 100 people with over 10 breakout sessions. This was a kick-off for a two-year partnership with Cal Poly San Luis Obispo School of Education, Ethnic Studies Department, College of Science and Math, and Office of Diversity and Inclusion. The first year will focus on Foundational

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$16,800

3000-3999: Employee Benefits LCFF/Supp-Conc \$3,159

4000-4999: Books And Supplies LCFF/Supp-Conc \$2,500

5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$57,540

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$20,104

3000-3999: Employee Benefits LCFF/Supp-Conc \$2,222

4000-4999: Books And Supplies LCFF/Supp-Conc \$4,962

5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$24,289

2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$669

Knowledge and Reflective Practice beginning with a Summer Institute and the second year will focus on Action Research and Transformational Knowledge.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.5 District and site staff members will continue attending Cultural Proficiency training that will provide staff development in the area of access and equity for all students, training will include but is not limited to: Just Communities' Institute for Equity in Education (IEE) will be attended by District and Site staff. Community Learning Institute (CLI), will continue to help teens from all over the Central Coast become a tight-knit community. Just Communities' Talking In Class enables schools to tap into the expertise of their students and, in doing so, develop new and more effective solutions.</p>	<p>The Center for Culturally Proficient Educational Practice certified four district staff and is scheduled to complete training for three more. These district staff will augment existing site teams for expanding the work of equity and access for all students. First cohort members attended and presented at the First Convocation at the CSU San Marcos. Eight district staff members attended and completed the five-day Institute for Equity in Education Spring of 2019 and created an action plan for improving equity and access in our district.</p> <p>This year's theme was Self-Care. This year included Mr. Fong Tran, social justice activist and slam poetry artist and Ms. Magdalena Sunshine Serrano a clinical social worker at American Indian Health and Services in Arroyo Grande, California. Workshops focused on Self-Care and mental and emotional wellness. This year it was held at Pioneer Valley High School. This student-led conference consisted of approximately 45 student leaders</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$6,100</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$1,450</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$1,535</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$6,500</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$84,414</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$10,017</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$0</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$1,225</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$1,662</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$83,195</p>

and planners from throughout the district, was attended by 200, students, parents, and community members.

SMJUHSD Racial Justice Training included “Seeing the Racial Water” presented by Dr. Robin DiAngelo. This full-day workshop addressed and described the way race shapes the lives of white people, explained what makes racism so hard for white people to see, and identified common white racial patterns that prevent us from moving towards greater racial equity. This training was attended by over 75 staff who have attended cultural proficiency training, the Institute of Equity in Education, and the Ethnic Studies Committee along with local school districts, and pk-12 and higher education educators from San Diego to Salinas, CA.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.6 The POR VIDA program is a culturally competent approach towards identifying families and youth that are in need of, and are requesting, help to address at-risk behaviors that could result in suspension and expulsion from school, failing academically and/or dropping out of school, or other behavioral actions that may lead to</p>	<p>POR VIDA is also an acronym for Positive Outreach and Redirection, Violence Interruption, Interventions for Drugs and Alcohol. The POR VIDA program is a culturally competent approach to re-engaging underserved youth with school and working with families in need of assistance to redirect their students away from negative</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$170,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$131,930</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$1,368</p>

or have led to the juvenile justice system. This program will provide case management of selected families and youth who are in desperate need of wraparound services and support. POR VIDA is also an acronym for Positive Outreach and Redirection, Violence Interruption, Interventions for Drugs and Alcohol.

behaviors or actions that have or may result in truancy, disciplinary infractions, suspensions, and expulsion from school, failing/struggling academically, and/or are in danger of dropping out of school or being referred to the juvenile justice system. This program provided case management and advocacy of selected families and culturally responsive mentoring for 13-15 youth who required wraparound services and support. This past year, all POR VIDA youth remained in school, improved their connection to the school, minimized negative behaviors, improved attendance, and reduced recidivism in the juvenile justice system by over 90%. During the last stakeholders meeting, each high school site reported out that they would like that program.

Analysis

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

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

The implementation of Goal #2 supported the District culture of respect and caring that provides positive relationships among all stakeholders. The District's translators/interpreters services this year have provided simultaneous interpretation at over 1633 events. This goal has provided support for parent engagement. District-wide EL/Migrant LCAP Parent Advisory Committees provided a venue for parents to engage in the process to have a voice. There was a total of six evening meetings. Discussion topics included: an introduction to the Dashboard, Title IV information, data equity walks, District/site Renaissance progress monitoring data, history and context of the LCAP plan, a review of LCAP goals, as well as input from parents regarding services needed by students. All sessions included interactive small group discussions that engaged parents in looking at data and generating parent input. In addition, the District administered a survey to Staff, students, and Parents on School Climate. The District also worked on expanding its Ethnic and Gender Studies and Cultural Proficiency programs through various collaborative meetings and professional developments. This

year the District implemented for the first time its POR VIDA program serving underserved youth through afterschool services and opportunities for extracurricular activities.

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

The District's implementation of Goal #2 has shown effectiveness in creating a culture of respect and caring for positive relationships among all stakeholders. The District's parent engagement of attendance data indicates an increase in parent participation has provided greater language access. Parents who have participated in these programs have responded positively when informally asked parent meetings. Next school, a more formal process will be conducted using a pre and post survey to determine parent needs and effectiveness of parent meetings. The District did conduct a climate survey for all students, staff, and parents. The survey was effective in giving the District and Sites information on how to improve School Climate. Survey data, such as the climate survey will be used to inform the District's Ethnic and Gender Studies (EGS) program. The effectiveness of the District's EGS program provided them to plan for the following year to focus Foundational Knowledge and Reflective Practice beginning with a Summer Institute and a second year will focus on Action Research and Transformational Knowledge. Through the work of cultural proficiency and social justice, the District has promoted a student-led conference consisting of approximately 45 student leaders and planners from throughout the district. The student-led was attended by 200, students, parents, and community members. The conference shows the positive outcomes of developing positive relationships across the community in developing cohesive trust. Continuing the support through goal #2 for underserved students, the POR VIDA showed that youth remained in school, improved their connection to the school, minimized negative behaviors, improved attendance, and reduced recidivism in the juvenile justice system by over 90%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Total budgeted expenditures for Goal #2 was \$920,000 and estimated actual expenditures are \$794,275.

Action/Service #1- Interpreter-translator service did not participate in as much Travel Conference as budgeted and a consultant was not hired.

Action/Service #2- Increase in classified staff salaries for Interpreter-translator at parent engagement events.

Action/Service #6- Por Vida was a new Action that did not get started until November. Because of the delay in the start time the amount budgeted for the months of August through October was not spent.

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

Goal #2 will have some changes. The following actions/services will be reduced in allocations because they have shown to be sustainable with a lower allocation, interpretation/translation services, and school climate surveys. An increase in funding allocation will occur with parent engagement programs due to the great number of parents participating.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

3. Strengthen the quality for career education programs and services

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Graduation Rate

18-19

Increase Graduation Rate by 1.5%

Baseline

Currently the district has 93.5% graduation rate.

The District decreased 1.7% from the baseline but is currently in Green Status with a 91.8% Graduation Rate.

Metric/Indicator

Students with Disabilities Graduation Rate

18-19

Increase Graduation Rate for students with Disabilities by 3%

Baseline

Currently the district has 67.9% graduation rate for students with Disabilities.

The District increased graduation by 3.9% and is currently at Yellow status with a 71.8% Graduation rate for students with Disabilities.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Career Technical Education Incentive Grant</p> <p>The District will continue extending our sequence of Career Technical Education (CTE), leading to postsecondary education programs and a career pathway to obtain employment in these other areas: - Agriculture and Natural Resources - Arts, Media, and Entertainment - Business & Finance - Energy, Environment, & Utilities - Engineering & Architecture - Health Science & Medical Technology - Hospitality, Recreation, & Tourism - Information & Communication Technologies - Manufacturing & Product. The district will align and strengthen CTE of standards) by Outlining Programs of study for each of the 9 career pathways Support faculty collaboration, team teaching, and industry to collaborate, support, and unite the curriculum with real-world applications.</p>	<p>The District's CTE Pathways have increased to 53, which 13 of these pathways include college concurrent courses. The District's CTE teachers were given time and training to create new course outlines to ensure that all courses were meeting the appropriate CTE standards, leading to over 350 hours of students focused skill building. Effectiveness of the District CTE program had 97 students meet the college and career indicator by focusing on the standards and the appropriate sequencing. Also, there were 129 students approaching prepared college and career readiness. The academic year showed an increase in the enrollment of CTE courses and the completion of industry certification. In addition, the students that applied for and were granted industry certifications also increased by approximately 33%. Our industry partnerships have also been part of our extension process regarding work-based learning opportunities, and other partnership actions to bridge the gap between our schools and the high-pay, high-growth employment opportunities.</p>	No Cost	No Cost

Action 2

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>3.2 CTE Facility Consumable Supplies & Limited Life Equipment (5 Years or Less)</p> <p>The CTE Center/Ag Farm is a 25.3 acre facility designed to accommodate three structures along with farm acreage. The structures consist of four large workshops, one large industrial kitchen with two adjoining classrooms, and one large animal barn. The facility will host eight pathways: Light Diesel Mechanics, Machining & Forming Technologies, Residential and Commercial Construction, Home Health Aide, Hospital Health Careers, Culinary Arts, Agriculture Animal Science, and Agriculture Plant & Soil Science. These programs will require a significant amount of consumable supplies along and safety equipment.</p>	<p>The CTE Facility is still under construction so no equipment was purchased for the 2018-19 school year. The budgeted amount will be rolled over to the 2019-20 school year to help purchase supplies and equipment with the completion of the Center in December 2019.</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$275,000</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$275,000</p>
		<p>6000-6999: Capital Outlay LCFF/Supp-Conc \$75,000</p>	<p>6000-6999: Capital Outlay LCFF/Supp-Conc \$75,000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.3 CTE Existing Pathway Equipment Support</p> <p>The district will provide funds to augment and improve existing pathways by replacing sub-standard equipment with state-of-the-art equipment that meets industry standard. Additionally, the District will target equipment that has exceeded its life expectancy and is no longer viable.</p>	<p>The District purchased equipment for the AG Mechanics courses, Culinary Arts, Merchandising Courses, Graphic Arts, Veterinary Science, Geology, Small Gas Engines, Drama, and Electronics courses. This equipment includes computers, printers, drafting tables, engines, mixers, sewing machines and much more. These items helped improve students</p>	<p>6000-6999: Capital Outlay LCFF/Supp-Conc \$300,000</p>	<p>6000-6999: Capital Outlay LCFF/Supp-Conc \$16,215</p>
			<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$1,617</p>
			<p>3000-3999: Employee Benefits LCFF/Supp-Conc \$178</p>

understanding of the CTE pathway and to have a better knowledge of the skills needed to be successful in these career pathways.

4000-4999: Books And Supplies
LCFF/Supp-Conc \$136,090

5000-5999: Services And Other
Operating Expenditures
LCFF/Supp-Conc \$10,370

Action 4

Planned Actions/Services

3.4 The District will provide ROP staffing costs for the school year 2018/19. 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.

Actual Actions/Services

The District's ROP program offered 11 Courses in a variety of fields. This year we had 334 students complete these courses, 9 students in Advanced Auto, 8 in Advanced Engineering, 14 in Advanced Ag Mechanics, 12 in Professional Business Communications, 53 in Ornamental Horticulture, 12 Advanced Video/Film Making, 103 Communications Technology, 22 Multimedia, 19 in Viticulture, 18 in Medical Science/Health Careers and 63 in Sports Medicine. These courses have been effective in getting students prepared for professions to pursue after graduation.

Budgeted Expenditures

1000-1999: Certificated
Personnel Salaries LCFF/Supp-
Conc \$456,957

3000-3999: Employee Benefits
LCFF/Supp-Conc \$143,850

Estimated Actual Expenditures

1000-1999: Certificated
Personnel Salaries LCFF/Supp-
Conc \$465,454

3000-3999: Employee Benefits
LCFF/Supp-Conc \$146,680

Action 5

Planned Actions/Services

3.5 Guidance Staff and Counselor Training
The District will provide Career Education Programs training for guidance staff, counselors and related personnel.

Actual Actions/Services

The District sent Counselors and Staff to CTE training throughout the County. Counselors were also part of a Student Information System training to better understand enrolling students in pathway courses. This was

Budgeted Expenditures

5000-5999: Services And Other
Operating Expenditures
LCFF/Supp-Conc \$10,000

Estimated Actual Expenditures

5000-5999: Services And Other
Operating Expenditures
LCFF/Supp-Conc \$2,500

1000-1999: Certificated
Personnel Salaries LCFF/Supp-
Conc \$2,959

effective in helping to get students on A-G track and completing career pathways.

3000-3999: Employee Benefits
LCFF/Supp-Conc \$434

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.6 CTE New Pathway Equipment Support The district is developing five new pathways located at the new Career Technical Education. The Industry Sectors and Pathways are as follows: Transportation-Light Diesel Mechanics, Manufacturing and Product Development-Machining and Forming Technologies, Building and Construction Trades-Residential and Commercial Construction, and Health Science and Medical Technologies-Home Health Aide & Hospital Health Careers. The programs will require significant start-up equipment funding over a two-year period.</p>	<p>The funds will rollover to help support the new CTE Facility and new Career Pathways that will begin in 2019-20.</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$100,000</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$0</p>
		<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$200,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$0</p>
		<p>6000-6999: Capital Outlay LCFF/Supp-Conc \$500,000</p>	<p>6000-6999: Capital Outlay LCFF/Supp-Conc \$0</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.7 CTE Professional Development Professional development specifically designed for CTE instructors and related staff. Training will focus on the promotion, CTE instructional strategies and compliance.</p>	<p>Teachers attended the California Art Education Association Conference to find new ideas and skills to use in the classroom. Staff also attended CTE Advisory meetings and Professional Development days to get the knowledge to help prepare students for the 21st Century and</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$70,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$9,851</p>
			<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$1,298</p>

Beyond with Career and Tech Ed courses.

3000-3999: Employee Benefits
LCFF/Supp-Conc \$161

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.8 CTE Student/Parent Outreach The District will support to creation and distribution off various promotional materials designed to educate and inform students and parents on Career Technical Education opportunities in the district.	CTE Promotional brochures were purchased to distribute to students and community to promote business pathways. This was effective in expanding the knowledge of students in specialized career pathways and informing them on possible career opportunities available.	4000-4999: Books And Supplies LCFF/Supp-Conc \$8,000 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$12,000	4000-4999: Books And Supplies LCFF/Supp-Conc \$0 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$47

Analysis

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

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

The implementation of Goal #3 is strengthening the quality for career education programs and services for students to experience and to be college and career ready. The District engaged students through the use of equipment for the AG Mechanics courses, Culinary Arts, Merchandising Courses, Graphic Arts, Veterinary Science, Geology, Small Gas Engines, Drama, and Electronics courses to experience. Through these courses, students access the knowledge and skills that prepare them for possible entry level positions. Upon the District's CTE program, ROP is another District program that offers 11 Courses in a variety of fields that give access to students to be college and career ready. This year 334 students complete these 11 courses through the District's ROP program. In support for advocating for students to enroll in CTE courses or pathways, the District sent Counselors and Staff to CTE training's throughout the County and state. This year teachers attended the California Art Education Association Conference to find new ideas and skills that were pertinent to CTE. Promotional brochures were purchased to distribute to students and community to promote business pathways.

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

The effectiveness for Goal #3 has provided students the opportunity to engage in real life skills and learning of potential future careers. Students have gained an understanding of the CTE pathway to better their knowledge of the skills needed to be successful in these career pathways. The District has implemented 53 career pathways, which may tie to an Allan Hancock Concurrent College course

enrollment. This particular access gives the student the ability to be college and career ready. These courses have been effective in getting students prepared for professions to pursue after graduation. The effectiveness of CTE offerings has kept students on A-G track in completing career pathways. Staff also attended CTE Advisory meetings collaborating with current industry standards to promote growth in our community. Professional Development days have provided access to teachers with the required knowledge to help prepare students for the 21st Century and Beyond with Career and Tech Ed courses. Expanding the knowledge of students in specialized career pathways and informing them on possible career opportunities has shown the effectiveness of the support of this particular goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Total budgeted expenditures for Goal #3 was \$2,150,807 and estimated actual expenditures are \$1,043,136.

Action/Service #2- CTE Facility Consumable Supplies & Limited Life Equipment was not spent for the 2018-19 school year and will be rolled over to the 2019-20 school year due to the fact the facility was not complete and equipment could not be purchased.

Action/Service #3- CTE Existing Pathway Equipment Support funds were not need as budgeted for capital equipment and equipment replacement.

Action/Service #6- CTE New Pathway Equipment Support was not used due to the fact the facility was not completed as expected. These funds will rollover for the 2019-20 school year when the facility should be complete.

Action/Service #7- CTE Professional Development was not utilized as expected partial due to the fact that the new facility was not complete.

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

Goal #3 will have some changes in funding. Actions/services for CTE existing pathway equipment support will be reduced to \$150,000, guidance staff and counselor training will be reduced to \$7,500, CTE professional development will be reduced to \$25,000, and CTE student/parent outreach will be reduced to \$5,000. These four actions/services were reduced due to the carrying balances and needs. These will be reviewed again in the next annual update.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

4. Strengthen district wide support systems, processes and practices that support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Percent of pupils who pass AP exam (3+)

18-19

The District will increase AP Scores of 3+ by 3%

Baseline

The 2016-2017 district AP Scores 3+ is 39%.

Metric/Indicator

A-G Completion

18-19

Increase A/G Readiness by 5%

Baseline

Actual

The Districts AP Scores of 3+ or higher is 41.3% with a increase of 3.6% from the previous year.

The District's A/G Readiness Increased 4.5% from 22.3% to 26.8% but did not meet the 5% increase target.

Expected

Actual

The 2016-2017-district A-G Completion rate is 20.5%.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.1 The District will continue to support counseling services (Districtwide 23 FTE: 7987/23 <350) and fund evening work for counselors to work with parents. The District will also support adding 3 Psychologist (Districtwide 3 FTE). Professional development will be supported for counselors and psychologists.</p>	<p>The District Counseling program has 23 Counselors making it a 1 to 346 student ratio. The Counselors meet with students to work on A-G completion and College and Career readiness. They provided workshops, after school meetings and in class support services. The District also hired 3 new Psychologist to help with the social and emotional needs of the students. They have been effective in raising the graduation rate, attendance, College acceptance and helping students with financial aide.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$1,860,011</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$1,800,452</p>
		<p>3000-3999: Employee Benefits LCFF/Supp-Conc \$640,395</p>	<p>3000-3999: Employee Benefits LCFF/Supp-Conc \$606,326</p>
		<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$99,592</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$12,227</p>
			<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$400</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.2 The district will continue to support and budget at the comprehensive sites to accommodate incoming feeder AVID students. (4 FTE Districtwide, \$30,000 per site for college visits, tutors and supplies, AVID Weekly, Math and English</p>	<p>The District offered 25 sections of AVID with 624 students participating. This program helped students develop the skills they need to be successful in college. There was an emphasis on growing writing, critical thinking, teamwork, organization and</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$412,932</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$530,370</p>
		<p>3000-3999: Employee Benefits LCFF/Supp-Conc \$129,723</p>	<p>3000-3999: Employee Benefits LCFF/Supp-Conc \$163,612</p>

Path training (Instructional strategies CCSS), Summer Institute, AVID Membership).

reading skills. These students also attended College Trips and the PAC 12 Championship Education Day and College Fair. These trips gave students the ability to gather information for potential colleges and explore the majors and careers available. The AVID Senior class had 100% accepted to a university, and after final grades senior year, 98% A-G completers.

4000-4999: Books And Supplies LCFF/Supp-Conc \$60,000

4000-4999: Books And Supplies LCFF/Supp-Conc \$27,888

5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$197,344

5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$115,311

Action 3

Planned Actions/Services

4.3 Sustain program at sites (2 FTE per comprehensive site for 9th & 10th grade Self-Contained Opportunity Programs). Students are provided services to complete credits toward graduation. Students are provided with intensive support in the areas of English and math. Students will be provided field trips to promote success in school and team building.

Actual Actions/Services

The school sites have been able to flex their curriculum and use a team approach to show a bunch of students that have never been successful in school, that there are things you can connect with on campus. We have introduced our students to new things, take them on local hikes that expose them to our natural environment, and challenge them mentally and physically which in turn, gives them a lot of confidence. We have also done extensive career exploration. Each week, we introduce them to jobs/careers that they might not have heard of, but could be qualified for someday. We try and match their personal interests and cultural background to something they might enjoy. We use programs such as Career Cruising Matchmaker to determine these interests and gather key information about particular

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$437,037

3000-3999: Employee Benefits LCFF/Supp-Conc 148,746

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$447,474

3000-3999: Employee Benefits LCFF/Supp-Conc \$152,504

careers. By the end of the school year, each student has a resume and cover letter that they can use in the near future. Additional activities include taking our students to local elementary schools and participating in ‘Read Across America’ by reading Dr. Seuss books to young students. We have also brought programs onto campus like “Thriveology” and “Zoo 2 You” as well as countless guest speakers from a wide variety of background. We have been effective in making sure that our students have made connections in their time with us that they would have otherwise never had. In terms of behavior, students are held accountable for their actions for the decisions they make. Students that have a positive behavior record gain incentives like opportunities to go on field trips or participate in other activities.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.4 The District will continue to support 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</p>	<p>Crisis Intervention Consultants provided students with prevention and intervention measures through the various small support groups on campus. Support groups were created in order to meet student’s social, emotional, and behavior needs. As a result, students are able to improve their academics.</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$184,076</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$64,792</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$187,902</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$65,903</p>

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.

Support groups on campus include; Drug and Alcohol, Anger Management, Healthy Relationships, Grief Support, Newcomers, Life Skills, and Reach. The Drug and Alcohol group aims to have students deal with their issues with drugs and alcohol, and in turn have a positive impact in their academics, GPA, and attendance. Group participants all vary in their academic and attendance improvement as a result of being in the Drug and Alcohol group. These interventions have been effective in improving attendance and graduation rates.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.5 The District will continue to support 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.</p>	<p>Effectiveness: The Extracurricular Program Support has helped support over 2,300 student-athletes in the District. These students have had an improvement in attendance with an average of 4 or fewer cuts per student, grades and the number of students on track toward graduation with a 99% graduation rate. Numerous athletes will be competing in college sports and some with full scholarships. Many teams went to CIF semifinal and finals with many programs being CIF Champs. Students who participated in Extracurricular programs had an average GPA of 3.0 or higher.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$21,000</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$3,949</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$344,486</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$515,068</p> <p>6000-6999: Capital Outlay LCFF/Supp-Conc \$35,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$15,180</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$1,943</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$344,196</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$468,652</p> <p>6000-6999: Capital Outlay LCFF/Supp-Conc \$68,082</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$34</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.6 The District will provide funding for Fine Arts Programs to assist all school with travel and entry cost to competition, tournaments and other school events. Funding will also include the purchase and maintenance of equipment.</p>	<p>This year our programs were able to purchase new uniforms for Band. These uniforms include the bibbers (pants), jackets, shoulder capes, hats, plumes, hat boxes, garment bags, and hangers. These new uniforms boost students confidence and encourage more students to participate in school fine art programs. Along with the uniforms, Percussion Tech's work was done with our drumline. This was able to bring a new teacher to our students to teach a new focus on technique and musicianship of the band. The students in our program feel more confident in their playing and performances. Art material and equipment for Drama were also purchased to improve the programs and motivated better attendance and grades.</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$112,500</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$87,500</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$175,409</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$19,291</p> <p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$330</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$50</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.7 The District will provide software and training to assist in progress monitoring of students and appropriate placement for English and math. Software will assist school sites with the placement of students in math and English while also progress monitor students who are at risk academically.</p>	<p>The District progress monitored students in the Fall, Winter and Spring during the 2018-19 school year to verify placement and support. A total of 4646 students were tested in English with 46% being at or above proficiency and 5333 students were tested in Math with 18% being at or above proficiency. With the data gained</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$70,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$91,926</p>

from the screening, reports teachers were able to better assist students in improving their English and Math skills.

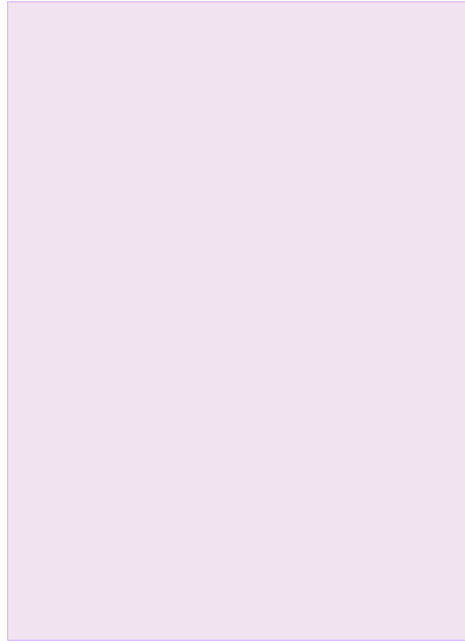
Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.8 The District will provide a College and Career Readiness Platform Software for uses by all stakeholders. A Parent Portal will allow 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 student's counselor. Students will be able to participate in field trips towards post-secondary education and career exploration trips. Information from the job interest tool will help sites to arrange speakers and field trips that are of current interest to students. The District will coordinate a University trip for all 9th grade students.</p>	<p>The District uses Career Cruising to prepare all students for success in school, career, and life. All students participated in a Matchmaker assessment to provide ideas about College and Careers. From this assessment sites took trips to Art Institutes, had guest speakers from the SM Crime Lab and SM Probation, took a trip to Google in Silicone Valley, attended plays at PCPA, went on a floating lab in Avila and had many college trips. All-Freshman were taken to Cal Poly for a tour of the campus and information about the programs offered. This was effective in showing students the different options after high school and better preparing them for their college or career path.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$3,000</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$1,300</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$912</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$94,787</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$3,608</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$0</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$461</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$86,038</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$5,407</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.9 The District will fund a partnership with UCSB Outreach Consultants to provide Intensive EAOP Cohort Services and School-wide College Preparation Resources throughout the entire year, including the summer.</p>	<p>EAOP was able to work with 6740 students from grade 9-12. There was a total of 329 Seniors that were accepted to a 4 year University.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$155,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$155,000</p>

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.



Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.10 The District will provide a computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness. The program will inform teachers and administrators through progress reporting on a student, classroom, and school level and it will automatically populates student performance data. The program will provide teachers with tools for planning and classroom management, along with other resources for implementation and helps teachers target instruction to meet the</p>	<p>The District was able to provide English support to 65 students with disabilities. This program helped raise reading levels and comprehension to help students achieve better grades in their English class.</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$20,000</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$7,191</p>
			<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$33</p>

needs of every student. The program will be used at Pioneer Valley High School, Ernest Righetti High School and Delta Continuation High School as an intervention course.



Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.11 The District will provide an intervention program that uses technology to provide individualized scaffold silent reading practice for students with reading levels at grade 3 and higher. The program will aim to develop and improve students' silent reading fluency, comprehension, and vocabulary. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities. The program will be used as an intervention at all sites in the district.</p>	<p>The District used the provided intervention program to work with 575 students. The program proved to be effective by increasing reading skills with an average of +98 words per minute. 52% of the students reached grade level with another 22% one-grade level below.</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$60,000</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$2,807</p> <p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$504</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$94</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$57,500</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.12 The District will provide funding to the California School Age Families Education (Cal-SAFE) Program. Cal-Safe is designed to increase the</p>	<p>The CAL-SAFE program continues to be a support for our students, no funding was allocated the program because there was not a need to expand the program.</p>	<p>7000-7439: Other Outgo LCFF/Supp-Conc \$85,000</p>	<p>7000-7439: Other Outgo LCFF/Supp-Conc \$0</p>

availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills from the point of entry to graduation. Cal-Safe will also provide a quality child care and development program the children of our students.



Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.13 The District will provide a Software Program that eliminates the time-consuming process of verifying student authorship by presenting easy-to-use reports that show how much of a document is original, cited from other sources, or unoriginal. An online grading features provides instructors with a simple way to leave great feedback in less time. Through PeerMark students can evaluate each other's work (anonymously or not) and learn from their classmates. Instructors and students have the ability to access this program on any device (computer, tablet or phone). The District will also provide a Software Program that is a formative writing tool to help engage students in the writing process, support instruction in the classroom and improve learning outcomes.</p>	<p>The District used Turnitin and Revision Assistant to review writing submissions by the students. The program was integrated into our LMS for quicker access for students. The District's Turnitin Feedback Studio program had a total of 12,629 submissions for the 2018-19 school year. Students received 12,421 instructor-created comments and 51,562 total pieces of feedback across all types (comments and marks) from teachers for revisions. There were 430 student submissions with 75% to 100% similarity match and 11,301 submissions that ranged from 0 - 24% similarity match. Teachers have indicated that students writing skills have improved and it has empowered individual thinking.</p> <p>Utilizing the Turnitin Revision Assistant, a total of 15,938 signal checks have been requested by</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$90,000</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$88,800</p>

students with an average of 7.62 revisions completed per assignment. Each time a student revises a draft of their essay with the feedback provided by Revision Assistant, an average of 192 words is added to each draft. Over half (50%) of these drafts saw an increase in score after each revision was submitted. Teachers are assigning writing across curriculum areas as Revision Assistant provides prompts for non-ELA subject areas.

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.14 The District will provide funding to support an increase in Student Activities. To accomplish this, the district will provide trainings, cultural awareness/proficiency, transportation, motivational speakers, equipment/maintenance, incentives and Link Crew. The District will also purchase a vehicle for Righetti and Pioneer Valley High School for student transportation to activities and events that they would not be able to attend without this support.</p>	<p>The District was able to support camp costs, Link Crew, Clubs and ASB throughout the year. This allowed for guest and motivational speakers to attend assemblies and leadership days to help with school connectivity. CASL workshops helped students collaborate on ways to improve school culture. Supplies were bought for clubs to engage students on campus and raise attendance. Two new vehicles were purchased to transport students to events and activities to help promote college and career readiness.</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$44,000</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$34,848</p>
		<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$56,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$37,146</p>
		<p>6000-6999: Capital Outlay LCFF/Supp-Conc \$70,000</p>	<p>6000-6999: Capital Outlay LCFF/Supp-Conc \$69,910</p>
			<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$7,439</p>
			<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$404</p>
			<p>3000-3999: Employee Benefits LCFF/Supp-Conc \$986</p>

Action 15

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
4.15 The District will fund a Purchasing Technician who will be available to support staff members in the processing of Local Control Accountability Plan items (example processing purchase orders, ordering supplies, paying vendors, etc....).	The District Purchasing Technician helped expedite LCAP orders to get supplies, equipment, and products to classrooms faster to help with student achievement.	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$34,302 3000-3999: Employee Benefits LCFF/Supp-Conc \$9,307	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$26,378 3000-3999: Employee Benefits LCFF/Supp-Conc \$7,147

Analysis

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

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

The overall implementation of Goal #4 regarding strengthening District-wide support systems, processes and practices to support student learning have been provided by a number of actions/services. The actions/services have provided support for students to progress in their academic learning. District counseling services include classroom presentation regarding college/university requirements, financial aid opportunities, and college/career readiness. Services for students continue through the AVID program where the emphasis was on college/career readiness, but also on critical thinking, writing, and organizational skills. The AVID program is in the process of expanding its instructional strategies to all teaching staff through site collaborative time. Goal #4 provided support for under-served students through additional academic intervention, career exploration, social-emotional, and team-building activities. The District Arts Education program is in the stages of articulating the needs of students to engage them through a variety of learning modalities. These services also extend to the District Athletic programs. Students participating in the District's athletic programs are exposed to a variety of physical development to compete at higher levels. The support provided through this goal has given students the opportunity to establish systems of support, processes toward student learning.

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

The overall effectiveness of Goal #4 has shown growth. Advance Placement scores increase 3.6% and students meeting A-G requirements increased 4.5%. The support from this goal has provided an increase in academic learning in a variety of areas. Students using the District's Turnitin software has improved student writing. Teachers have indicated that students writing skills have improved and it has empowered individual thinking. Students who use Turnitin have an average of 7.62 revisions with an average of 192 words added to each revision and improving their grade each time they submit their revision. The District's reading program has shown an average of student reading 98 words per minute with 52% of students reading at grade level in one academic year. The progress monitoring of students indicates that there continues a need to improve on the proficiency of math, which the District is working on. Support for special education students was provided in the area of reading, teachers have indicated that reading and comprehension levels have increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Total budgeted expenditures for Goal #4 was \$6,147,768 and estimated actual expenditures are \$6,033,123.

Action/Service #2- There was not as many AVID field trips or supplies purchased as budgeted.

Action/Service #6- The Fine Arts program purchased more equipment and did not have as much operating expenses as budgeted.

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

Some of the actions/services will decrease in allocations and some will increase due to carryover and need.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

5. Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Students Use of Tablets

18-19

The district would like to increase % of tablet usage by 5%.

Baseline

Currently the district has 68% of students using tablets.

The District increased tablet usage 22.58% to reach 90.58% of students using tablets.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1 The District will no longer be using a Third party vendor to repair tablets.			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.2 The District will provide on-going training through Microsoft and additional providers in the use of tablets that enhances learning for both students and staff. The District will provide funding for a LCAP Specialist to help support district software programs and LCAP Actions/Services.	The District provided training to staff on a variety of software programs including Canvas, Renaissance Learning, Turnitin, Aeries, Career Cruising, Reading Plus, Excel, and other programs. Technology support is also implemented in the District's Speech Therapy program where students are using technology to learn to communicate. These pieces of training helped staff gain knowledge of the programs to effectively support students with digital learning in the classroom.	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$19,200</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$19,751</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$11,062</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$49,985</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$14,352</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$21,391</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$9,472</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$47,142</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$762</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.3 The District will 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	The Instructional Technology Coordinators at each of the school sites in the Santa Maria Joint Union High School District perform a wide variety of duties in their goal of serving teacher and student technology needs. The primary goal of the TechTosas is to support the instruction that takes place in each school by helping to	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$294,669</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$117,058</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$255,575</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$96,827</p>

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.

integrate technology in meaningful ways that bolster student learning. In order to accomplish that task, our focus is to help teachers with their instructional practices and help students with their technology needs as well. In the 2018-2019 school year, the TechTosas as a team offered training for all teachers throughout the district which was attended by a large portion of the staff (approx 149 sign-ups for training offerings; all curricular departments represented). In addition, many of these offerings were repeated at the school sites in small groups or one-on-one to teachers who were unable to attend the district training. Each school site also offered training opportunities that were specific to the needs of that particular school site, SmartBoards, NovoPros, Tosas also work with teachers, departments, PLCs to implement the use of other tech-related tools including (but not limited to) Canvas, Turnitin, Microsoft Tools, Google tools, Aeries, School City, Gizmos, Desmos, etc. Tosas also work with classes of students throughout the year doing device deployment with the incoming 9th grade class and all transfer students, introduction to our accounts in Microsoft, Canvas, Aeries, etc.. The Tosas also acts as a hub for where teachers and students can go whenever they have hardware or software difficulties and the Tosa is able to

triage the situation either solving small problems that are caused by usage (user error) or delegate to our Technician if it requires more technical expertise.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>5.4 The District will provide One to One devices and cases 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.</p>	<p>Tablets were purchased for all incoming Freshman and cases were available as well. These tablets helped facilitate online instruction in the classrooms. Students were able to access their online curriculum and use the many software programs the district has purchased to help with student achievement. This was effective in getting students familiar with technology and online learning.</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$1,225,000</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$1,211,269</p>
			<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$22</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>5.5 The district will continue to provide funding for a District Computer Technician who will repair tablets at the District office and return to sites. This service will allow students to get fixed tablets back sooner.</p>	<p>Having a district computer technician has helped speed up the return of damaged or nonworking tablets. The technician works daily on repairing tablets and returning to the sites. The effectiveness of the support helped students stay on top of their online course work and not fall behind with the curriculum.</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$48,082</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$49,090</p>
		<p>3000-3999: Employee Benefits LCFF/Supp-Conc \$18,688</p>	<p>3000-3999: Employee Benefits LCFF/Supp-Conc \$18,914</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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5.6 The District will select a learning management system for all teachers and students to use. A Learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs.

The District provided the LMS Canvas to all staff and students. Parents had access to check on students assignments and grades with the Canvas Parent App. Students enjoy accessing all of their course materials in one spot, and our faculty are particularly pleased with the efficiency of assignment submission and grading. The effectiveness of the LMS has provided the opportunity for faculty to explore different features and tools they've never used before, reshaping their teaching approach.

4000-4999: Books And Supplies
LCFF/Supp-Conc \$78,000

4000-4999: Books And Supplies
LCFF/Supp-Conc \$0

5000-5999: Services And Other
Operating Expenditures
LCFF/Supp-Conc \$56,000

Analysis

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

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

The overall implementation of Goal #5 is expanding the ways which technology is used to support student engagement and learning while improving the efficiency of district operations. Supporting this goal, the District has provided training on a variety of instructional software that proved to learn of technology for all students. Technology for the District's Speech Therapy program has provided support for students to communicate. Tech Tosas support the instruction in each school to integrate technology in meaningful ways that bolster student learning. Teachers are supported with their instructional practices to help students with learning the technology toward the preparation of college and career ready. The District's computer technician continues to provide support to student learning through the prompt service of repairing student tablets. The District's LMS has increased its access to include parents with an app to view student assignments and grades.

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

The effectiveness of Goal #5 has provided the access for students and teachers to technology, which continues the learning modalities for all stakeholders. Parents are continuing to be engaged in their student's progress through the District's LMS. The District's LMS has provided the opportunity for faculty to explore different features and tools they've never used before, reshaping their teaching approach. The increase of students staying on top of their online course work and not fall behind with the curriculum has engaged them in classroom participation. The technology support that has been provided by this goal is promoting digital learning modalities and strategies for all stakeholders.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Total budgeted expenditures for Goal #5 was \$1,881,498 and estimated actual expenditures are \$1,777,010.

Action/Service #3- The position of Tech TOSA was not filled for half the year at SMHS so there is a remaining salary budget.

Action/Service #6- For the 2018-19 school year the funds were budgeted in object code 4000 but should have been budgeted in object code 5000.

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

Goal #6 will remain the same for the academic year 2019/2020.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Facilities are maintained

18-19

Continue to have sites in "Good Standing"

Baseline

All sites are in "Good Standing"

All sites have continued to be in "Good Standing"

Metric/Indicator

Pupil Suspension Rate

18-19

Decrease Suspension rate to 3%.

Baseline

Currently for 16/17 the District has a 7% Suspension Rate.

The District's current suspension rate is 3.3% for the 2018-19 school year.

Metric/Indicator

Chronic Absenteeism

The District Absenteeism rate decreased by 3%.

Expected

18-19

The district would like to decrease Absenteeism rate by 2%.

Baseline

District's 16/17 current absenteeism rate is 8.9%.

Metric/Indicator

District Attendance Rate

18-19

The district would like to increase attendance rate by 2%.

Baseline

District's 16/17 current attendance Rate is 93.2%.

Actual

The District's current attendance Rate for 18/19 is 94.1%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>6.1 The District will be implementing a Restorative Approaches through conferences or trainings provided by other institution. Restorative Approaches (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.</p>	<p>The Santa Maria Joint Unified School District is implementing School-Based Restorative Approaches through a professional restorative practitioner from Fighting Back of Santa Maria Valley.</p> <p>SMJUHSD are trained in the use of School-Based Restorative Approaches. Information includes Foundations of Restorative Practices, root causes of classroom misbehavior, connection/prevention circles, intervention circles, student/teacher & student/student mediation, and re-entry circles. Five R's of Restorative</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$40,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$30,610</p> <p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$3,586</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$533</p>

Approaches, Restorative Questioning, Classroom Management, Creating a Restorative Classroom, and Drop-Out vs. Push-Out and Push-Out vs. Push-In theories of the school environment. Training pedagogy is a Freirean infused participatory approach using lecture, videos, experiential activities, small group work, and role play.

After training, teachers are prepared to lead classroom circles. Practicing consistent in-class circles builds community and allows for the practice of the circle process to become a school norm and aids the teacher in identifying student's needs. Restorative mediations have been conducted between students, students, and teachers, facilitated by the restorative practitioner. Student leadership groups have been developed, where students are trained in leading classroom circles and conflict resolution.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>6.2 The District will 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</p>	<p>The District's Classified Substitute Pool supported 40 Classified jobs with a total of 5,944 hours that needed to be filled. Effectiveness: The services assisted with extra hours to support student and parent needs after school. It also</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$94,575</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$26,712</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$175,130</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$15,297</p>

participate in the program are Instructional Aides, Campus Security and Custodians. Supported staff will be added for recruitment process. Extra hours will be available for truancy phone calls and home visits.

supported daytime needs in classrooms and with transportation so students could continue to be successful with their education.

1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$12,144

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>6.3 The District will continue to provide funding for 4 additional security to provide supervision during the school day for a safer student environment. These additional positions will be assigned to a comprehensive site, but may assist other school sites do to the need of safety. Additional funding will provide security support for extracurricular activities beyond the school day that may include off campus events that students may need to be accompanied.</p>	<p>Campus Security continues to maintain a high readiness level attending and participating in ongoing required security training. Topics have included ongoing annual training in Cardio Pulmonary Resuscitation (CPR) and Crisis Prevention Institute (CPI) restraint, e-learning software for Alert, Lockdown, Inform, Counter, and Evacuate (ALICE) training. Security staff increased from 21 to 23 Security personnel compared to 2017-2018. Effectiveness: All campuses continue to be safe and orderly, with minimal damage to school property/vandalism, or other serious safety and security issues.</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$114,691</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$34,144</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$98,093</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$28,985</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>6.4 Safety training support for administrators, security and plant managers. School safety training will continue to be supported through conferences and School</p>	<p>Ongoing, Alert, Lockdown, Inform, Counter, and Evacuate (ALICE) training included an increase of 27 additional e-learning licenses. This year's focus began with a collaboration with Fire and Police</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$5,000</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$972</p>

Resource Officer trainings and presentations to staff members.

department personnel on reunification procedures in the event of an active shooter. This was an important step in becoming an ALICE certified district. Site security plans were updated to reflect Active Shooter protocols. Effectiveness: ALICE training procedures continue to be adapted to new real-world events through updated e-learning applications. Implementation of ALICE procedures meets the minimum standard of care for school safety with expansion to updated protocols for parents and community members slated for early next year.

5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$25,000

5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$15,222
 2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$7,360
 3000-3999: Employee Benefits LCFF/Supp-Conc \$1,637

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>6.5 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 contracted 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</p>	<p>School Resource Officers continue to be the district's lynch-pin with local law enforcement. Relative to crime in the community or ongoing investigations of district families and students, they continue to work with school administration and security for ensuring a safe environment. School Resource Officers attended and participated in safety planning and protocols for reunification of students and families in the event of an active shooter. Effectiveness: SROs continue to be a safety presence on our campuses and building a rapport with our students and families. Their impact is felt beyond the school hours as they</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$400,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$396,547</p>

vital role in each of the school sites providing a safe school environment.

also provide a presence at after school athletic events.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>6.6 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.</p>	<p>Fitzgerald Community School continues to be an important alternative placement for students returning from juvenile hall, court-mandated youth camp, expelled students, and as an alternative placement. This year we instituted the new protocol of students first returned to their comprehensive to meet with a counselor for placement. This has resulted in an overall improvement in the numbers of students who have been successfully reintegrated. Effectiveness: Better than 85% of all students assigned reintegrated and returned to either the comprehensive or continuation school setting.</p>	<p>7000-7439: Other Outgo LCFF/Supp-Conc \$250,000</p>	<p>7000-7439: Other Outgo LCFF/Supp-Conc \$250,000</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>6.7 The District will provide 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</p>	<p>This past year over 3,000 conferences were scheduled with over 75% completed District-wide. Districtwide suppression of letters was less than 0.17%. This past year the District had a total of 28 letter runs (2 remainings) consisting of a total of 9,402 attendance letters, 7,087 Leadership and 1,814 Tipping</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$0</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$0</p>
		<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$78,300</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$78,300</p>

implemented as an intervention in reducing the District's chronic absenteeism and support our Student Attendance Review Board (SARB).

point letters for a total of 8,901 letters. Effectiveness: Presently we are holding steady at 20 percent relative to chronic truancy compared to 19% the year prior.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>6.8 The District will fund security cameras, other safety equipment, material and supplies as deemed necessary at all sites.</p>	<p>Additional Internet Protocol (IP) cameras were added to improve the coverage of each campus, including twenty-five cameras on the new 38 classroom Building at Ernest Righetti High School.</p> <p>The larger security camera computer servers (installed in 2017-18) at all sites were upgraded to manage the additional data collected by the increased data sent from the IP cameras.</p> <p>The classroom doors in the new classroom building at Ernest Righetti High School received electronic lock cores to improve campus security and control.</p> <p>New security vests were purchased for campus security personnel.</p> <p>Increased numbers and improved cameras provided further improved coverage of the campus to increase the safety and security of the students.</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$106,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$44,000</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$67,073</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$15,079</p>

Upgrading the security camera servers allowed more data to be transferred from the cameras to the servers. This also allowed for additional storage of historical data, which can be used to investigate security events.

The electronic classroom locks increase the safety of students in several ways: lost or stolen keys can be de-activated immediately, keys cannot be duplicated as the programming is accomplished using proprietary computer software, and unauthorized entry to a classroom can be tracked through the audit feature. Combined with the added security cameras, unauthorized entry into a classroom is difficult and very traceable which is a deterrent.

The new security vests make the security personnel more easily identifiable, improving the students' sense of safety and security. They also highlight to both authorized and unauthorized visitors that there are people available to help them go where they need to be.

Action 9

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

6.9 Provide three additional custodians during the school day at each comprehensive school site to perform classroom vacuuming and student restroom cleaning while students are at school. The vacuuming will occur during teacher preparation periods; teachers will be able to see their classrooms being vacuumed. Restroom cleaning will occur throughout the school day; restrooms will no longer wait until the end of the day to be thoroughly cleaned. All restrooms will also be cleaned at night to ensure that at the beginning of the next school day, students have clean restrooms available. These will be additional employees to provide enhanced cleaning services. The visible presence of people cleaning the school will foster the idea that a clean campus is a better place to learn. The additional adult presence on campus during the day will increase the students' sense of safety and well-being. A pilot program was initiated during the Spring 2016 semester with excellent results.

The program continues as previously staffed, two vacuum technicians and one restroom technician on each school site during the day.

Effectiveness:
As this program continues into a third school year, it has become a welcomed part of the school day. Teachers and students know that their classrooms and restrooms are cleaned every day. The distraction of dirty classrooms and graffiti-filled restrooms is reduced. Furthermore, these additional adults add to the sense of safety and security for the students and staff as they are another set of eyes observing the activities on campus and available to help students in a time of need.

2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$299,439

2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$296,868

3000-3999: Employee Benefits LCFF/Supp-Conc \$124,796

3000-3999: Employee Benefits LCFF/Supp-Conc \$121,466

Action 10

Planned Actions/Services
6.10 Uniforms will be provided for maintenance/operation, warehouse, bus drivers, campus security and information technology. School safety and

Actual Actions/Services
The District provided Security Vests to all Security staff in the District. The vests make them clearly identifiable to staff, students, parents, and visitors,

Budgeted Expenditures
4000-4999: Books And Supplies LCFF/Supp-Conc \$11,500

Estimated Actual Expenditures
4000-4999: Books And Supplies LCFF/Supp-Conc \$1,302

environment plays an essential role to identify employees on school campuses.

during the normal school day, and in the event of an emergency.

The uniform rental program was ended due to issues with the vendor that negatively affected the staff. A new uniform program is underway as new uniforms are being tested by a small task force of employees.

5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$63,500

5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$1,574

Analysis

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

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

The implementation of the actions/services of Goal #6 were to provide support for a safe, secure and healthy environment for all students and staff. School-Based Restorative Approaches teaches teachers the foundations of Restorative Practices, root causes of classroom misbehavior, connection/prevention circles, intervention circles, student/teacher & student/student mediation, and re-entry circles. This service has provided teachers to lead classroom circles toward a safer community. Parents and students benefited from the 40 classified jobs that were filled through the support from goal #6. School safety is a priority with the support of continued training of staff that includes ALICE, CPR and CPI training. All schools are supported through the District's plan to provide secured campuses that include added security and surveillance cameras. Through goal #6, the support to provide clean and healthy classrooms continues to help assist students and teachers in an environment that promotes students learning.

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

The effectiveness of Goal #6 has provided a safe, secure, healthy environment for all students and staff. Through these actions/services, the District has supported a school culture for students to work and mediate their concerns. The District's Restorative Approach training has provided an opportunity for student leaders to be trained in leading student circles. Safety training continues to be a significant role in this goal as over 90% of staff complete ALICE online training and has shown the decrease of vandalism and property damage to schools. This goal supports students who have been in the court system and placed in a community day school with 85% of students placed back to a comprehensive high school or our continuation high school. This goal continues to provide support during the school day and after hours for the safety and security of all staff and students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Total budgeted expenditures for Goal #6 was \$1,717,660 and estimated actual expenditures are \$1,612,008.

Action/Service #10- Classified Uniforms are still being researched to find material and design that best fit with the employee and their field so not all funds were used for the 2018-19 year.

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

Goal # 6 continues to provide the support needed, however decreases in allocations to actions/services to Restorative Approaches and safety equipment will take place for the following year.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 7

7. Strengthen programs and services to support English Language Learners becoming proficient in academic areas.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

English Learner Progress Indicator – California School Dashboard

18-19

SMJUHSD English learner students will improve to green.

Baseline

The State English Learner Progress Indicator results show the district level increased by 4.6% to a level of Orange (low)

Metric/Indicator

Reclassification Rate (Reclassification Rates are reported to CDE in subsequent school year.)

18-19

The district's reclassification rate will improve from 17% to 18%.*
The ELPAC will continue to be used as Criteria #1 for Reclassification.

The English Learner Progress remains at Orange.

The Reclassification rate 2018-2019 was 15.8% which was a decline of 1.8% from the previous year.

Expected

Baseline

2014-2015 = 9%
2015-2016 =15.2%
2016-2017=16%
2017-2018=17.6%
2018-2019=15.8%

Metric/Indicator

Annual Progress Learning English

18-19

Due to the implementation of a new language proficiency assessment in 17-18, AMAO 1 growth will be difficult to determine until a baseline is established with the new assessment.

Baseline

2013-2014= 44.6%
2014-2015= 51.2%
2015-2016= 49.4%
2016-2017= 78.3%
2017-2018= 70.8%

Metric/Indicator

English Learner Graduation Rate

18-19

Rate will increase by 2% from previous year.

Baseline

2013-2014= 67.6%
2014-2015 =79.9%
2015-2016 =81.2%
2016-2017 =82%
2017-2018 =83.3%

Actual

Language Performance Indicator for 17-18 showed that 70.8% of EL students were making progress; however, there was decline district wide by 7.5%. ELPAC scores for the 17-18 school year show 44.1% of English Learners performing at the moderate to well-developed level; 25% performing at the somewhat developed level and 30.7% performing at the beginning level.

Student performance results for 18-19 ELPAC shows a decline in student progress with 26.1% of students performing at the moderate to well-developed levels; and a slight increase of students performing at the somewhat developed level at 29.5%, and 29.1% performing at the minimally developed level.

The English Learners Graduation Rate for 2017-2018 was 83.3% which was an increase of 1.3% from the previous school year.

Expected

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>7.1 The District will provide resources for staffing, training, and materials to continue to support ongoing cost of licensing and consumable instructional materials associated with the ELA/ELD Pathway Curriculum.</p>	<p>Effectiveness: Based on teacher surveys and input after each professional development day teachers felt that the information presented was useful. Supplemental materials supported EL students in reading comprehension.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$2,164,290</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$2,095,304</p>
<p>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, two English Learner Coordinators, a Data Specialist, program placement meetings, Newcomer Cohorting at each comprehensive school site, primary language assessment system, reclassification monitoring tool and extracurricular enrichment supports.</p>	<p>Staff expressed positive support towards the assistance from the EL Academic Specialist and of the rehiring of the EL Coordinator with an English credential to better support the needs of EL students.</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$57,021</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$50,669</p>
<p>The District will continue the use and implementation of Scholastic's Read 180 and System 44 research based curriculum for its ELA/ELD</p>	<p>Newcomer cohort teachers felt that the collaborative meetings with SBCOE were effective in discussing the data to improve instructional strategies in the classroom.</p>	<p>3000-3999: Employee Benefits LCFF/Supp-Conc \$710,674</p>	<p>3000-3999: Employee Benefits LCFF/Supp-Conc \$695,156</p>
	<p>The majority of students in these programs moved on to the next level of instruction.</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$445,000</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$316,104</p>
		<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$123,013</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$45,322</p>

Pathway with English learner students. Additionally, the district will continue its support of the Student Academic Achievement Seminar (SAAS) 9, 10, and 11-12 which is designed as a behavioral and academic support system for Long Term English Learners (LTELs).

The SAAS program continues to support our long-term English learners in making progress in the mainstream core classes.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>7.2 Site Newcomer Cohorts classes will be established and supported by additional FTEs and class size capped at 24 students. Continuing professional learning days offered to teachers of newcomer students and bilingual instructional assistants professional learning using culturally responsive pedagogy, curriculum, assessment, and socio-emotional supports. Additional professional conference opportunities for teachers and TOSAs when the conference applies to the education of recent immigrant students. Teachers will receive supplemental materials that support access to content instruction, as well as additional curriculum planning time with compensation.</p> <p>12 Bilingual Instructional Assistants will provide bilingual instructional support for EL</p>	<p>Effectiveness:</p> <p>Newcomer Mixteco students were better served by the hiring of an additional bilingual instructional assistant who spoke with language. Relevant field trips engaged newcomer students in academic course work and progress towards college and career readiness.</p> <p>The Bilingual Instructional Assistants have made a significant impact for newcomer students. There has been an increase of newcomer students receiving one-on-one tutoring after school tutoring. Based on student input, they feel supported academically and socially. Students who received tutoring showed fewer “D” and “Fs” than newcomer students who did not attend after-school tutoring.</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$312,688</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$86,082</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$25,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$26,229</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$323,518</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$91,709</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$58</p> <p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$44</p>

Newcomer students. 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. After-school tutoring for newcomer students provided by bilingual instructional assistants, as their schedules allow.

Based on evaluative surveys by bilingual instructional assistants, they felt that training on PLC days has provided them with instructional strategies to be more effective in the classroom. Teacher input sessions helped to target instructional areas for BIA training.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>7.3 The District will provide intervention and advancement opportunities for ELD students. This includes classroom setting summer school for English Learners and an opportunity for online credit recovery.</p>	<p>Effectiveness: In the Summer of 2018, 184 students attended English Learner and Migrant Summer School, and the approximate total number of credits recovered was 925 units. Students felt that it was helpful to meet individually with their counselor to review graduation & a-g requirements. Both teachers and students felt that summer school counselor presentations regarding College and Career Readiness and the importance of a-g completion were helpful. There were 11 EL students who were college and career ready and there</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$134,620</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$34,400</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$34,538</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$45,941</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$100,500</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$40,490</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$31,905</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$7,018</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$10,050</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$15,042</p>

were 40 English Learners who met a-g requirements district wide.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>7.4 The District will fund two certificated staff to support counselors, teachers and parents with research-based strategies for supporting English learner students in the classroom and their families.</p>	<p>Effectiveness: Teacher surveys indicate that teachers felt that professional learning days that focused on effective language and literacy strategies for English Learners were helpful. Also, providing information regarding the new ELPAC test, language domains, how the test incorporates ELD standards. Teachers felt that the test prep lessons and other high leverage strategies put on a shared drive for teacher use were helpful.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$174,180</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$53,298</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$138,066</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$36,451</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$49</p>

Analysis

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

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

The overall implementation of the actions/services provided by Goal #7 has supported the needs of English Learners. The District identified the need to hire a bilingual instructional assistant (BIA) to serve our Mixteco speaking students and will hire three additional bilingual instructional assistants to assist English Learners. BIA's assisted students to learn English who struggled in their primary language literacy skills. The instructional strategies learned by BIA's supported academic learning and progress for English Learners. Teachers were provided training in instructional strategies and the content that support the improvement of student performance on

the ELPAC. Also, the District collaborated with the Santa Barbara County Office of Education to provide professional learning days. These professional learning days provided instructional strategies, methodology and instructional pedagogy.

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

The effectiveness of the actions/services of Goal #7 were targeted toward academic proficiency of English Learners. The District's LCAP Coordinator and MEPP Director visited all teachers funded out of LCAP Goal #7. This gave them the opportunity to visit with teachers to observe the instructional effectiveness and provide teacher support. This resulted in the need for English teachers to collaborate on developing a common scope and sequence for ELD and English courses in alignment District-wide. Evaluations show that teachers overwhelmingly benefit from collaboration and planning time with colleagues across the district. The EL Academic Specialists created a shared drive of EL resources and ELPAC test prep materials for teacher use. An ELPAC test prep protocol was also created for teachers to use in reviewing achievement data and setting individual learning goals with their students. Several meetings occurred throughout the year that resulted in all schools aligning courses and the content for implementation for the academic year 2019/2020. Another area of academic growth was through the District pilot programs where EL students were able to transition from an ELD course into an English 1 college prep course. Pilot programs will continue for the following academic year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Total budgeted expenditures for Goal #7 was \$4,527,478 and estimated actual expenditures are \$3,859,655.

Action/Service #1- There was a difference in the budget due to the vacancies of 2 English Learner Coordinator position that were not filled for an entire school year. Also, an EL Academic Specialist resigned mid-year and was not filled.

Action/Service #2- Fewer field trips were taken by individual classroom teachers. Instead the field trips were coordinated and opened district wide for all students to attend.

Action/Service #3- There was a decrease in staffing for summer school due to a smaller group of students attending.

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

The District will re-hire one English Learner Coordinator to support the growing needs of the District's English Learner program. The Biliiteracy Seal Program was expanded to forming a district committee. Funds were provided for planning time. The district also implemented a new online test instrument to measure oral proficiency AVANT. Three additional bilingual instructional assistants will be hired to provide support for the growing number of English learner students.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 8

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

A-G Completion Foster Youth

18-19

The District's Foster Youth A-G rate will improve from 14% to 18%.

Baseline

The Districts Foster Youth A-G rate is 11.1%

Because of the high AB 167 Eligibility the District A-G rate for the 18-19 school year was 0%.

Metric/Indicator

% of pupils college ready EAP Foster Youth

18-19

The District will improve College Readiness for Math and ELA by 5%

Baseline

The Districts % of Foster College Ready for Math is 25% and 50% for ELA

The District's number of Foster Youth College Readiness was in the Red with no students College Ready for Math or ELA.

Expected

Metric/Indicator
 Foster Youth Graduation Rate

18-19
 The District's Foster Youth Graduation rate will improve from 80% to 85%.

Baseline
 The District's Foster Youth Graduation rate is 75%

Actual

The District has 90% Foster Youth Graduating in the 2018-2019 school year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>8.1 Foster Youth Liaison Services A Program Specialist at all 4 sites will be contracted through Fighting Back Santa Maria Valley (FBSMV) to 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 coordinate with CWS to quickly identify all students in the Foundations For Success service area. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed. The district will use the software program Foster Focus provided by the County to track Foster youth students.</p>	<p>Program specialist gathered information from social workers and guardians to get histories on youth's placements, past academic functioning, strengths, mental health needs, transportation/school supplies needs as well as information regarding court dates that may impact academic functioning or foster youth status. Program specialist also assisted in supporting counselors with completing AB 167 waivers to help with improving Foster Youth graduation. As a result of this the graduation rate for foster youth has improved.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$250,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$310,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>8.2 The District will 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. Resources identified to facilitate involvement in the Foster Youth Summit and California Youth Connection. Administrators, counselors, teachers, and support staff may attend the California State Foster Youth Summit.</p>	<p>Program specialists were able to attend trainings to expand their knowledge and skill sets on how to best support foster students. Foster students were able to visit the capital, attend trainings to increase their awareness and understanding of the CWS system as well as their rights as foster youth. As a result of this they gained self confidence and awareness.</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$10,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$40,000</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$1,961</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$6,054</p> <p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$286</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$783</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$51</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>8.3 After school tutoring provided by Santa Barbara County Office of Education is provided at each site. Tutoring services are for Academics and Social and Emotional needs.</p>	<p>Service no longer provided.</p>	<p>N/C</p>	<p>N/C</p>

Analysis

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

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

The overall implementation of the actions/services of Goal #8 were supportive of the needs of District foster youth students. Foster youth students were provided the opportunity to attend the California Foster Youth Education Summit in Sacramento this year. Two Santa Maria Joint Union High School District students participated on a student panel at the conference. They spoke to an audience of more than 800 educators at the conference sharing their perspectives and other foster youth perspectives on what it is like day to day. The conference gave the students the time to bond with other foster youth and the opportunity to share their experience with other foster youth. The District held its own foster youth summit this year at Allan Hancock College. In attendance were 32 foster youth who experienced keynote speaker Dee Hankins who shared his foster youth journey. Foster youth students had a presentation on the Next Up Program regarding foster youth transitioning to a community college. Students received training through the program specialist on Community Resilience Model (CRM). In addition, CRM training was provided to students in health courses. During the school year, there was an identified need to implement an additional service of anti-bullying. This service provided students with the support to mediate conflicts and behaviors to support student positive relationships. This service provide a proactive alternative to prevent disciplinary actions.

Actions/Services provided to foster youth students have provided them with the social-emotional stability to engage in school and provide them with a safe environment for learning.

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

The effectiveness of Goal #8 for the academic year 2018/2019 has shown growth. The foster youth grade point average (GPA) increased this year from a 1.6 GPA to a 2.0 GPA. The services that have been provided to our foster youth students indicate that they are making a difference. Foster youth students are making the academic strides with 56% on track with their A-G requirements and 62% of them improving their GPA. The support from the program specialist for our foster youth has made a difference. Program specialist continue to meet with foster youth at a minimum of once per week. The feedback from the program specialist continues to relate to the needs of foster youth stating the one on one meetings have been helpful with the student emotional stability, academic support and appreciation of teacher support in a school environment toward connectedness to the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Total budget expenditures for Goal #8 was \$300,000 and estimated actual expenditures are \$318,965.

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

The total allocation to Goal #8 Service 1 was \$250,000 for the year 20018/2019. Through the school year, there was an identified need to increase the budget to \$310,000 to support our anti-bullying program and medication.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Santa Maria Joint Union High School District is committed to meaningful stakeholder engagement as an integral part of developing an effective plan. The Santa Maria Joint Union High School District had a variety of meetings to involve stakeholders in the LCAP process including the discussion and review of goals, District data as well as proposed actions and services.

District LCFF Steering Committee: This stakeholder group met on March 1, 2019. The groups included representation from Santa Maria Bonita School District, Guadalupe School District, Orcutt Union School District, Allan Hancock College, Cal Poly San Luis Obispo University, UC Santa Barbara, Santa Barbara County Education Office ROP, City of Santa Maria, Santa Maria Chamber of Commerce Fighting back Santa Maria Valley, Santa Barbara County CADA, Santa Barbara County Probation, four site principals, four students, four parents, four Faculty Association members, four CSEA members, seven District administrators and eight parents representative from either DELAC, ELAC, or MPAC.

The day with the District LCFF Steering Committee was spent on reviewing the 2018/2019 LCAP and a review of the data in relation with the eight state priorities. Stakeholders provided input and comments through a District developed process to actively engage them in prioritizing actions/services based on the eight state priorities. All recommendations were consolidated into a list of Big Ideas and posted on the District website for feedback and shared at parent, staff and community meetings.

Parent and Community LCAP Advisory Committee: The Santa Maria Joint Union High School District Parent and Community LCAP Advisory met 5 times to inform them of the development of the 2019/2020 LCAP.

LCAP All Schools Parent Mtg held at the Santa Maria High School Cafeteria for the Santa Maria Joint Union High School District - January 22, 2019

LCAP All Schools Parent Mtg held at the Santa Maria High School Cafeteria for the Santa Maria Joint Union High School District - February 8, 2019

LCAP All Schools Parent Mtg held at the Learning Center for the Santa Maria Joint Union High School District - February 25, 2019

LCAP All Schools Parent Mtg held at the Learning Center for the Santa Maria Joint Union High School District - March 1, 2019

LCAP All Schools Parent Mtg held at the Santa Maria High School Cafeteria for the Santa Maria Joint Union High School District - March 8, 2019

LCAP All Schools Parent Mth hed at the Santa Maria High School Cafeteria for the Santa Maria Joint Union High School District - April 8, 2019

A Blog of LCAP Action/Services for 2019/20 was placed on the District Website for comments.

Teachers and Students: Principals presented to teachers and students to inform them of the development of the 2019/2020 LCAP.

Delta High School Staff Meetings- August 10, 2019, January 18, 2019, January 24, 2019, February 1, 2019, February 20, 2019, April 10, 2019 and April 17, 2019.

Ernest Righetti High School Staff meeting- August 20, 2018

Pioneer Valley High School Staff Meetings- August 10, 2018, September 24, 2018, November 25, 2018, January 14, 2019, March 25, 2019 and May 29, 2019.

Santa Maria High School Staff Development- March 25, 2019, May 1, 2019, and May 20, 2019

Special Education and SELPA Performance Indicator Review Meetings-

March 18, 2019, April 1, 2019, and May 20, 2019

District Staff:

- Superintendent's Cabinet was held weekly with LCAP updates. Principals Advisory Council were held monthly with LCAP updates. The LCAP updates and development were a focus of these meetings. The importance of stakeholder engagement was discussed

and the progress of stakeholder meetings regarding actions/services.

- Certificated labor consultation occurred on March 15, 2019.
- Classified labor consultation occurred on March 21, 2019.

- Site-based Department Chair meetings.

English Learner Advisory Committees: A total of the number of meetings were held as detailed below:

ELAC SMHS September 12, 2018

ELAC PVHS September 12, 2018

ELAC RHS September 20, 2018

ELAC DHS October 03, 2018

DELAC SMHS- November 27, 2018

DELAC SMHS February 26, 2019

ELAC DHS April 03, 2019

ELAC PVHS April 10, 2019

ELAC ERHS April 18, 2019

ELAC SMHS May 8, 2019

DELAC SMHS May 28, 2019

School Board: As an integral part of the District governance team providing local accountability, the School Board has been involved in the LCAP development and approval process throughout the year.

- October Board meeting on outcomes from eight state priorities and new actions/services presented.
- Public Hearing on the LCAP was held on June 11, 2019
- School Board adopted the LCAP on June 18, 2019

Impact on LCAP and Annual Update

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

The District's stakeholder engagement for the academic year 2018/2019 has provided recommendations and new added actions/services. Stakeholder engagement at various levels throughout the community has been valuable. The Dialogue and feedback from stakeholder groups such as DELAC, ELAC, Classified Association, Certificated Association and District Stakeholder Committee have guided the District to make recommendations for the 2019/2020 Local Control Accountability Plan. This year's Parent Advisory Committee (PAC) was active in participating in a variety of activities. The District's PAC used a variety of surveys and group discussions to impact the needs of students. The District's PAC is to be commended for the active participation and their deep dialogue through the implementation of Socratic seminar engagement based on the need for improvement of actions/services. The ultimate goal of all stakeholders was supporting student learning through the lens of the eight state priorities toward the implementation of an effective LCAP.

Stakeholder groups identified areas that the District should prioritize its effort as follows:

1. Continue progress on monitoring school climate - State Priority #6
2. Continue progress on EL programs and services - State Priority #7
3. Improve student outcomes on local indicators - State Priority #8

Recommendations that resulted in modifications, additions or deletions include the following:

- Modification to add training and professional development for staff support and additional intervention courses toward proficiency to Goal #1
- Continue incorporating instructional strategies professional development and training to Goal #1
- Increase interventions to support student progress to Goal #1
- Continue site developed parent engagement training and PAC engagement Goal #2
- Continue to support school counselors evening hours for parent meetings Goal #2

- Continue to provide case management of selected families and youth who are in desperate need of wraparound services and support. POR VIDA is also an acronym for Positive Outreach and Redirection, Violence Interruption, Interventions for Drugs and Alcohol in Goal #2.
- Continue support CTE programs and professional development to Goal #3
- Continue additional school psychologists, additional FTE for AVID, and additional vehicles for activities in Goal #4
- Continue technology cases for one-to-one in Goal #5
- Continue support for aligned intervention courses, articulation, and increase bilingual instructional assistants in Goal #7
- Modification to add an additional anti-bullying medication specialist to Goal #8

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Williams Act

The District will assure that textbooks and instructional materials are adequately provided. For the school year 2018/2019 there were no findings.

The District will maintain its standard to employ teachers with the correct credentials and that they are appropriately assigned.

California Assessment of Student Performance and Progress (CAASPP)

Smarter Balance Assessment Consortium (SBAC) Data for the Spring of 2018 in English and Math was reported in August 2018 by the California Department of Education. The District assessed 1,842 students in ELA and 56.04% did not meet standard. The District assessed 1,842 students in Math and 80.64% did not meet standard.

Early Assessment Program (EAP) Exam

The District's Grade 11 EAP data for the Spring of 2018 was reported in August 2018 when the California Department of Education released the CAASPP results that will be used as the student's EAP status. 13.21% of the students exceeded the standard and were ready for English college-level classwork and 30.76% were conditionally ready for English college-level coursework. 4.47% of the

students exceeded the standard and were ready for mathematics college-level work and 14.89% were conditionally ready for mathematics college-level coursework.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers appropriate assigned and fully credentialed	98% of Teachers are fully credentialed	100% teachers fully credentialed	100% teachers fully credentialed	100% teachers fully credentialed
Access to Instructional Materials	Currently all students have access to Instructional Material.	Maintain 100% access to Instructional Material.	Maintain 100% access to Instructional Material.	Maintain 100% access to Instructional Material.
Facilities are maintained	FIT Report- No Deficiency	FIT Report- No Deficiency	FIT Report- No Deficiency	FIT Report- No Deficiency
College/Career Readiness	Currently 21.5% of 11th grade students are Prepared for College/Careers.	Increase College/Career Readiness by 3.5% from 21.5% to 25%.	Increase College/Career Readiness by 5% from 25% to 30%.	Increase College/Career Readiness by 5% from 30% to 35%.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

1.1 The Common Core State Standards for Math and English are to be supported throughout the District in developing student learning environments that prepare students to be college and career ready. Science standards will be supported in planning and developing Curriculum and attending NGSS Rollouts. The Social Studies Departments are to be supported in the implementation of the new curriculum and instruction with the new Social Studies Framework and Rollouts.

2018-19 Actions/Services

1.1 The Common Core State Standards for Math and English are to be supported throughout the District in developing student learning environments that prepare students to be college and career ready. Science standards will be supported in planning and developing Curriculum and attending NGSS Rollouts. The Social Studies Departments are to be supported in the implementation of the new curriculum and instruction with the new Social Studies Framework and Rollouts.

2019-20 Actions/Services

1.1 The Common Core State Standards for Math and English are to be supported throughout the District in developing student learning environments that prepare students to be college and career ready. Science standards will be supported in planning and developing Curriculum and attending NGSS Rollouts. The Social Studies Departments are to be supported in the implementation of the new curriculum and instruction with the new Social Studies Framework and Rollouts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,061	\$81,100	\$88,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$393	\$1,800	\$3,500
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$11,793	\$15,736	\$214,926
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$12,500	\$63,334	\$70,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$210,252	\$200,000	\$193,334
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged Action	Modified Action	Modified Action
------------------	-----------------	-----------------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.2 The District will provide 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.	1.2 The District will provide Professional Development for Instructional Aides in Special Education. The District will also provide training and Professional Development for other support staff.	1.2 The District will provide Professional Development for Instructional Aides in Special Education. The District will also provide training and Professional Development for other support staff to address the needs of unduplicated students.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$20,000	\$1,400
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	2000-2999: Classified Personnel Salaries
Amount			\$414
Source			LCFF/Supp-Conc
Budget Reference			3000-3999: Employee Benefits

Amount			\$1,500
Source			LCFF/Supp-Conc
Budget Reference			4000-4999: Books And Supplies
Amount			\$11,500
Source			LCFF/Supp-Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

1.3 The District will provide training that supports essential elements of successful Professional Learning Communities (PLC). Teachers will have the opportunity to attend PLC conferences, work on CFAs, lesson planning, content unit development, performance task, and professional dialogue. As support to the implementation plan of PLCs Adaptive Schools and “Habits of Mind” training for teachers in facilitating of PLCs.

1.3 The District will provide training that supports essential elements of successful Professional Learning Communities (PLC). Teachers will have the opportunity to attend PLC conferences, work on CFAs, lesson planning, content unit development, performance task, and professional dialogue. As support to the implementation plan of PLCs Adaptive Schools and “Habits of Mind” training for teachers in facilitating of PLCs.

1.3 The District will provide training that supports essential elements of successful Professional Learning Communities (PLC). Teachers will have the opportunity to attend PLC conferences, work on CFAs, lesson planning, content unit development, performance task, and professional dialogue. As support to the implementation plan of PLCs Adaptive Schools and “Habits of Mind” training for teachers in facilitating of PLCs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,930	\$40,200	\$55,100
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$3,223	\$7,561	\$10,619
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$3,500	\$7,239	\$7,239
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$70,347	\$45,000	\$45,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1.4 The District will provide software as an assessment system to reflect the testing experience for the student when taking the Smarter Balanced Assessments. 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).

2018-19 Actions/Services

1.4 The District will provide software as an assessment system to reflect the testing experience for the student when taking the Smarter Balanced Assessments. 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).

2019-20 Actions/Services

1.4 The District will provide software as an assessment system to reflect the testing experience for the student when taking the Smarter Balanced Assessments. 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).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$65,000	\$10,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries
Amount			\$1,928
Source			LCFF/Supp-Conc
Budget Reference			3000-3999: Employee Benefits
Amount			\$70,000
Source			LCFF/Supp-Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$920,052
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$100,000
Source			LCFF/Supp-Conc
Budget Reference			3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

2. Create a culture of respect and caring that supports positive relationships among all stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

The District has identified a need to increase parent involvement.

Parent Engagement Programs

Parent Involvement Quality Education (PIQE) – 47 Parents Graduated the Program and 26 Graduated from the District Mixteco program.

Righetti High School offered a Warrior Parent Academy and provided services for 20 parents.

Cultural Proficiency Cohort

District Staff Participation – There were 4 teachers that participated.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parents Participating in translating services for parent meetings.	550 meetings in 1 semester	Increase the number of translations and	Increase the number of translations and	Increase the number of translations and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	375 Translations in 1 semester	interpretation opportunities by 5%	interpretation opportunities by 5%	interpretation opportunities by 5%
Parent Engagement Programs	PIQE had 228 Parents Graduate PIDA had 86 Parents Graduate	Increase Parent graduation by 10%	Increase Parent graduation by 10%	Increase Parent graduation by 10%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

2.1 The District will Provide 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. One full time interpreter-translator will be stationed at each comprehensive school site. A professional learning plan for full time and on-call interpreter-translator will be implemented. The district will continue to recruit additional indigenous interpreters.

2.1 The District will Provide 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. One full time interpreter-translator will be stationed at each comprehensive school site. A professional learning plan for full time and on-call interpreter-translator will be implemented. The district will continue to recruit additional indigenous interpreters.

2.1 The District will Provide 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. One full time interpreter-translator will be stationed at each comprehensive school site. An additional Mixteco interpreter-translator was hired to support the increase of Mixteco families. Hours were extended, so that all evening parent events are covered. A professional learning plan for full time and on-call interpreter-translator will be implemented. The district will continue to recruit additional indigenous interpreters.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$121,098	\$204,821	\$241,699
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$44,311	\$77,822	\$93,429
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$6,700	\$20,000	\$10,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		\$72,356	\$57,000
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

2.2 The District will fund programs like Parent Institute for Quality Education (PIQE), Parent Involvement through Dialogue and Action (PIDA), Parents on a Mission and adult learning partnerships to engage parents in their student's education and school leadership. The District will look for resources to expand

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

Modified Action

2018-19 Actions/Services

2.2 The District will fund programs like Parent Institute for Quality Education (PIQE), Parents on a Mission, site developed parent trainings and adult learning partnerships to engage parents in their student's education and school leadership. The District will continue to expand Mixteco parent support.

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

Unchanged Action

2019-20 Actions/Services

2.2 The District will fund programs like Parent Institute for Quality Education (PIQE), Parents on a Mission, site developed parent trainings and adult learning partnerships to engage parents in their student's education and school leadership. The District will continue to expand Mixteco parent support..

Mixteco parent support to include a Mixteco parent hotline.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,769	\$32,800	\$23,250
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$25,471	\$52,000	\$74,300
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$7,655	\$20,100	\$26,403
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$8,000	\$15,000	\$10,099
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$152,104	\$30,099	\$35,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.3 Through West Ed the District will administer a survey to students, staff and parents to determine School Climate.

2018-19 Actions/Services

2.3 The District will administer a survey to students, staff and parents to determine School Climate.

2019-20 Actions/Services

2.3 The District will administer a survey to students, staff and parents to determine School Climate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$20,000	\$100
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries

Amount		\$25,000	\$1,500
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures	2000-2999: Classified Personnel Salaries
Amount			\$462
Source			LCFF/Supp-Conc
Budget Reference			3000-3999: Employee Benefits
Amount			\$2,000
Source			LCFF/Supp-Conc
Budget Reference			4000-4999: Books And Supplies
Amount			\$43,766
Source			LCFF/Supp-Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
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2017-18 Actions/Services

2.4 The District will develop new core a-g Ethnic and Gender Studies Courses for district submission and develop and curate curriculum and resources for approved courses.

2018-19 Actions/Services

2.4 The District will implement new core a-g Ethnic and Gender Studies Courses. Revise and Develop new elective a-g Ethnic and Gender Studies Courses for district submission and develop and curate curriculum and resources for approved courses.

2019-20 Actions/Services

2.4 The District will implement Revised and new elective a-g Ethnic and Gender Studies Courses for district submission and develop and curate curriculum and resources for approved courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,692	\$16,800	\$10,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$1,023	\$3,159	\$2,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries

Amount	\$120,565	\$2,500	\$2,518
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	3000-3999: Employee Benefits
Amount		\$57,540	\$2,500
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies
Amount			\$57,540
Source			LCFF/Supp-Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Modified Action	Unchanged Action	Unchanged Action
<p>2017-18 Actions/Services</p> <p>2.5 District and site staff members will continue attending Cultural Proficiency training that will provide staff development in the area of access and equity for all students, training will include but is not limited to: Just Communities' Institute for Equity in Education (IEE) will be attended by District and Site staff. Community Learning Institute (CLI), will continue to help teens from all over the Central Coast become a tight-knit community. Just Communities' Talking In Class enables schools to tap into the expertise of their students and, in doing so, develop new and more effective solutions.</p>	<p>2018-19 Actions/Services</p> <p>2.5 District and site staff members will continue attending Cultural Proficiency training that will provide staff development in the area of access and equity for all students, training will include but is not limited to: Just Communities' Institute for Equity in Education (IEE) will be attended by District and Site staff. Community Learning Institute (CLI), will continue to help teens from all over the Central Coast become a tight-knit community. Just Communities' Talking In Class enables schools to tap into the expertise of their students and, in doing so, develop new and more effective solutions.</p>	<p>2019-20 Actions/Services</p> <p>2.5 District and site staff members will continue attending Cultural Proficiency training that will provide staff development in the area of access and equity for all students, training will include but is not limited to: Just Communities' Institute for Equity in Education (IEE) will be attended by District and Site staff. Community Learning Institute (CLI), will continue to help teens from all over the Central Coast become a tight-knit community. Just Communities' Talking In Class enables schools to tap into the expertise of their students and, in doing so, develop new and more effective solutions.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,592	\$6,100	\$7,600
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$844	\$1,450	\$1,500
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$1,938	\$1,535	\$1,908
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$87,626	\$6,500	\$90,914
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures
Amount		\$84,414	
Source		LCFF/Supp-Conc	
Budget Reference		5000-5999: Services And Other Operating Expenditures	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

New Action

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

2.6 The POR VIDA program is a culturally competent approach towards identifying families and youth that are in need of, and are requesting, help to address at-risk behaviors that could result in suspension and expulsion from school, failing academically and/or dropping out of school, or other behavioral actions that may lead to or have led to the juvenile justice system. This program will provide case management of selected families and youth who are in desperate need of wraparound services and support. POR VIDA is also an acronym for Positive Outreach and Redirection, Violence Interruption, Interventions for Drugs and Alcohol.

2019-20 Actions/Services

2.6 The POR VIDA program is a culturally competent approach towards identifying families and youth that are in need of, and are requesting, help to address at-risk behaviors that could result in suspension and expulsion from school, failing academically and/or dropping out of school, or other behavioral actions that may lead to or have led to the juvenile justice system. This program will provide case management of selected families and youth who are in desperate need of wraparound services and support. POR VIDA is also an acronym for Positive Outreach and Redirection, Violence Interruption, Interventions for Drugs and Alcohol.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$170,000	\$5,000
Source	Not Applicable	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	Not Applicable	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies
Amount			\$165,000
Source			LCFF/Supp-Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

3. Strengthen the quality for career education programs and services

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

% of Students Enrolled in Capstone Courses

The District's enrollment for capstone courses for the school year 2018/2019 was 33%.

The District has identified a need to increase the number of students completing capstone courses by 5% to improve College and Career Readiness.

High School Graduation Rate

The District's graduation rate has been identified as a need to increase. The graduation rate for 17/18 school year was 91.8% for All Students.

The District has identified the need to raise the Students with Disabilities Graduation rate from 71.8% to 73.8%.

High School Dropout Rate

The District has identified the need to decrease its dropout rate. The dropout rate for the District for the 16/17 was 2%.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate	Currently the district has 93.5% graduation rate.	Increase Graduation Rate by 1.5%	Increase Graduation Rate by 1.5%	Increase Graduation Rate by 1.5%
Students with Disabilities Graduation Rate	Currently the district has 67.9% graduation rate for students with Disabilities.	Increase Graduation Rate for students with Disabilities by 2%	Increase Graduation Rate for students with Disabilities by 3%	Increase Graduation Rate for students with Disabilities by 2%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

3.1 The District will continue extending our sequence of Career Technical Education (CTE), leading to postsecondary education programs and a career pathway to obtain employment in these other areas: - Agriculture and Natural Resources - Arts, Media, and Entertainment - Business & Finance - Energy, Environment, & Utilities - Engineering & Architecture - Health Science & Medical Technology - Hospitality, Recreation, & Tourism - Information & Communication Technologies - Manufacturing & Product. The district will align and strengthen CTE of standards) by Outlining Programs of study for each of the 9 career pathways Support faculty collaboration, team teaching, and industry to collaborate, support, and unite the curriculum with real-world applications.

3.1 Career Technical Education Incentive Grant
 The District will continue extending our sequence of Career Technical Education (CTE), leading to postsecondary education programs and a career pathway to obtain employment in these other areas: - Agriculture and Natural Resources - Arts, Media, and Entertainment - Business & Finance - Energy, Environment, & Utilities - Engineering & Architecture - Health Science & Medical Technology - Hospitality, Recreation, & Tourism - Information & Communication Technologies - Manufacturing & Product. The district will align and strengthen CTE of standards) by Outlining Programs of study for each of the 9 career pathways Support faculty collaboration, team teaching, and industry to collaborate, support, and unite the curriculum with real-world applications.

3.1 Career Technical Education Incentive Grant
 The District will continue extending our sequence of Career Technical Education (CTE), leading to postsecondary education programs and a career pathway to obtain employment in these other areas: - Agriculture and Natural Resources - Arts, Media, and Entertainment - Business & Finance - Energy, Environment, & Utilities - Engineering & Architecture - Health Science & Medical Technology - Hospitality, Recreation, & Tourism - Information & Communication Technologies - Manufacturing & Product. The district will align and strengthen CTE of standards) by Outlining Programs of study for each of the 9 career pathways Support faculty collaboration, team teaching, and industry to collaborate, support, and unite the curriculum with real-world applications.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	No Cost	No Cost	No Cost

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.2 The CTE Center/AG Farm will have a site area of 25.3 acres with room for CTE Workshops, a CTE Pavilion, an AG Barn, Livestock Corrals and Farming Land & Area. It is scheduled to start construction in January 2018 and be completed by June 2019. This facility is funded by a District Bond.

2018-19 Actions/Services

3.2 CTE Facility Consumable Supplies & Limited Life Equipment (5 Years or Less)
The CTE Center/Ag Farm is a 25.3 acre facility designed to accommodate three structures along with farm acreage. The structures consist of four large workshops, one large industrial kitchen with two adjoining classrooms, and one large animal barn. The facility will host eight pathways: Light Diesel Mechanics, Machining & Forming Technologies, Residential and Commercial Construction, Home Health Aide, Hospital Health Careers, Culinary Arts, Agriculture Animal Science, and Agriculture Plant & Soil Science. These programs will require a significant amount of consumable supplies along and safety equipment.

2019-20 Actions/Services

3.2 CTE Facility Consumable Supplies & Limited Life Equipment (5 Years or Less)
The CTE Center/Ag Farm is a 25.3 acre facility designed to accommodate three structures along with farm acreage. The structures consist of four large workshops, one large industrial kitchen with two adjoining classrooms, and one large animal barn. The facility will host eight pathways: Light Diesel Mechanics, Machining & Forming Technologies, Residential and Commercial Construction, Home Health Aide, Hospital Health Careers, Culinary Arts, Agriculture Animal Science, and Agriculture Plant & Soil Science. These programs will require a significant amount of consumable supplies along and safety equipment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$275,000	\$234,000
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	No Cost	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$75,000	
Source		LCFF/Supp-Conc	
Budget Reference		6000-6999: Capital Outlay	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

3.3 CTE programs will support courses with instructional supplies, repair, maintenance of equipment and the purchase of new equipment.

3.3 CTE Existing Pathway Equipment Support
 The district will provide funds to augment and improve existing pathways by replacing sub-standard equipment with state-of-the-art equipment that meets industry standard. Additionally, the District will target equipment that has exceeded its life expectancy and is no longer viable.

3.3 CTE Existing Pathway Equipment Support
 The district will provide funds to augment and improve existing pathways by replacing sub-standard equipment with state-of-the-art equipment that meets industry standard. Additionally, the District will target equipment that has exceeded its life expectancy and is no longer viable.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$300,000	\$1,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	6000-6999: Capital Outlay	1000-1999: Certificated Personnel Salaries
Amount	\$15,000		\$193
Source	LCFF/Supp-Conc		LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures		3000-3999: Employee Benefits
Amount			\$150,000
Source			LCFF/Supp-Conc
Budget Reference			6000-6999: Capital Outlay

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

3.4 The District will provide ROP staffing costs for the school year 2017/18. 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.

2018-19 Actions/Services

3.4 The District will provide ROP staffing costs for the school year 2018/19. 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.

2019-20 Actions/Services

3.4 The District will provide ROP staffing costs for the school year 2019/20. 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$450,096	\$456,957	\$447,280
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$140,589	\$143,850	\$152,619
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

3.5 The District will provide Career Educational Programs training ROP/Pathway Options for all related Guidance and Counseling staff.

3.5 Guidance Staff and Counselor Training The District will provide Career Education Programs training for guidance staff, counselors and related personnel.

3.5 Guidance Staff and Counselor Training The District will provide Career Education Programs training for guidance staff, counselors and related personnel.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,500	\$10,000	\$1,940
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries
Amount			\$374
Source			LCFF/Supp-Conc
Budget Reference			3000-3999: Employee Benefits
Amount			\$7,500
Source			LCFF/Supp-Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

New Action

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

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

3.6 CTE New Pathway Equipment Support
The district is developing five new pathways located at the new Career Technical Education. The Industry Sectors and Pathways are as follows:
Transportation-Light Diesel Mechanics, Manufacturing and Product Development-Machining and Forming Technologies, Building and Construction Trades-Residential and Commercial Construction, and Health Science and Medical Technologies-Home Health Aide & Hospital Health Careers. The programs will require significant start-up equipment funding over a two-year period.

2019-20 Actions/Services

3.6 CTE New Pathway Equipment Support
The district is developing five new pathways located at the new Career Technical Education. The Industry Sectors and Pathways are as follows:
Transportation-Light Diesel Mechanics, Manufacturing and Product Development-Machining and Forming Technologies, Building and Construction Trades-Residential and Commercial Construction, and Health Science and Medical Technologies-Home Health Aide & Hospital Health Careers. The programs will require significant start-up equipment funding over a two-year period.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$100,000	\$250,000
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$200,000	\$550,000
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures	6000-6999: Capital Outlay
Amount		\$500,000	
Source		LCFF/Supp-Conc	
Budget Reference		6000-6999: Capital Outlay	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

New Action

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

3.7 CTE Professional Development
Professional development specifically designed for CTE instructors and related staff. Training will focus on the promotion, CTE instructional strategies and compliance.

2019-20 Actions/Services

3.7 CTE Professional Development
Professional development specifically designed for CTE instructors and related staff. Training will focus on the promotion, CTE instructional strategies and compliance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$70,000	\$1,200
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries
Amount			\$232
Source			LCFF/Supp-Conc
Budget Reference			3000-3999: Employee Benefits
Amount			\$25,000
Source			LCFF/Supp-Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

New Action

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

3.8 CTE Student/Parent Outreach
The District will support to creation and distribution off various promotional materials designed to educate and inform students and parents on Career Technical Education opportunities in the district.

2019-20 Actions/Services

3.8 CTE Student/Parent Outreach
The District will support to creation and distribution off various promotional materials designed to educate and inform students and parents on Career Technical Education opportunities in the district.**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$8,000	\$2,500
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		\$12,000	\$2,500
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

4. Strengthen district wide support systems, processes and practices that support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

PPS Counseling Ratio

The District's need is to continue its effort to keep the student to counselling ratio below 350. The current ratio for 2018/19 is about 346.

A-G Completion

The percent of students successfully completing A-G courses for 2018/19 was 26.8%. 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 had 41.3% of "3" or higher for the 2017/18 School Year. 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.

AVID Enrollment

The Districts current student enrollment in AVID is 8%.

The District has identified the need to increase the participation of students in AVID.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of pupils who pass AP exam (3+)	The 2016-2017 district AP Scores 3+ is 39%.	The District will increase AP Scores of 3+ by 3%	The District will increase AP Scores of 3+ by 3%	The District will increase AP Scores of 3+ by 3%
A-G Completion	The 2016-2017-district A-G Completion rate is 20.5%.	Increase A/G Readiness by 5%	Increase A/G Readiness by 5%	Increase A/G Readiness by 5%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
--	----------	-------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
-----------------	-----------------	------------------

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 The District will continue to support counseling services (Districtwide 23 FTE: 7987/23 <350) and fund evening work for counselors to work with parents. Professional development will be supported for counselors.	4.1 The District will continue to support counseling services (Districtwide 23 FTE: 7987/23 <350) and fund evening work for counselors to work with parents. The District will also support adding 3 Psychologist (Districtwide 3 FTE). Professional development will be supported for counselors and psychologists.	4.1 The District will continue to support counseling services (Districtwide 23 FTE: 7987/23 <350) and fund evening work for counselors to work with parents. The District will also support adding 3 Psychologist (Districtwide 3 FTE). Professional development will be supported for counselors and psychologists.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,538,290	\$1,860,011	\$2,082,833
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$546,071	\$640,395	\$1,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries

Amount	\$20,000	\$99,592	\$698,729
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits
Amount			\$150,000
Source			LCFF/Supp-Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

4.2 The district will continue to support and budget at the comprehensive sites to accommodate incoming feeder AVID students. (4 FTE Districtwide, \$30,000 per site for college visits, tutors and supplies, AVID Weekly, Math and English Path training (Instructional strategies CCSS), Summer Institute, AVID Membership).

4.2 The district will continue to support and budget at the comprehensive sites to accommodate incoming feeder AVID students. (4 FTE Districtwide, \$30,000 per site for college visits, tutors and supplies, AVID Weekly, Math and English Path training (Instructional strategies CCSS), Summer Institute, AVID Membership).

4.2 The district will continue to support and budget at the comprehensive sites to accommodate incoming feeder AVID students. (4 FTE at RHS and SMHS with 6 FTE at PVHS), \$30,000 per site for college visits, tutors and supplies, AVID Weekly, Math and English Path training (Instructional strategies CCSS), Summer Institute, AVID Membership).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$454,494	\$412,932	\$613,657
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$141,178	\$129,723	\$185,413
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$60,000	\$60,000	\$60,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$63,419	\$197,344	\$197,344
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.3 Sustain program at sites (2 FTE per comprehensive site for 9th & 10th grade Self-Contained Opportunity Programs). Students are provided services to complete credits toward graduation. Students are provided with intensive support in the areas of English and math. Students will be provided field trips to promote success in school and team building.

2018-19 Actions/Services

4.3 Sustain program at sites (2 FTE per comprehensive site for 9th & 10th grade Self-Contained Opportunity Programs). Students are provided services to complete credits toward graduation. Students are provided with intensive support in the areas of English and math. Students will be provided field trips to promote success in school and team building.

2019-20 Actions/Services

4.3 Sustain program at sites (2 FTE per comprehensive site for 9th & 10th grade Self-Contained Opportunity Programs). Students are provided services to complete credits toward graduation. Students are provided with intensive support in the areas of English and math. Students will be provided field trips to promote success in school and team building.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$398,568	\$437,037	\$481,049
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$131,932	148,746	\$160,400
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$10,000		
Source	LCFF/Supp-Conc		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

4.4 The District will continue to support 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.

2018-19 Actions/Services

4.4 The District will continue to support 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.

2019-20 Actions/Services

4.4 The District will continue to support 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$177,672	\$184,076	\$192,749
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$60,995	\$64,792	\$72,009
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.5 The District will continue to support 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.

2018-19 Actions/Services

4.5 The District will continue to support 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.

2019-20 Actions/Services

4.5 The District will continue to support 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,788	\$21,000	\$14,500
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$3,377	\$3,949	\$2,795
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$376,570	\$344,486	\$395,239
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$468,160	\$515,068	\$496,401
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$33,105	\$35,000	\$34,998
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.6 The District will provide funding for Fine Arts Programs to assist all school with travel and entry cost to competition, tournaments and other school events. Funding will also include the purchase and maintenance of equipment.

2018-19 Actions/Services

4.6 The District will provide funding for Fine Arts Programs to assist all school with travel and entry cost to competition, tournaments and other school events. Funding will also include the purchase and maintenance of equipment.

2019-20 Actions/Services

4.6 The District will provide funding for Fine Arts Programs to assist all school with travel and entry cost to competition, tournaments and other school events. Funding will also include the purchase and maintenance of equipment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$112,500	\$400
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries

Amount	\$175,000	\$87,500	\$78
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits
Amount			\$28,566
Source			LCFF/Supp-Conc
Budget Reference			4000-4999: Books And Supplies
Amount			\$131,434
Source			LCFF/Supp-Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.7 The District will provide software and training to assist in progress monitoring of students and appropriate placement for English and math. Software will assist school sites with the placement of students in math and English while also progress monitor students who are at risk academically.

2018-19 Actions/Services

4.7 The District will provide software and training to assist in progress monitoring of students and appropriate placement for English and math. Software will assist school sites with the placement of students in math and English while also progress monitor students who are at risk academically.

2019-20 Actions/Services

4.7 The District will provide software and training to assist in progress monitoring of students and appropriate placement for English and math. Software will assist school sites with the placement of students in math and English while also progress monitor students who are at risk academically.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$61,516.20	\$70,000	\$132,798
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

4.8 The District will provide a College and Career Readiness Platform Software for uses by all stakeholders. A Parent Portal will allow 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 student's counselor. Students will be able to participate in field trips towards post-secondary education and career exploration trips. Information from the job interest tool will help sites to arrange speakers and field trips that are of current interest to students.

2018-19 Actions/Services

4.8 The District will provide a College and Career Readiness Platform Software for uses by all stakeholders. A Parent Portal will allow 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 student's counselor. Students will be able to participate in field trips towards post-secondary education and career exploration trips. Information from the job interest tool will help sites to arrange speakers and field trips that are of current interest to students. The District will coordinate a University trip for all 9th grade students.

2019-20 Actions/Services

4.8 The District will provide a College and Career Readiness Platform Software for uses by all stakeholders. A Parent Portal will allow 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 student's counselor. Students will be able to participate in field trips towards post-secondary education and career exploration trips. Information from the job interest tool will help sites to arrange speakers and field trips that are of current interest to students. The District will coordinate a University trip for all 9th grade students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,172	\$3,000	\$2,900
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$390	\$1,300	\$559
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits
Amount	\$126,438	\$912	\$95,698
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits	5000-5999: Services And Other Operating Expenditures
Amount		\$94,787	
Source		LCFF/Supp-Conc	
Budget Reference		5000-5999: Services And Other Operating Expenditures	

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.9 The District will fund a partnership with UCSB Outreach Consultants to provide Intensive EAOP Cohort Services and School-wide College Preparation Resources 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. Ongoing School-wide Access to Students, Teachers, Academic Departments, Parents, and School Site Resources. Work Annually with Feeder Middle Schools to foster college awareness.

2018-19 Actions/Services

4.9 The District will fund a partnership with UCSB Outreach Consultants to provide Intensive EAOP Cohort Services and School-wide College Preparation Resources 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. Ongoing School-wide Access to Students, Teachers, Academic Departments, Parents, and School Site Resources. Work Annually with Feeder Middle Schools to foster college awareness.

2019-20 Actions/Services

4.9 The District will fund a partnership with UCSB Outreach Consultants to provide Intensive EAOP Cohort Services and School-wide College Preparation Resources 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. Ongoing School-wide Access to Students, Teachers, Academic Departments, Parents, and School Site Resources. Work Annually with Feeder Middle Schools to foster college awareness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$150,000	\$155,000	\$255,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.10 The District will provide a computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness. The

2018-19 Actions/Services

4.10 The District will provide a computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness. The

2019-20 Actions/Services

4.10 The District will provide a computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness. The

program will inform teachers and administrators through progress reporting on a student, classroom, and school level and it will automatically populates student performance data. The program will provide teachers with tools for planning and classroom management, along with other resources for implementation and helps teachers target instruction to meet the needs of every student. The program will be used at Pioneer Valley High School, Ernest Righetti High School and Delta Continuation High School as an intervention course.

program will inform teachers and administrators through progress reporting on a student, classroom, and school level and it will automatically populates student performance data. The program will provide teachers with tools for planning and classroom management, along with other resources for implementation and helps teachers target instruction to meet the needs of every student. The program will be used at Pioneer Valley High School, Ernest Righetti High School and Delta Continuation High School as an intervention course.

program will inform teachers and administrators through progress reporting on a student, classroom, and school level and it will automatically populates student performance data. The program will provide teachers with tools for planning and classroom management, along with other resources for implementation and helps teachers target instruction to meet the needs of every student. The program will be used at Pioneer Valley High School, Ernest Righetti High School and Delta Continuation High School as an intervention course.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$10,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

4.11 The District will provide an intervention program that uses technology to provide individualized scaffold silent reading practice for students with reading levels at grade 3 and higher. The program will aim to develop and improve students' silent reading fluency, comprehension, and vocabulary. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities. The program will be used as an intervention at all sites in the district.

2018-19 Actions/Services

4.11 The District will provide an intervention program that uses technology to provide individualized scaffold silent reading practice for students with reading levels at grade 3 and higher. The program will aim to develop and improve students' silent reading fluency, comprehension, and vocabulary. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities. The program will be used as an intervention at all sites in the district.

2019-20 Actions/Services

4.11 The District will provide an intervention program that uses technology to provide individualized scaffold silent reading practice for students with reading levels at grade 3 and higher. The program will aim to develop and improve students' silent reading fluency, comprehension, and vocabulary. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities. The program will be used as an intervention at all sites in the district.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$60,000	\$66,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.12 The District will provide funding to the California School Age Families Education (Cal-SAFE) Program. Cal-Safe is designed to increase the availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills from the point of entry to graduation. Cal-Safe will also provide a quality child care and development program the children of our students.

2018-19 Actions/Services

4.12 The District will provide funding to the California School Age Families Education (Cal-SAFE) Program. Cal-Safe is designed to increase the availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills from the point of entry to graduation. Cal-Safe will also provide a quality child care and development program the children of our students.

2019-20 Actions/Services

4.12 The District will provide funding to the California School Age Families Education (Cal-SAFE) Program. Cal-Safe is designed to increase the availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills from the point of entry to graduation. Cal-Safe will also provide a quality child care and development program the children of our students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$85,000	\$0
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	7000-7439: Other Outgo	7000-7439: Other Outgo

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.13 The District will provide a Software Program that eliminates the time-consuming process of verifying student authorship by presenting easy-to-use reports that show how much of a

2018-19 Actions/Services

4.13 The District will provide a Software Program that eliminates the time-consuming process of verifying student authorship by presenting easy-to-use reports that show how much of a

2019-20 Actions/Services

4.13 The District will provide a Software Program that eliminates the time-consuming process of verifying student authorship by presenting easy-to-use reports that show how much of a

document is original, cited from other sources, or unoriginal. An online grading features provides instructors with a simple way to leave great feedback in less time. Through PeerMark students can evaluate each other's work (anonymously or not) and learn from their classmates. Instructors and students have the ability to access this program on any device (computer, tablet or phone). The District will also provide a Software Program that is a formative writing tool to help engage students in the writing process, support instruction in the classroom and improve learning outcomes.

document is original, cited from other sources, or unoriginal. An online grading features provides instructors with a simple way to leave great feedback in less time. Through PeerMark students can evaluate each other's work (anonymously or not) and learn from their classmates. Instructors and students have the ability to access this program on any device (computer, tablet or phone). The District will also provide a Software Program that is a formative writing tool to help engage students in the writing process, support instruction in the classroom and improve learning outcomes.

document is original, cited from other sources, or unoriginal. An online grading features provides instructors with a simple way to leave great feedback in less time. Through PeerMark students can evaluate each other's work (anonymously or not) and learn from their classmates. Instructors and students have the ability to access this program on any device (computer, tablet or phone). The District will also provide a Software Program that is a formative writing tool to help engage students in the writing process, support instruction in the classroom and improve learning outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$90,000	\$90,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
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2017-18 Actions/Services

4.14 The District will provide funding to support an increase in Student Activities. To accomplish this, the district will provide trainings, cultural awareness/proficiency, transportation, motivational speakers, equipment/maintenance, incentives and Link Crew.

2018-19 Actions/Services

4.14 The District will provide funding to support an increase in Student Activities. To accomplish this, the district will provide trainings, cultural awareness/proficiency, transportation, motivational speakers, equipment/maintenance, incentives and Link Crew. The District will also purchase a vehicle for Righetti and Pioneer Valley High School for student transportation to activities and events that they would not be able to attend without this support.

2019-20 Actions/Services

4.14 The District will provide funding to support an increase in Student Activities. To accomplish this, the district will provide trainings, cultural awareness/proficiency, transportation, motivational speakers, equipment/maintenance, incentives and Link Crew.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$44,000	\$1,500
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries

Amount	\$35,000	\$56,000	\$500
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	2000-2999: Classified Personnel Salaries
Amount		\$70,000	\$437
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference		6000-6999: Capital Outlay	3000-3999: Employee Benefits
Amount			\$50,000
Source			LCFF/Supp-Conc
Budget Reference			4000-4999: Books And Supplies
Amount			\$50,000
Source			LCFF/Supp-Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Modified Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.15 The District will fund a Purchasing Technician who will be available to support staff members in the processing of Local Control Accountability Plan items (example processing purchase orders, ordering supplies, paying vendors, etc....).	4.15 The District will fund a Purchasing Technician who will be available to support staff members in the processing of Local Control Accountability Plan items (example processing purchase orders, ordering supplies, paying vendors, etc....).	4.15 The District will fund a Purchasing Technician who will be available to support staff members in the processing of Local Control Accountability Plan items (example processing purchase orders, ordering supplies, paying vendors, etc....).
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,348	\$34,302	\$32,889
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$8,293	\$9,307	\$9,704
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

5. Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

The District has identified the need to support and train teachers toward the use of instruction strategies for student engagement with technology. The District currently has 395 Certificated staff with Tablets.
 The District has identified the need to support student learning of technology and the use of an electronic tablet. The District currently has 7349 9th-12th grade students using a tablet.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students Use of Tablets	Currently the district has 68% of students using tablets.	The district would like to increase % of tablet usage by 5%.	The district would like to increase % of tablet usage by 5%.	The district would like to increase % of tablet usage by 5%.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

5.1 The District will use a Third party vendor to repair tablets that are under warranty and do screen repairs promptly to get tablets back to students sooner.

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

Modified Action

2018-19 Actions/Services

5.1 The District will no longer be using a Third party vendor to repair tablets.

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

Unchanged Action

2019-20 Actions/Services

5.1 The District will no longer be using a Third party vendor to repair tablets.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000		
Source	LCFF/Supp-Conc		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

5.2 The District will provide on-going training through Microsoft and additional providers in the use of tablets that enhances learning for both students and staff.

2018-19 Actions/Services

5.2 The District will provide on-going training through Microsoft and additional providers in the use of tablets that enhances learning for both students and staff. The District will provide funding for a

2019-20 Actions/Services

5.2 The District will provide on-going training through Microsoft and additional providers in the use of tablets that enhances learning for both students and staff. The District will provide funding for a

LCAP Specialist to help support district software programs and LCAP Actions/Services.

LCAP Specialist to help support district software programs and LCAP Actions/Services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,818	\$19,200	\$14,500
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$866	\$19,751	\$20,233
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$44,316	\$11,062	\$10,906
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$49,985	\$49,985
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

5.3 The District will 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.

2018-19 Actions/Services

5.3 The District will 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.

2019-20 Actions/Services

5.3 The District will 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$288,469	\$294,669	\$291,244
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$113,199	\$117,058	\$106,068
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

5.4 The District will provide 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.

5.4 The District will provide One to One devices and cases 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.

5.4 The District will provide One to One devices and cases 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,082,104	\$1,225,000	\$1,225,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Modified Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

5.5 The district will continue to provide funding for a District Computer Technician who will repair tablets at the District office and return to sites. This service will allow students to get fixed tablets back sooner.

2018-19 Actions/Services

5.5 The district will continue to provide funding for a District Computer Technician who will repair tablets at the District office and return to sites. This service will allow students to get fixed tablets back sooner.

2019-20 Actions/Services

5.5 The district will continue to provide funding for a District Computer Technician who will repair tablets at the District office and return to sites. This service will allow students to get fixed tablets back sooner.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,165	\$48,082	\$51,545
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$17,295	\$18,688	\$20,963
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

New Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

5.6 The District will select a learning management system for all teachers and students to use. A Learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs.

2018-19 Actions/Services

5.6 The District will select a learning management system for all teachers and students to use. A Learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs.

2019-20 Actions/Services

5.6 The District will select a learning management system for all teachers and students to use. A Learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$78,000	\$78,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Expulsion Rate

District Expulsion rate for 2018/2019 = 0.16 (13 students out of 8,166)

Note: The data above may be an estimated projection due to official data not yet released.

Student Suspension Rate

District Suspension Rate for 2017/2018 = 3.3% for the 2018/19 was 3.3%.

Note: The data above may be an estimated projection due to official data not yet released.

District Attendance Rate

District Attendance Rate for 2018/2019 = 94.1%%

Note: The data above may be an estimated projection due to official data not yet released.

School Facilities

The Facility Inspection Tool (FIT) is a school facility conditions evaluation that is reported to the State of California every year and is every Fall. For the intent of this report the overall rating for the school year 2015/2016 will be reported by school site.

Santa Maria High Schools rating is in "Good Standing" with a 95.89%

Pioneer Valley High Schools rating is in "Good Standing" with a 98.13%

Ernest Righetti High Schools rating is in "Good Standing" with a 99.61 %

Delta High Schools rating is in "Good Standing" with a 97.72%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities are maintained	All sites are in "Good Standing"	Continue to have sites in "Good Standing"	Continue to have sites in "Good Standing"	Continue to have sites in "Good Standing"
Pupil Suspension Rate	Currently for 16/17 the District has a 7% Suspension Rate.	Decrease Suspension rate to 5%.	Decrease Suspension rate to 3%.	Decrease Suspension rate to 2%.
Chronic Absenteeism	District's 16/17 current absenteeism rate is 8.9%.	The district would like to decrease Absenteeism rate by 2%.	The district would like to decrease Absenteeism rate by 2%.	The district would like to decrease Absenteeism rate by 2%.
District Attendance Rate	District's 16/17 current attendance Rate is 93.2%.	The district would like to increase the attendance rate by 2%.	The district would like to decrease Absenteeism rate by 2%.	The district would like to decrease Absenteeism rate by 2%.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

6.1 The District will be implementing a Restorative Approaches through conferences or trainings provided by other institution. Restorative Approaches (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.

2018-19 Actions/Services

6.1 The District will be implementing a Restorative Approaches through conferences or trainings provided by other institution. Restorative Approaches (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.

2019-20 Actions/Services

6.1 The District will be implementing a Restorative Approaches through conferences or trainings provided by other institution. Restorative Approaches (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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$40,000	\$6,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries
Amount			\$1,157
Source			LCFF/Supp-Conc
Budget Reference			2000-2999: Classified Personnel Salaries
Amount			\$20,000
Source			LCFF/Supp-Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

6.2 The District will 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 Aides, Campus Security and Custodians. Supported staff will be added for recruitment process. Extra hours will be available for truancy phone calls and home visits.

2018-19 Actions/Services

6.2 The District will 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 Aides, Campus Security and Custodians. Supported staff will be added for recruitment process. Extra hours will be available for truancy phone calls and home visits.

2019-20 Actions/Services

6.2 The District will 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 Aides, Campus Security and Custodians. Supported staff will be added for recruitment process. Extra hours will be available for truancy phone calls and home visits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$71,620	\$94,575	\$76,831
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$19,496	\$26,712	\$24,080
Source	Grant Funding	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

6.3 The District will continue to provide funding for 4 additional security to provide supervision during the school day for a safer student environment. These additional positions will be assigned to a comprehensive site, but may assist other school sites do to the need of safety. Additional funding will provide security support for extracurricular activities beyond the school day that may include off campus events that students may need to be accompanied.

2018-19 Actions/Services

6.3 The District will continue to provide funding for 4 additional security to provide supervision during the school day for a safer student environment. These additional positions will be assigned to a comprehensive site, but may assist other school sites do to the need of safety. Additional funding will provide security support for extracurricular activities beyond the school day that may include off campus events that students may need to be accompanied.

2019-20 Actions/Services

6.3 The District will continue to provide funding for 4 additional security to provide supervision during the school day for a safer student environment. These additional positions will be assigned to a comprehensive site, but may assist other school sites do to the need of safety. Additional funding will provide security support for extracurricular activities beyond the school day that may include off campus events that students may need to be accompanied.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$91,551	\$114,691	\$116,208
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$22,857	\$34,144	\$33,649
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

6.4 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.

6.4 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.

6.4 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$5,000	\$7,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	2000-2999: Classified Personnel Salaries
Amount		\$25,000	\$2,066
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits
Amount			\$30,000
Source			LCFF/Supp-Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

2017-18 Actions/Services

6.5 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 contracted 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.

2018-19 Actions/Services

6.5 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 contracted 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.

2019-20 Actions/Services

6.5 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 contracted 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$383,369	\$400,000	\$400,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

6.6 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

2018-19 Actions/Services

6.6 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

2019-20 Actions/Services

6.6 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.

credits and a transitional plan and conditions to return to the District.

credits and a transitional plan and conditions to return to the District.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$229,04	\$250,000	\$250,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 [Add Students to be Served selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)
 English Learners
 Foster Youth
 Low Income

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
 LEA-wide

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18
 Modified Action

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

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

2017-18 Actions/Services
 6.7 The District will provide software and training designed to monitor, analyze and

2018-19 Actions/Services
 6.7 The District will provide software and training designed to monitor, analyze and

2019-20 Actions/Services
 6.7 The District will provide 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).

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).

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).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$0	\$300
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$74,500	\$78,300	\$82,300
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.8 The District will fund security cameras and other safety equipment as deemed necessary at all sites.	6.8 The District will fund security cameras, other safety equipment, material and supplies as deemed necessary at all sites.	6.8 The District will fund security cameras, other safety equipment, material and supplies as deemed necessary at all sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$120,000	\$106,000	\$100,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$44,000	
Source		LCFF/Supp-Conc	
Budget Reference		5000-5999: Services And Other Operating Expenditures	

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

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

- Unchanged Action

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

- Modified Action

2017-18 Actions/Services

6.9 Provide three additional custodians during the school day at each comprehensive school site to perform classroom vacuuming and student restroom cleaning while students are at school. The vacuuming will occur during teacher preparation periods; teachers will be able to see their classrooms being vacuumed. Restroom cleaning will occur throughout the school day; restrooms will no longer wait until the end of the day to be thoroughly cleaned. All restrooms will also be cleaned at night to ensure that at the beginning of the next school day, students have clean restrooms available. These will be additional employees to provide enhanced cleaning services. The visible presence of people cleaning the school will foster the idea that a clean campus is a better place to learn. The additional adult presence on campus

2018-19 Actions/Services

6.9 Provide three additional custodians during the school day at each comprehensive school site to perform classroom vacuuming and student restroom cleaning while students are at school. The vacuuming will occur during teacher preparation periods; teachers will be able to see their classrooms being vacuumed. Restroom cleaning will occur throughout the school day; restrooms will no longer wait until the end of the day to be thoroughly cleaned. All restrooms will also be cleaned at night to ensure that at the beginning of the next school day, students have clean restrooms available. These will be additional employees to provide enhanced cleaning services. The visible presence of people cleaning the school will foster the idea that a clean campus is a better place to learn. The additional adult presence on campus

2019-20 Actions/Services

6.9 Provide three additional custodians during the school day at each comprehensive school sites. The additional adult presence on campus during the day will increase the students' sense of safety and well-being.

during the day will increase the students' sense of safety and well-being. A pilot program was initiated during the Spring 2016 semester with excellent results.

during the day will increase the students' sense of safety and well-being. A pilot program was initiated during the Spring 2016 semester with excellent results.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$285,367	\$299,439	\$311,923
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$124,208	\$124,796	\$135,381
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

6.10 Uniforms will be provided for maintenance/operation, warehouse, bus drivers, campus security and information technology. School safety and environment plays an essential role to identify employees on school campuses.

2018-19 Actions/Services

6.10 Uniforms will be provided for maintenance/operation, warehouse, bus drivers, campus security and information technology. School safety and environment plays an essential role to identify employees on school campuses.

2019-20 Actions/Services

6.10 Uniforms will be provided for maintenance/operation, warehouse, bus drivers, campus security and information technology. Employee uniforms will provide high visibility of staff on campus to promote safety and a secure environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$11,500	\$13,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$63,500	\$62,000
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 7

7. Strengthen programs and services to support English Language Learners becoming proficient in academic areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

English Learner Reclassification Rate

The District's goal is to annually improve the EL reclassification rate. In 16/17 the reclassification rate was 16%. In 17/18 there was an increase of 1.6% to 17.6%. In 18-19 there was a slight decrease of 1.8% using the new language proficiency assessment (ELPAC) and the interim reclassification criteria. The ELAPC will continue to be used as the primary assessment for reclassification in addition to the revised reclassification criteria set by the CDE in January 2019.

Graduation Rate

The percentage of English learner students graduating from High School in 16-17 was 82%. There was a slight increase to 83.3% in 17-18. Graduation Rates for English Learner students will increase by 2% annually to be at the same level with county and state English learner graduation rates after 3 years.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner Progress Indicator – California School Dashboard	The State English Learner Progress Indicator results show the district level increased by 4.6% to a level of Orange (low)	SMJUHSD English learner students will improve to yellow.	SMJUHSD English learner progress will be at no color.	SMJUHSD English learner progress will be a status year.
Reclassification Rate (Reclassification Rates are reported to CDE in subsequent school year.)	2014-2015 = 9% 2015-2016 =15.2% 2016-2017=16% 2017-2018=17.6% 2018-2019=15.8%	The district's reclassification rate will improve from 16% to 17%. *CELDT will used as Criteria #1 for Reclassification	The district's reclassification rate will improve from 17% to 18%. *ELPAC will be used as Criteria #1 for reclassification and the interim reclass criteria.	The ELPAC will be used as the #1 Criteria for Reclassification. Rates will change due to the new reclassification criteria determined by the State as of Jan. 2019. The District's goal is to increase the EL reclassification rate will improve.
Annual Progress Learning English	2013-2014= 44.6% 2014-2015= 51.2% 2015-2016= 49.4% 2016-2017= 78.3% 2017-2018= 70.8%	Due to the implementation of a new language proficiency assessment in 17-18, AMAO 1 growth will be difficult to determine until a baseline is established with the new assessment.	Annual progress of learning English will be reported in the Fall 2019 when the dashboard is released.	Annual progress of learning English will improve.
English Learner Graduation Rate	2013-2014= 67.6% 2014-2015 =79.9% 2015-2016 =81.2% 2016-2017 =82% 2017-2018 =83.3%	Rate will increase by 2% from Baseline year.	Rate will increase by 2% from previous year.	Rate will increase by 2% from previous year.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

7.1 The District will provide resources for staffing, training, and materials to 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

2018-19 Actions/Services

7.1 The District will provide resources for staffing, training, and materials to continue to support ongoing cost of licensing and consumable instructional materials associated with the ELA/ELD Pathway Curriculum.

2019-20 Actions/Services

7.1 The District will provide resources for staffing, training, and materials to 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, two English Learner Coordinators, program placement meetings, Newcomer Cohorting at each comprehensive school site, primary language assessment system, reclassification monitoring tool and extracurricular enrichment supports. The District will continue the use and implementation of Scholastic's Read 180 and System 44 research based curriculum for its ELA/ELD Pathway with English learner students. Additionally, the district will continue its support of the Student Academic Achievement Seminar (SAAS) 9, 10, and 11-12 which is designed as a behavioral and academic support system for Long Term English Learners (LTELs).

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, two English Learner Coordinators, a Data Specialist, program placement meetings, Newcomer Cohorting at each comprehensive school site, primary language assessment system, reclassification monitoring tool and extracurricular enrichment supports.

The District will continue the use and implementation of Scholastic's Read 180 and System 44 research based curriculum for its ELA/ELD Pathway with English learner students. Additionally, the district will continue its support of the Student Academic Achievement Seminar (SAAS) 9, 10, and 11-12 which is designed as a behavioral and academic support system for Long Term English Learners (LTELs).

Pathway teachers and administrators. The Districts will continue to support the ongoing cost of program implementation to include additional FTEs, 1 English Learner Coordinator, 1 EL Academic Specialist, a Data Specialist, program placement meetings, Newcomer Cohorts at each comprehensive school site, primary language assessment system, reclassification monitoring tool and extracurricular enrichment supports. The District will continue the use and implementation of Scholastic's Read 180 and System 44 research based curriculum for its ELA/ELD Pathway with English learner students. Additionally, the district will continue its support of the Student Academic Achievement Seminar (SAAS) targeting 11-12th which is designed as an academic support system for Long Term English Learners (LTELs).

The sites will also conduct EL pilot programs to address the specific learning gaps of LTEL students with the goal of increasing passing rates in core English, increasing lexile scores, and preparing students for the ELPAC exam/and or CAASPP. Students in the pilots were assigned an English core while receiving an additional period of designated EL support or skills class. Support/skills classes were staffed at 25:1. Progress monitoring data and metrics were kept and reviewed.

Efforts to support biliteracy in a student's primary language will increase. The district

will provide support for ongoing costs for the program. Program costs include - Avant testing, recognition honor cords for students, and headsets which are needed to take the exam. Release time will be provided for IL Pathway teachers to monitor and review assessment data required to meet the State Seal of Biliteracy requirements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,051,125	\$2,164,290	\$2,271,381
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$6,195	\$57,021	\$52,938
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$631,484	\$710,674	\$754,717
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$476,258	\$445,000	\$508,013
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$60,000	\$123,013	\$60,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

7.2 Site Newcomer Cohorts classes will be established and supported by additional FTEs and class size capped at 24 students.
Continuing professional learning days offered to teachers of newcomer students and bilingual instructional assistants professional learning using culturally responsive pedagogy, curriculum,

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

Modified Action

2018-19 Actions/Services

7.2 Site Newcomer Cohorts classes will be established and supported by additional FTEs and class size capped at 24 students.
Continuing professional learning days offered to teachers of newcomer students and bilingual instructional assistants professional learning using culturally responsive pedagogy, curriculum,

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

Modified Action

2019-20 Actions/Services

7.2 Site Newcomer Cohorts classes will be established and supported by additional FTEs and class size capped at 24 students.
Continuing professional learning days offered to teachers of newcomer students and bilingual instructional assistants professional learning using culturally responsive pedagogy, curriculum,

assessment, and socio-emotional supports. Additional professional conference opportunities for teachers and TOSAs when the conference applies to the education of recent immigrant students.

Teachers will receive supplemental materials that support access to content instruction, as well as additional curriculum planning time with compensation.

11 Bilingual Instructional Assistants will provide bilingual instructional support for EL Newcomer students. 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.

After-school tutoring for newcomer students provided by bilingual instructional assistants, as their schedules allow.

assessment, and socio-emotional supports. Additional professional conference opportunities for teachers and TOSAs when the conference applies to the education of recent immigrant students.

Teachers will receive supplemental materials that support access to content instruction, as well as additional curriculum planning time with compensation.

12 Bilingual Instructional Assistants will provide bilingual instructional support for EL Newcomer students. 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.

After-school tutoring for newcomer students provided by bilingual instructional assistants, as their schedules allow.

assessment, and socio-emotional supports. Additional professional conference opportunities for teachers and TOSAs when the conference applies to the education of recent immigrant students.

Teachers will receive supplemental materials that support access to content instruction, as well as additional curriculum planning time with compensation.

Currently there are 12 Bilingual Instructional Assistants that provide bilingual instructional support for EL Newcomer students. An additional BIA serves as a rover to cover absences. One additional BIA was hired to support the increasing number of Mixteco speaking students. Three additional BIAs will be hired to provide more support in the newcomer core classes. 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. After-school tutoring for newcomer students provided by bilingual instructional assistants, as their schedules allow.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$277,878	\$312,688	\$100
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$74,804	\$86,082	\$435,427
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries
Amount	\$49,446	\$25,000	\$134,814
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	3000-3999: Employee Benefits
Amount		\$26,229	\$51,229
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

7.3 The District will provide intervention and advancement opportunities for ELD students. This includes classroom setting summer school for English Learners and an opportunity for online credit recovery.

2018-19 Actions/Services

7.3 The District will provide intervention and advancement opportunities for ELD students. This includes classroom setting summer school for English Learners and an opportunity for online credit recovery.

2019-20 Actions/Services

7.3 The District will provide intervention and advancement opportunities for ELD students. This is to include after school tutoring for English Learners who are new comers to the country, classroom setting summer school for English Learners and an opportunity for credit recovery.

Efforts to increase A-G readiness has been extending to incoming freshman students. Registration nights are to be scheduled at each site, so that incoming parents and students are provided with information on graduation/A-G requirements and career pathways options. Placement testing is conducted on registration nights to ensure accurate placement, as well as one-on-one parent/student meetings with counselors.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$245,179	\$134,620	\$81,700
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$32,416	\$34,400	\$12,600
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$52,261	\$34,538	\$19,257
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$6,000	\$45,941	\$46,441
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$100,500	\$100,000
Source		LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

7.4 The District will fund two certificated staff to support counselors, teachers and parents with research-based strategies for supporting English learner students in the classroom and their families.

2018-19 Actions/Services

7.4 The District will fund two certificated staff to support counselors, teachers and parents with research-based strategies for supporting English learner students in the classroom and their families.

2019-20 Actions/Services

7.4 The District will fund two certificated staff to support counselors, teachers and parents with research-based strategies for supporting English learner students in the classroom and their families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$170,684	\$174,180	\$107,040
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$56,595	\$53,298	\$26,783
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$4,849		
Source	LCFF/Supp-Conc		
Budget Reference	4000-4999: Books And Supplies		

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 8

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Foster Youth % SBAC 11th Grade Standard Met

Foster Youth 2017/18 ELA 0%, District 2017/18 ELA 43.97%

Foster Youth 2017/18 Math 0%, District 2017/18 Math 19.36%

The District has found the need to provide services for Foster Youth to improve academic learning.

Foster Youth % A-G Completion Rate

Foster Youth 2018/19 rate is 0%, District 2018/19 rate is 22.3%

Foster Youth Graduation Rate

For 2018/19 9 out of 10 Foster Youth Seniors will be graduating.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-G Completion Foster Youth	The Districts Foster Youth A-G rate is 11.1%	The District's Foster Youth A-G rate will improve from 11.1% to 14%.	The District's Foster Youth A-G rate will improve from 14% to 18%.	The District's Foster Youth A-G rate will improve from 18% to 20%.
% of pupils college ready EAP Foster Youth	The Districts % of Foster College Ready for Math is 25% and 50% for ELA	The District will improve College Readiness for Math and ELA by 5%	The District will improve College Readiness for Math and ELA by 5%	The District will improve College Readiness for Math and ELA by 5%
Foster Youth Graduation Rate	The Districts Foster Youth Graduation rate is 75%	The District's Foster Youth Graduation rate will improve from 75% to 80%.	The District's Foster Youth Graduation rate will improve from 80% to 85%.	The District's Foster Youth Graduation rate will improve from 85% to 90%.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

8.1 A 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 coordinate with CWS to quickly identify all students in the Foundations For Success service area. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed. The district will use the software program Foster Focus provided by the County to track Foster youth students.

2018-19 Actions/Services

8.1 Foster Youth Liaison Services A Program Specialist at all 4 sites will be contracted through Fighting Back Santa Maria Valley (FBSMV) to 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 coordinate with CWS to quickly identify all students in the Foundations For Success service area. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed. The district will use the software program Foster Focus provided by the County to track Foster youth students.

2019-20 Actions/Services

8.1 Foster Youth Liaison Services A Program Specialist at all 4 sites will be contracted through Fighting Back Santa Maria Valley (FBSMV) to 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 coordinate with CWS to quickly identify all students in the Foundations For Success service area. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed. The district will use the software program Foster Focus provided by the County to track Foster youth students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$175,000	\$250,000	\$330,000
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

8.2 The District will 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. Resources identified to facilitate involvement in the Foster Youth Summit and California Youth Connection. Administrators, counselors, teachers, and support staff may attend the California State Foster Youth Summit.

2018-19 Actions/Services

8.2 The District will 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. Resources identified to facilitate involvement in the Foster Youth Summit and California Youth Connection. Administrators, counselors, teachers, and support staff may attend the California State Foster Youth Summit.

2019-20 Actions/Services

8.2 The District will 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. Resources identified to facilitate involvement in the Foster Youth Summit and California Youth Connection. Administrators, counselors, teachers, and support staff may attend the California State Foster Youth Summit.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$10,000	\$800
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries
Amount	\$20,000	\$40,000	\$155
Source	LCFF/Supp-Conc	LCFF/Supp-Conc	LCFF/Supp-Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits
Amount			\$4,955
Source			LCFF/Supp-Conc
Budget Reference			4000-4999: Books And Supplies
Amount			\$15,045
Source			LCFF/Supp-Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

8.3 After school tutoring provided by Santa Barbara County Office of Education is provided at each site. Tutoring services are for Academics and Social and Emotional needs.

2018-19 Actions/Services

8.3 After school tutoring provided by Santa Barbara County Office of Education is provided at each site. Tutoring services are for Academics and Social and Emotional needs.

2019-20 Actions/Services

8.3 After school tutoring provided by Santa Barbara County Office of Education is provided at each site. Tutoring services are for Academics and Social and Emotional needs.

Budgeted Expenditures

Year 2017-18

Budget

Reference

N/C

2018-19

N/C

2019-20

N/C

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$19,947,651

Percentage to Increase or Improve Services

26.08%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In Santa Maria Joint Union High School District (SMJUHSD), the percentage of unduplicated students (low income, English Learners, foster and homeless youth) for the academic year 2018/2019 is approximately 76.55%. The District's LCAP expenditure are District-wide expenditures available to all students, services are principally directed and are effective in meeting the District's goals for its unduplicated students. Unduplicated students receive services in a variety of ways throughout the District. Actions/Services to increase or improve services for low income, English Learners, foster youth and homeless students are directed in a variety of educational supportive methods.

Goal 1- Additional FTE has been added to a new actions/services #5 to support student interventions and Co-teaching.

Goal 2 Action/Service #2- The District's Parent Advisory Committee (PAC) will continue to expand its services to engage parents. The PAC has followed the state's model of engagement through data equity walks, which parents will be working with District administration to develop next year's agenda.

Goal 3- An increase in services and the necessary equipment for the District's CTE program for the academic year 2019/2020 to support in meeting the needs and preparation toward college and career readiness.

Goal 4 Action/Service 2- District is predicting to have an increase in its unduplicated student count for students being accepted to a university. Additional FTE has been added to the actions/services toward the District AVID program.

Goal 7 Action/Service #1- Increase services for English Learners students for the academic year 2019/2020 are approximate 26.08% of the LCAP. Services will include English Learner support courses for students transitioning into English college preparation courses. English teachers and administrators have collaborated to align all English Learner courses and interventions. The District will continue to support ongoing cost for licensing and consumable instructional materials to help the ELA/ELD pathway curriculum.

Goal 7 Action/Service #2- Additional services provide proper student placement, monitoring, ELD newcomer cohorts, primary language assessment, extracurricular enrichment activities, and teacher professional learning. These services are a collaborated effort through the District and site core English teachers and site administrators.

District-wide services are primarily directed at providing services to unduplicated students. District-wide interventions provided for our most at-risk students have proven to keep students on track to graduate through the completion of coursework and support. Increased direct services may include supplemental instructional materials, support staff, technology, contracted services, parent engagement activities, and support services, professional development, AVID strategies across all schools, increased counseling, credit recovery, and summer academic enrichment. The targeted services for our unduplicated students provide access that goes above and beyond.

Goal 1 Action/Service #1- The District will continue to support Common Core State Standards, and other State Adopted Standards toward student proficiency. Teacher professional learning will continue with support in the areas of English, math, science, social studies, international languages, visual performing arts, physical education, and special education. Math pilot curriculum development will be supported for teachers to implement and the continued professional development and leadership meetings will be supported. English and math will continue to develop District interim assessments. The development of Next Generation Science Standard (NGSS) courses will continue its development for the next two courses and will implement its first course the academic year 2019/2020 along with the support of professional learning. Social Studies will be supported with professional learning with the new framework, and its partnership with UC Santa Cruz.

Goal 1 Action/Service #2- Para-educator and staff support training will continue with professional educational development toward student learning, special needs students, and instructional practices. Data from the District's climate survey will assist in supporting the needs of the students, teachers, and parents.

Goal 1 Action/Service #3- Professional Learning Communities (PLC) work with Adaptive Schools training, Habits of Mind training, and PLCs conferences will continue and a focus on RTI. Common Core English curriculum implementation will continue through District professional development and leadership meetings.

Goal 2 Action/Service #1- The District will continue to support a culture of respect through the support of positive relationships. Interpretation and translation services continue to engage and inform parents. An increase in services continues to provide parents to be connected to their schools.

Goal 2 Action/Service #2- Parents continue to play a role in improving services for students. District will continue to provide funds for parent engagement programs.

Goal 2 Action/Service #3- School Climate Surveys will continue to provide guidance on services for parents, students, and teachers.

Goal 2 Action/Service #4- Ethnic and Gender Studies will continue its professional learning with its partnership with Cal Poly San Luis Obispo.

Goal 2 Action/Service #5- Through the training and implementation of cultural proficiency, a culture of respect builds a community of caring for others.

Goal 2 Action/Service #6- The District's POR VIDA Program will be addressing the needs of under-served youth.

Goal 3- The District will continue its funding to support Career Technical Education Pathway programs. Courses will be supported with new equipment for the student to do hands-on learning to experience real applications of industries.

Goal 3 Action/Service #4- Regional Occupational Program (ROP) will continue services in student certifications of industry sectors.

Goal 3 Action/Service #5- Counselor professional development continues to provide students with learning pathway sectors to develop an individual academic plan.

Goal 4- The District will continue to develop and implement its student support systems and practices toward student learning. Counseling services will continue to monitor student achievement toward graduation, A-G completion and implement its professional learning plan for counselors. Articulation of services to support student achievement through AVID, EAOP, TES, and Turnitin revision writing assistance. Three additional school psychologists will continue to provide support to our students. The District will continue services to expand student engagement, and academic achievement in the areas of extracurricular programs, fine arts, and student activities. College and Career Readiness Surveys will continue to provide the District with student data regarding interest and future development programs to support student needs. The District will continue its support for a Purchasing Technician toward educational expedited services for student learning.

Goal 5 Action/Service #2- The District will continue technology services toward student engagement and learning. The District will continue to provide training of staff that works directly with student technology.

Goal 5 Action/Service #3- Teachers on special assignment will continue to develop in-class student technology training and individual

support.

Goal 5 Action/Service #4- One-to-one device for incoming first-year students and newly enrolled students will receive laptops.

Goal 5 Action/Service #5- An in-house technician will continue to provide support solely for student devices.

Goal 5 Action/Service #6- The District's learning management system (LMS) continues toward full implementation. Technology training for teachers will continue to provide the skills for 21st-century learning.

Goal 6 Action/Service #1 The District will continue its support of a safe, secure and healthy environment for all students and staff. Restorative Approaches implementation will continue as a District training. Restorative approaches training will continue its support for teacher and student mediation.

Goal 6 Action/Service #2- School sites will continue to support the need for classified staff to fill positions that directly tie to the educational services of students.

Goal 6 Action/Service #3- Campus security will continue during the school day and for after-school events.

Goal 6 Action/Service #4- School safety training will continue for all staff to engage in the latest practices that provide the safest environment for students.

Goal 6 Action/Service #5- School Resource Officers will continue to build a safe school environment through the presence of positive student relationship and a safe environment for student learning.

Goal 6 Action/Service #6- Contracted services will continue with Santa Barbara County Office of Education for student expelled services, with progress monitoring of students, supports on re-entry to the District.

Goal 6 Action/Service #7- Chronic attendance and truancy monitoring will continue with intervention support for students and site administrator data reports.

Goal 6 Action/Service #8- Parents continue to make safety equipment a priority on campuses. The District will continue the progress of enhancing safety equipment throughout the District.

Goal 6 Action/Service #9- The District has a total of 55 custodians District-wide, nine of these are Daytime Custodial Services that support the cleanliness of student used classrooms. Without these nine additional custodians restrooms, classrooms, and other student-driven events during the school day may not take place and facilities would have to be cleaned after school. Parents and students continue to support these services during the school day leading to a cleaner and safer school environment, and the District supports their efforts.

Goal 6 Action/Service #10- The District will continue with its classified uniform program to provide a safe environment for students to reference staff at any time on the school campus, during school field trips, school-sponsored events, and athletic events. The District will continue these services as the provision provides a safer environment for student learning and student and parent participation.

Goal 7 Action/Service #1- The District will continue to provide staff development and training for ELA/ELD, and new comer pathway teachers. The sites will continue to conduct EL pilot programs to address the specific learning gaps of LTEL students with the goal of increasing passing rates in core English,

Goal 7 Action/Service #2- The District will continue to provide new comers with access to the core through cohort class at 24 to 1.

Goal 7 Action/Service #3- The District will continue to provide EL students with intervention and advancement opportunities through summer school.

Goal 7 Action/Service #4- The District will continue to provide support for EL growth in the classroom through research based strategies.

Goal 8 Action/Service #1- The District will continue to provided program specialist at each site to address the needs of Foster Youth.

Goal 8 Action/Service #2- The District will continue to support and provide professional development to serve Foster Youth.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$18,192,182.99

25.49%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In Santa Maria Joint Union High School District (SMJUHS), the percentage of unduplicated students (low income, English Learners, foster and homeless youth) for the academic year 2018/2019 is approximately 76.55%. The District's LCAP expenditure are District-wide expenditures available to all students, services are principally directed and are effective in meeting the District's goals for its unduplicated students. Unduplicated students receive services in a variety of ways throughout the District. Actions/Services to increase or improve services for low income, English Learners, foster youth and homeless students include the following:

- 1) Targeted increase services for English Learners students for the academic year 2018/2019 are approximately 25.13% of the LCAP. Services will include English Learner support courses for students transitioning into English college preparation courses. Additional services provide proper student placement, monitoring, ELD newcomer cohorts, primary language assessment, extracurricular enrichment activities, and teacher professional learning. These services are a collaborated effort through the District and site core English teachers and site administrators. The District will continue to support ongoing cost for licensing and consumable instructional materials to help the ELA/ELD pathway curriculum.
- 2) An EL data specialist will assist in gathering data on EL progress and state-mandated requirements.
- 3) Parent engagement support will be developed by school sites to provide and sustain a greater relationship and addressing the relevant needs of students.
- 4) Additional actions/services were added to support the needs of at-risk students.
- 5) An increase in services and the necessary equipment for the District's CTE program for the academic year 2018/2019 to support in meeting the needs and preparation toward college and career readiness. The District is predicting to have an increase in its unduplicated student count for students being accepted to a university.
- 6) Additional school psychologists will assist with the social-emotional needs of students.
- 7) A program specialist has been added to support the needs of Foster Youth students.
- 8) Additional FTE has been added to the actions/services toward the District AVID program.

Districtwide services are primarily directed at providing services to unduplicated students. District-wide interventions provided for our most at-risk students have proven to keep students on track to graduate through the completion of coursework and support. Increased direct services may include supplemental instructional materials, support staff, technology, contracted services, parent engagement activities and support services, professional development, AVID strategies across all schools, increased counseling, credit recovery, and summer academic enrichment. The targeted services for our unduplicated students provide access that goes above and beyond. Actions/Services being funded and provided by District-wide basis include the following:

- 1) The District will continue to support Common Core State Standards, and other State Adopted Standards toward student proficiency. Teacher professional learning will continue with support in the areas of English, math, science and social studies. Professional Learning Communities (PLC) work with Adaptive Schools training, Habits of Mind training, and PLCs conferences. Common Core English curriculum implementation will continue through District professional development and leadership meetings. Math pilot curriculum development will be supported for teachers to implement and the continued professional development and leadership meetings will be supported. English and math will continue to develop District interim assessments. The development of Next Generation Science Standard (NGSS) courses will be developed next year along with the support of professional development. Social Studies will be supported with professional development, framework roll-outs, exploration of curriculum development, and leadership meetings. Para-educator and staff support training will continue with professional educational development toward student learning, special needs students, and instructional practices. Data from the District's professional development survey will assist in supporting the needs of teacher with affecting learning.
- 2) The District will continue to support a culture of respect through the support of positive relationships. Interpretation and translation services continue to engage and inform parents.
An increase in services continues to provide parents to be connected to their schools.
Parents continue to play a role in improving services for students. School Climate Surveys will continue to provide guidance on services for parents, students, and teachers.
Ethnic and Gender Studies continues to provide support for a District and community culture of respect. Through the training and implementation of cultural proficiency, a culture of respect builds a community of caring for others.
The District's POR VIDA Program will be addressing the needs of at-risk youth.
- 3) The District will increase its funding to support Career Technical Education Pathway programs. Courses will be supported with new equipment for student to do hands-on learning to experience real applications of industries. Regional Occupational Program (ROP) will continue services in student certifications of industry sectors. Counselor professional development continues to provide students with learning pathway sectors to develop an individual academic plan.
- 4) The District will continue to develop and implement its student support systems and practices toward student learning. Counseling services will continue to monitor student achievement toward graduation, A-G completion and crisis intervention services related to drug, alcohol and relationship intervention. Articulation of services support student achievement through AVID, EAOP, TES, and Turnitin revision writing assistance. Three additional school psychologists will be provided to support students.
The District will continue services to expand student engagement, and academic achievement will carry on in the areas of extracurricular programs, fine arts, and student activities.
College and Career Readiness Surveys will continue to provide the District with student data regarding interest and future development programs to support student needs.
Continued services for parenting and expecting parents for academic support, parenting skills, graduation and postsecondary education. The District will continue its support for a Purchasing Technician toward educational expedited services for student learning.
- 5) The District will continue technology services toward student engagement and learning. The District provides training of staff that works directly with student technology. Teachers on special assignment will continue to develop in-class student technology training and individual support. An in-house technician will continue to provide support solely for student devices.

One-to-one device for incoming first-year students and newly enrolled students will receive laptops. The District's learning management system (LMS) continues toward full implementation. Training for teachers will continue.

6) The District will continue its support of a safe, secure and healthy environment for all students and staff. Restorative Approaches implementation will continue as a District training. Restorative approaches training will continue its support for teacher implementation.

School sites will continue to support the need of classified staff to fill positions that directly tie to the educational services of students. Campus security will continue during the school day and for after-school events. School safety training will continue for all staff to engage latest practices that provide the safest environment for students. School Resource Officers will continue to build a safe school environment through the presence of positive student relationship and a safe environment for student learning. Contracted services will continue with Santa Barbara County Office of Education for student expelled services, with progress monitoring of students supports on re-entry to the District. Chronic attendance and truancy monitoring will continue with intervention support for students and site administrator data reports. Parents continue to make safety equipment a priority on campuses. The District will continue the progress of enhancing safety equipment throughout the District. The District has a total of 55 custodians District-wide, nine of these are Daytime Custodial Services. Without these nine additional custodians restrooms, classrooms, and other student-driven events during the school day may not take place and facilities would have to be cleaned after school. Parents and students continue to support these services during the school day leading to a cleaner and safer school environment, and the District supports their efforts. The District will continue with its classified uniform program to provide a safe environment for students to reference staff at any time on the school campus, during school field trips, school-sponsored events and athletic events. The District will continue these services as the provision provides a safer environment for student learning and student and parent participation.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$14,748,255	22.32%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the Santa Maria Joint Union High School District (SMJUHSD), the percentage of unduplicated students (low income, English Learners, foster and homeless youth) for the academic year 2017/2018 is approximately 74%. The District's LCAP expenditure are Districtwide expenditures available to all students, services are principally directed and are effective in meeting the District's goals for its unduplicated students. Unduplicated students receive services in a variety of ways throughout the District. Actions/Services to increase or improve services for low income, English Learners, foster youth and homeless students include the following:

1) A third of the LCAP budget specifically dedicated to our English Learners program and parents. The District will continue to support ongoing cost for licensing and consumable instructional materials to help ELA/ELD pathway curriculum. The District will continue to provide additional FTEs for ELD courses, English Learner Coordinators and ELD services as needed. These services provide student placement, monitoring, ELD newcomer cohorts, primary language assessment, extracurricular enrichment activities, and teacher professional learning. The State ELD framework will continue to guide curriculum and instruction for the District's ELA/ELD Pathway. Bilingual instructional assistants will continue to assist ELD students in core academic courses.

2) Long Term English Learners supported with Student Academic Achievement Seminar (SAAS) courses for all grade levels to continue growth toward transition and monitor student academic progress related to graduation, college, and career readiness, and postsecondary education. SAAS coordinators provide teacher professional learning.

3) District English Language Advisory Committee DELAC and site English Language Advisory Committee (ELAC) parents will continue to provide services for engagement. Parents will continue to be representatives on the District's LCFF Stakeholder Committee.

Parent engagement programs will continue to support the needs of parents. Services include translation and interpretation for school events, parent meetings, and document translation.

4) Foster and homeless services will continue to provide academic and social-emotional monitoring regarding the students' Academic Service Plan. Services will continue with Child Welfare Service (CWS) to support the needs of students. Extracurricular activities will continue to provide students with University and career support, student conferences and transition services.

5) Counseling services for our unduplicated population are proving to be effective. Students who participated in the Early Academic Outreach Program in collaboration with District counselors shows that the population of Fluent English Proficient students had a 90% acceptance rate to Universities of California. It is the District's focus to continue providing services for the students who need it.

Districtwide services are primarily directed at providing services to unduplicated students. Districtwide interventions provided for our most at-risk students have proven to keep students on track to graduate through the completion of course work and support. Increased direct services may include supplemental instructional materials, support staff, technology, contracted services, parent engagement activities and support services, professional development, AVID strategies across all schools, increased counseling, credit recovery, and summer academic enrichment. The targeted services toward our unduplicated students provide access that goes above and beyond. Actions/Services being funded and provided by District-wide basis include the following:

- 1) The District will continue to support Common Core State Standards, and other State Adopted Standards toward student proficiency. Teacher professional learning will continue with support in the areas of English, math, science and social studies. Professional Learning Communities (PLC) work with Adaptive Schools training, Habits of Mind training, and PLCs at work conferences supported through the plan and monitoring of progress. Common Core English curriculum adoption will be supported with ongoing professional development and leadership meetings. Math will be conducting pilot curriculum for possible adoption in 2018/2019, with continued professional development and leadership meetings. Science will continue with professional development, Next Generation Science Standard (NGSS) rollouts, and leadership meetings. Social Studies will be supported with professional development, framework rollouts, and leadership meetings. Paraeducator training will continue with professional educational development toward student learning, special needs students, and instructional practices. Progress monitoring of academic success will continue through common formative assessments and benchmark assessments in common core.
- 2) The District will continue to support a culture of respect through the support of positive relationships. Interpretation and translation services continue to engage and inform parents. Parent engagement has shown results with much feedback towards continued actions/services. Parents continue to play a role in improving services for students. School Climate Surveys will be conducted to provide guidance on services for parents, students, and teachers. Ethnic and Gender Studies continues to provide support for a District and community culture of respect. Through the training and implementation of cultural proficiency, a culture of respect builds a community of caring for others.
- 3) The District will continue to expand its Career Technical Education Pathways program. Courses will receive support to continue student hands-on learning with the purchase of equipment to help experience real applications of industries. Regional Occupational Program (ROP) will continue services in student certifications of industry sectors. Counseling professional development continues with counselors learning pathway sectors to help inform student's individual academic plan.
- 4) The District will continue to develop and implement its student support systems and practices toward student learning. Counseling services will continue to monitor student achievement toward graduation, A-G completion and crisis intervention services related to drug, alcohol and relationship intervention. Articulation of services support student achievement through AVID, EAOP, TES, and Turnitin revision writing assistance. Continue services to expand student engagement, and academic achievement will carry on in the areas of extracurricular programs, fine arts, and student activities. College and Career Readiness Surveys will continue to provide the District with student data regarding interest and future development programs to support student needs. Continued services for parenting and expecting parents for academic support, parenting skills, graduation and postsecondary education. The District will continue its support for a Purchasing Technician toward educational expedited services for student learning.
- 5) The District will continue technology services toward student engagement and learning. The District will continue its services of support and training of staff that works directly with student technology. Teachers on special assignment will continue to develop in-class student technology training and individual support. An in-house technician will continue to provide support solely to student devices. One-to-one devices for incoming first-year students and newly enrolled students will receive laptops. District technology committee will monitor progress and use of laptops compared to past use of tablets. The District will continue implementing a learning management system (LMS) that gives student's single sign-on to all software programs provided by the District. The LMS will allow for teachers to access grade pass back capabilities and digital assignments for students to experience 21st Century learning.
- 6) The District will continue its support of a safe, secure, and healthy environment for all students and staff. Restorative Approaches

implementation at all three comprehensive sites with training and progress monitored. School sites will continue support of classified positions that are needed to fill that directly tie to the educational services of students. Campus security will continue during the school day and for after school events. School safety training will continue for all staff to engage latest practices that provide the safest environment for students. School Resource Officers will continue to build a safe school environment through the presence of positive student relationship and a safe environment for student learning. Contracted services will continue with Santa Barbara County Office of Education for student expelled services, with progress monitoring of students supports on re-entry to the District. Chronic attendance and truancy monitoring will continue with intervention support for students and site administrators data reports. Parents continue to make safety equipment a priority on campuses. The District will continue the progress of enhancing safety equipment throughout the District. The District has a total of 55 custodians District-wide, nine of these are Daytime Custodial Services. Without these nine additional custodians restrooms, classrooms, and other student-driven events during the school day may not take place and facilities would have to be cleaned after school. Parents and students continue to support these services during the school day leading to a cleaner and safer school environment, and the District supports their efforts. The District will continue with its classified uniform program to provide a safe environment for students to reference at any time on the school campus, during school field trips, school sponsored events, and athletic events. The District will continue these services as the provision provides a safer environment for student learning and student and parent participation.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	18,192,158.00	15,996,847.00	14,543,626.20	18,192,158.00	19,947,651.00	52,683,435.20
Grant Funding	0.00	0.00	19,496.00	0.00	0.00	19,496.00
LCFF/Supp-Conc	18,192,158.00	15,996,847.00	14,524,130.20	18,192,158.00	19,027,599.00	51,743,887.20
Supplemental and Concentration	0.00	0.00	0.00	0.00	920,052.00	920,052.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	18,192,158.00	15,996,847.00	14,543,626.20	18,192,158.00	19,947,651.00	52,683,435.20
1000-1999: Certificated Personnel Salaries	6,154,896.00	6,022,764.00	5,727,727.00	6,154,896.00	7,535,126.00	19,417,749.00
2000-2999: Classified Personnel Salaries	1,460,396.00	1,580,998.00	1,168,018.00	1,460,396.00	1,638,899.00	4,267,313.00
3000-3999: Employee Benefits	2,484,639.00	2,376,275.00	2,215,833.00	2,484,639.00	3,004,988.00	7,705,460.00
4000-4999: Books And Supplies	3,200,000.00	2,809,793.00	2,449,727.00	3,200,000.00	3,231,581.00	8,881,308.00
5000-5999: Services And Other Operating Expenditures	3,577,227.00	2,727,810.00	2,751,312.20	3,577,227.00	3,552,059.00	9,880,598.20
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	175,000.00	0.00	0.00	175,000.00
6000-6999: Capital Outlay	980,000.00	229,207.00	33,105.00	980,000.00	734,998.00	1,748,103.00
7000-7439: Other Outgo	335,000.00	250,000.00	22,904.00	335,000.00	250,000.00	607,904.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	18,192,158.00	15,996,847.00	14,543,626.20	18,192,158.00	19,947,651.00	52,683,435.20
1000-1999: Certificated Personnel Salaries	LCFF/Supp-Conc	6,154,896.00	6,022,764.00	5,727,727.00	6,154,896.00	6,615,074.00	18,497,697.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	920,052.00	920,052.00
2000-2999: Classified Personnel Salaries	LCFF/Supp-Conc	1,460,396.00	1,580,998.00	1,168,018.00	1,460,396.00	1,638,899.00	4,267,313.00
3000-3999: Employee Benefits	Grant Funding	0.00	0.00	19,496.00	0.00	0.00	19,496.00
3000-3999: Employee Benefits	LCFF/Supp-Conc	2,484,639.00	2,376,275.00	2,196,337.00	2,484,639.00	3,004,988.00	7,685,964.00
4000-4999: Books And Supplies	LCFF/Supp-Conc	3,200,000.00	2,809,793.00	2,449,727.00	3,200,000.00	3,231,581.00	8,881,308.00
5000-5999: Services And Other Operating Expenditures	LCFF/Supp-Conc	3,577,227.00	2,727,810.00	2,751,312.20	3,577,227.00	3,552,059.00	9,880,598.20
5800: Professional/Consulting Services And Operating Expenditures	LCFF/Supp-Conc	0.00	0.00	175,000.00	0.00	0.00	175,000.00
6000-6999: Capital Outlay	LCFF/Supp-Conc	980,000.00	229,207.00	33,105.00	980,000.00	734,998.00	1,748,103.00
7000-7439: Other Outgo	LCFF/Supp-Conc	335,000.00	250,000.00	22,904.00	335,000.00	250,000.00	607,904.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	546,970.00	550,801.00	462,499.00	546,970.00	1,804,512.00	2,813,981.00
Goal 2	919,996.00	800,345.00	606,388.00	919,996.00	965,488.00	2,491,872.00
Goal 3	2,150,807.00	1,143,854.00	668,185.00	2,150,807.00	1,826,338.00	4,645,330.00
Goal 4	6,147,759.00	5,887,163.00	5,383,776.20	6,147,759.00	6,797,579.00	18,329,114.20
Goal 5	1,881,495.00	1,780,816.00	1,711,232.00	1,881,495.00	1,868,444.00	5,461,171.00
Goal 6	1,717,657.00	1,617,778.00	1,316,372.00	1,717,657.00	1,671,895.00	4,705,924.00
Goal 7	4,527,474.00	3,896,955.00	4,195,174.00	4,527,474.00	4,662,440.00	13,385,088.00
Goal 8	300,000.00	319,135.00	200,000.00	300,000.00	350,955.00	850,955.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	5,352,472.00	4,694,866.00	4,767,282.00	5,352,472.00	19,767,323.00
Grant Funding	0.00	0.00	0.00	0.00	0.00
LCFF/Supp-Conc	5,352,472.00	4,694,866.00	4,767,282.00	5,352,472.00	18,847,271.00
Supplemental and Concentration	0.00	0.00	0.00	0.00	920,052.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	12,631,386.00	11,223,681.00	9,616,344.20	12,631,386.00	47,828.00
Grant Funding	0.00	0.00	19,496.00	0.00	0.00
LCFF/Supp-Conc	12,631,386.00	11,223,681.00	9,596,848.20	12,631,386.00	47,828.00
Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00