

**Introduction:**

**LEA:** San Miguel Joint Union

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**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

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

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education*

*Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP

An LCAP Team was established this year out of the management group which consisted of the following personnel:

Superintendent, Principals, Professional Liaison Teachers (one from each site), Business Manager and Administrative Assistant comprised the LCAP leadership team. Several meetings were held to review the goals and address the status (annual update). We received assistance from the County Office also in reviewing our progress and making sure we were on track. Thus far, meetings have been held on the following dates as evidenced by sign-in sheets:

2/23/2016; 3/15/2016; 3/22/2016 - County Office Representative in attendance; 4/11/2016 - County Office Representative in attendance; and 4/25/2016

The following meetings with stakeholders are also documented by sign-in sheets:

12/2/2015 -- CCE faculty; 4/6/2016 - LLE K-2 teachers; 4/13/2016 - LLE 3-5 teacher

Other stakeholder meetings which were held were DELAC, SSC at both schools and PTO as well as meeting with union groups. Specific dates of meetings are as follows:

9/16/2015 - Migrant Parent Consortium (LCAP/Student Test Scores)

4/6/2016 7 4/13/2016 - Teacher Meetings

5/3/2016 - DELAC Parent Meeting

5/10/2016 - LLE PTO Parent Group

4/28/2016 & 5/26/16 - CCE SSC

6/1/2016 - LLE Community and Parent Meeting

LCFF and LCAP were discussed at the following meetings of the Board of Trustees, and in-depth discussions of finances were included at the meetings on the First Interim and Second Interim Reports:

1/14/2016 - Budget Contingency Plan for 2016-17

2/11/2016 - Review of 2015 CELDT Results and District Programs for

As a result of stakeholder meetings with administration and teachers, it was apparent that immediate needs had surfaced at Lillian Larsen which included an alternative classroom setting for a small group of students who were not successful in the middle school classroom setting and additional counseling services were a high priority. The Board of Trustees was supportive and a half-time counselor and the additional alternative classroom was put in place in April 2016. The additional counseling services will extend into next year, 2016-17, and the desire is to attract a bilingual counselor to help communicate with parents and students new to this country who do not speak English. The at-risk students with serious emotional needs at Lillian Larsen makes it difficult for the students to learn in the regular classroom setting.

<p>English Learners; Superintendent's Report requesting attendance at upcoming LCAP meeting.</p> <p>4/14/2016 - Superintendent's Report discussing LCAP and newly-identified priorities from stakeholder meetings for added counseling services and alternative classroom from working on the Annual Update to the LCAP.</p> <p>5/12/2016 - Report to Board with draft LCAP and Annual Update prior to the Public Hearing on 6/2/2016.</p> <p>5/26/2016 - Lillian Larsen Open House - Parent overview of LCAP</p> <p>6/2/2016 - Cappy Culver Open House - Parent overview of LCAP</p> <p>6/6/2016 - Meeting with San Miguel parents, community members and administrators</p> <p>6/16/2016 - Approval of LCAP</p>	
<p><b>Annual Update:</b></p> <p>As stated above, the district had an effective team working through many meetings to review and complete the Annual Update. The Annual Update was then shared with other stakeholders gaining input on the goals and the district's current status including revising the needs assessment.</p>	<p><b>Annual Update:</b></p> <p>As mentioned in the impact section in April 2016, we added .5 counseling services and a classroom teacher for an alternative education setting for middle school students who do not have identified special needs but are not functioning in the mainstream classroom. This was as a result of stakeholder meetings to determine the highest priorities in the district as we were looking at next year, 2016-17, but determined this was an urgent need.</p> <p>Also, in order to offer transportation for added athletics for students, the district purchased two vans in order for the students to be able to get to meets when buses are all being utilized for school-to-home transportation.</p> <p>Other areas of need for 2016-17 were identified in stakeholder meetings which are incorporated under Identified Need for the appropriate year.</p>

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

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

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	<p>Goal 1:</p> <p>Improve and support student learning to close the achievement gaps and ensure all students graduate from eighth grade ready to succeed in college and/or career readiness programs in high school.</p>	<p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local:</p> <p>Aligned with State Priorities</p>
<b>Identified Need:</b>	<p>Meet Williams requirements by providing highly-qualified/credentialed teachers, safe clean facilities and access to core curriculum for all students.</p> <ul style="list-style-type: none"> <li>• Achievement will be measured by Williams Audit and California School Climate Survey (CSCSS)</li> <li>• San Luis Obispo County Office of Education will provide Teacher Librarian services and any other mandated certificated services while we continue to recruit.</li> </ul> <p>Implementation of State Standards</p> <ul style="list-style-type: none"> <li>• Staff results from the California School Climate Survey (CSC) indicate a need for more professional development to implement the California Standards/NGSS/ELD standards</li> <li>• Pacing guides and curriculum maps for sharing assessment data and strategically address student needs have been updated as part of the new ELA adoption process.</li> <li>• District is adopting TK - 5 ELA program for implementation in 2016-17. <ul style="list-style-type: none"> <li>◦ TK - 2: McGraw Hill</li> <li>◦ 3rd grade, LLE - McGraw Hill</li> <li>◦ 4 - 5, LLE - Houghton Mifflin</li> <li>◦ 3 - 6, CCE - Houghton Mifflin</li> <li>◦ 6-8: Board-approved anthologies and other primary sources <ul style="list-style-type: none"> <li>▪ Metrics are CAASPP and district assessments.</li> </ul> </li> </ul> </li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Teacher stakeholder meetings have indicated additional training for technology is needed.</li> <li>• Students must utilize technology as a means to prepare for high school college and career readiness.</li> <li>• Update District Technology Plan (TK-8) to include grade level expectations with culminating projects for each grade.</li> </ul> <p>Pupil Achievement</p> <ul style="list-style-type: none"> <li>• Baseline assessment for pupil achievement on CAASPP is as follows: ELA proficiency rate is 35% met or exceeded standards and 29% nearly met standards; In math, the rate is 26% met or exceeded standards and 35% nearly met standards. Goal of 50% of students meeting or exceeding standard in both ELA and in math.</li> <li>• Currently, 48% of students at Lillian Larsen are reading at or above grade level or have made .7 years progress at the second trimester on STAR reading assessment. Currently, 63.6% of students at Cappy Culver are reading at or</li> </ul>	

- above grade level or have made .7 years progress at the second trimester on STAR reading assessment. Goal is to increase percentage to at least 70% reading at or above grade level or have made .7 years progress.
- Continue to meet or exceed the state target for English Language Development for EL students. Currently, 65.5% exceeded the state target of 60.5% for AMAO-1; 63.8% for AMAO2--Annual progress in attaining English language proficiency exceeded the state target of 50.9%.
- Increase percentage of English Learner students redesignated to Fluent (FEP). Goal is to reclassify 10% of total ELs annually.
- Continue to redesignate 10% or more EL students annually
- LTEL students need to be identified early (Grades 1 and 2) and their needs addressed through both integrated and designated instruction.
- Continue RTI Level 1 pre-SST screening process added at Lillian Larsen in 2015-16 for students in Grades TK - 5 to provide early intervention for student success

Course Access

- Use Fall CELDT data and an ongoing assessment system to monitor monthly the achievement of EL students who are enrolled in Conecciones class to determine success of program.
- Recruit students in all targeted subgroups for enrollment in any advanced or accelerated courses.

SMJUSD is a K-8 district and the following metrics do not apply:

- Percent of pupils passing AP exams
- Percent of pupils participating in, and demonstrating college preparedness pursuant to the Early Assessment Program
- Percent of pupils satisfying UC/CSU entrance requirements, career technical education.

<b>Goal Applies to:</b>	<b>Schools:</b>	LEA
		Grades: All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Continue 100% compliance with all teachers being highly-qualified and properly credentialed; maintain safe clean facilities in good repair; and continue with full compliance of all students having access to core curriculum and textbooks.</li> <li>• Staff surveys will reflect that at least 90% of teachers feel they can effectively implement the California Standards/ELD standards.</li> <li>• Staff surveys will reflect that at least 75% of teachers will initiate implementation of NGSS and express ability to implement fully when adopted.</li> <li>• 100% of all students will be taught/assessed with California Standards aligned assessments in ELA and math.</li> <li>• District-directed professional development Wednesdays will be utilized to provide training on California Standards, ELD, NGSS and best instructional practices at both schools--at least one day each trimester will focus on this training to be measured by PD Calendar and staff surveys.</li> <li>• Provide professional development for staff to incorporate technology into the instructional program to promote student achievement as measured by PD Calendar and staff surveys.</li> <li>• Train staff on new SIS system (Aeries) for full implementation in 2016-17.</li> <li>• 50% of students will meet or exceed proficiency requirements on CAASPP in both ELA and math.</li> <li>• 70% of students reading at or above grade level or have .7 years progress at the second trimester on STAR reading assessment.</li> <li>• Continue to meet or exceed the state target for English Language Development for EL students. Currently, 65.5% exceeded the state target of 60.5% for AMAO-1; 63.8% for AMAO2--Annual progress in attaining English language proficiency exceeded the state target of 50.9%.</li> <li>• Reclassify 10% of total English Learner students annually Increase percentage of English Learner students redesignated to Fluent (FEP). Goal is to reclassify 10% of total ELs annually.</li> <li>• Continue to redesignate 10% or more EL students annually</li> <li>• LTEL students need to be identified early (Grades 1 and 2) and their needs addressed through both integrated and designated instruction.</li> <li>• Use Fall CELDT data and an ongoing assessment system to monitor monthly the achievement of EL students who are enrolled in Conecciones class to determine success of program.</li> <li>• Monitor that students in all subgroups are meeting district goals.</li> </ul>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Maintain safe clean facilities. Maintenance Director inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.</p>	<p>LEA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$300 (1 day MOT Director to visit sites)</p>

<p>Maintain 100% fully credentialed and appropriately assigned teachers.</p> <p>Continue to work with Cal Poly, SLO, to attract fully credentialed and appropriately assigned teachers.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$7,988 (10% of Certificated HR Staff's time)</p>
<p>All students have access to SBE adopted core textbooks and curriculum as required by Williams Act.</p> <p>Purchase supplemental texts and consumables in alignment with California Standards/NGSS/ELD standards.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>145,000 (Includes ELA Adoption K-8).</p>
<p>Provide staff with materials and training to implement California Standards/NGSS/ELD standards.</p> <p>Provide training for staff to incorporate technology with California Standards/NGSS/ELD standards.</p> <p>Provide training for staff to provide designated and integrated ELD instruction for all EL learners.</p> <p>Provide professional development for staff to incorporate technology into the instructional program to promote student achievement.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$66,000 (ELA Adoption and money set-aside for Title I)</p> <p>\$140,435 (5% Teachers' salaries for minimum day Wednesday Professional Learning Communities)</p>

<ul style="list-style-type: none"> <li>• Continue to utilize technology as a means to prepare students for college and career readiness.</li> <li>• Provide 1:1 devices in Grades 4-8.</li> <li>• In 2016-17, implement a keyboarding skills program for students in grades 2 - 8 to better prepare students for SBAC tests. (This was not done in 2015-16 as planned.)</li> <li>• Provided training in Spring 2016 and will continue to provide training to all staff on new SIS system (Aeries) as we move forward with full implementation in 2016-17.</li> </ul>	LEA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$22,262 (added technology personnel) \$4,000 Professional Development
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<ul style="list-style-type: none"> <li>• Baseline assessment for pupil achievement on CAASPP is as follows: ELA proficiency rate is 35% met or exceeded standards and 29% nearly met standards; In math, the rate is 26% met or exceeded standards and 35% nearly met standards. Goal of 50% of students meeting or exceeding standard in both ELA and in math.</li> <li>• Currently, 48% of students at Lillian Larsen are reading at or above grade level or have made .7 years progress at the second trimester on STAR reading assessment. Currently, 63.6% of students at Cappy Culver are reading at or above grade level or have made at least .7 years progress at the second trimester on STAR reading assessment. Goal is to increase percentage to at least 70% reading at or above grade level or have made .7 years progress.</li> <li>• Continue to meet or exceed the state target for English Language Development for EL students. Currently, 65.5% exceeded the state target of 60.5% for AMAO-1; 63.8% for AMAO2--Annual progress in attaining English language proficiency exceeded the state target of 50.9%.</li> <li>• Increase percentage of English Learner students redesignated to Fluent (FEP). Goal is to reclassify at least 10% of total ELs annually.</li> <li>• Provide .5 FTE teacher and .5 bilingual aide to support students new to the country with little or no English skills dependent upon enrollment (Conecciones class).</li> <li>• Provide SDAIE strategies to teachers during staff development days.</li> <li>• Provide additional training for paraeducators in meeting individual student goals and to regular education teachers in best practices to utilize paraeducators in the classroom.</li> </ul>	<p>LEA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$52,076 for .50 Teacher in Conecciones Class and \$12,464 for .50 Aide.  \$140,435 (5% of teachers' salaries for every minimum day Wednesday)  \$25,000 available through Title I professional development.</p>
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<p>Summer reading program one day a week to maintain and improve reading levels and reduce regression over summer for students speaking only Spanish at home.</p>	<p>Lillian Larsen Elementary  Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$830 for Staff.</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Continue 100% compliance with all teachers being highly-qualified and properly credentialed; maintain safe clean facilities in good repair; and continue with full compliance of all students having access to core curriculum and textbooks.</li> <li>• Staff surveys will reflect that at least 90% of teachers feel they can effectively implement the California Standards/ELD standards.</li> <li>• Staff surveys will reflect that at least 75% of teachers will initiate implementation of NGSS and express ability to implement fully when adopted.</li> <li>• 100% of all students will be taught/assessed with California Standards aligned assessments in ELA and math.</li> <li>• District-directed professional development Wednesdays will be utilized to provide training on California Standards, ELD, NGSS and best instructional practices at both schools--at least one day each trimester will focus on this training to be measured by PD Calendar and staff surveys.</li> <li>• Provide professional development for staff to incorporate technology into the instructional program to promote student achievement as measured by PD Calendar and staff surveys.</li> <li>• Train new staff on SIS system (Aeries) as needed and provide professional development on gradebook/report cards and other needs.</li> <li>• 50% or more of students will meet or exceed proficiency requirements on CAASPP in both ELA and math.</li> <li>• 70% or more of students will read at or above grade level or have .7 years progress at the second trimester on STAR reading assessment.</li> <li>• Continue to meet or exceed the state target for English Language Development for EL students. Currently, 65.5% exceeded the state target of 60.5% for AMAO-1; 63.8% for AMAO2--Annual progress in attaining English language proficiency exceeded the state target of 50.9%.</li> <li>• Reclassify 10% of total English Learner students annually Increase percentage of English Learner students redesignated to Fluent (FEP). Goal is to reclassify 10% of total ELs annually.</li> <li>• Continue to redesignate 10% or more EL students annually</li> <li>• LTEL students need to be identified early (Grades 1 and 2) and their needs addressed through both integrated and designated instruction.</li> <li>• Use Fall CELDT data and an ongoing assessment system to monitor monthly the achievement of EL students who are enrolled in Conecciones class to determine success of program.</li> <li>• Monitor that students in all subgroups are meeting district goals.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Summer reading program one day a week to maintain and improve reading levels and reduce regression over summer for students speaking only Spanish at home.	Lillian Larsen Elementary  Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$875 for Staff.
Maintain safe clean facilities. Maintenance Director inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.	LEA  Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$320 (1 day MOT Director to visit sites)
Maintain 100% fully credentialed and appropriately assigned teachers.  Continue to work with Cal Poly, SLO, to attract fully credentialed and appropriately assigned teachers.	LEA  Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$8,354 (10% of Certificated HR Staff's time)

<p>Provide staff with materials and training to implement California Standards/NGSS/ELD standards.</p> <p>Provide training for staff to incorporate technology with California Standards/NGSS/ELD standards.</p> <p>Provide training for staff to provide designated and integrated ELD instruction for all EL learners.</p> <p>Provide professional development for staff to incorporate technology into the instructional program to promote student achievement.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$25,000 (Professional Development Set-a-side for Title I)</p> <p>\$140,435 (5% Teachers' salaries for minimum day Wednesday Professional Learning Communities)</p>
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<ul style="list-style-type: none"> <li>• Baseline assessment for pupil achievement on CAASPP is as follows: ELA proficiency rate is 35% met or exceeded standards and 29% nearly met standards; In math, the rate is 26% met or exceeded standards and 35% nearly met standards. Goal of 50% of students meeting or exceeding standard in both ELA and in math.</li> <li>• Goal is to continue to increase percentage to 70% or more of students reading at or above grade level or have made .7 years progress. In 2015-16, 48% of students at Lillian Larsen are reading at or above grade level or have made .7 years progress at the second trimester on STAR reading assessment, and 63.6% of students at Cappy Culver are reading at or above grade level or have made at least .7 years progress at the second trimester on STAR reading assessment.</li> <li>• Continue to meet or exceed the state target for English Language Development for EL students. Currently, 65.5% exceeded the state target of 60.5% for AMAO-1; 63.8% for AMAO2--Annual progress in attaining English language proficiency exceeded the state target of 50.9%.</li> <li>• Increase percentage of English Learner students redesignated to Fluent (FEP). Goal is to reclassify at least 10% of total ELs annually.</li> <li>• Evaluate the effectiveness of providing .5 FTE teacher and .5 bilingual aide to support students new to the country with little or no English skills dependent upon enrollment (Conecciones class).</li> <li>• Provide SDAIE strategies to teachers during staff development days.</li> <li>• Provide additional training for paraeducators in meeting individual student goals and to regular education teachers in best practices to utilize paraeducators in the classroom.</li> </ul>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$52,848 for .50 Teacher in Conecciones Class and \$13,112 for .50 Aide.</p> <p>\$144,426 (5% of teachers' salaries for every minimum day Wednesday)</p> <p>\$25,000 available through Title I professional development.</p>
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<p>All students have access to SBE adopted core textbooks and curriculum as required by Williams Act.</p> <p>Purchase supplemental texts and consumables in alignment with California Standards/NGSS/ELD standards.</p> <p>California textbook adoption cycle has been suspended with the exception of ELA and Math.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$45,000 maintain instructional materials.</p>
<ul style="list-style-type: none"> <li>• Continue to utilize technology as a means to prepare students for college and career readiness.</li> <li>• Provide 1:1 devices in Grades 4-8.</li> <li>• In 2016-17, implement a keyboarding skills program for students in grades 2 - 8 to better prepare students for SBAC tests. (This was not done in 2015-16 as planned.)</li> <li>• Continue to provide Grade 3 students with daily access to computer lab or technology cart.</li> <li>• Full implementation of new SIS system (Aeries) was completed with training in 2016-17 and the need for additional training for returning staff and new staff will be provided as needed.</li> </ul>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$24,840(added technology personnel)</p> <p>\$25,000 (Professional Development Set-a-side through Title I)</p> <p>\$21,000 (Replace 1/1 Devices)</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• Continue 100% compliance with all teachers being highly-qualified and properly credentialed; maintain safe clean facilities in good repair; and continue with full compliance of all students having access to core curriculum and textbooks.</li> <li>• Continue to administer staff surveys to determine need and results will reflect that at least 90% of teachers feel they can effectively implement the California Standards/ELD standards.</li> <li>• Staff surveys will reflect that at least 80% of teachers will initiate implementation of NGSS and express ability to implement fully when adopted.</li> <li>• 100% of all students will be taught/assessed with California Standards aligned assessments in ELA and math.</li> <li>• District-directed professional development Wednesdays will be utilized to provide training on California Standards, ELD, NGSS and best instructional practices at both schools--at least one day each trimester will focus on this training to be measured by PD Calendar and staff surveys.</li> <li>• Provide professional development for staff to incorporate technology into the instructional program to promote student achievement as measured by PD Calendar and staff surveys.</li> <li>• Train new staff on SIS system (Aeries) as needed and provide ongoing professional development based upon need.</li>   <li>• 50% or more of students will meet or exceed proficiency requirements on CAASPP in both ELA and math.</li> <li>• 70% or more of students will read at or above grade level or have .7 years progress at the second trimester on STAR reading assessment.</li> <li>• Continue to meet or exceed the state target for English Language Development for EL students. Currently, 65.5% exceeded the state target of 60.5% for AMAO-1; 63.8% for AMAO2--Annual progress in attaining English language proficiency exceeded the state target of 50.9%.</li> <li>• Reclassify 10% of total English Learner students annually Increase percentage of English Learner students redesignated to Fluent (FEP). Goal is to reclassify 10% of total ELs annually.</li> <li>• Continue to redesignate 10% or more EL students annually</li> <li>• LTEL students need to be identified early (Grades 1 and 2) and their needs addressed through both integrated and designated instruction.</li> <li>• Use Fall CELDT data and an ongoing assessment system to monitor monthly the achievement of EL students who are enrolled in Conecciones class to determine success of program.</li> <li>• Monitor that students in all subgroups are meeting district goals.</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>Summer reading program one day a week to maintain and improve reading levels and reduce regression over summer for students speaking only Spanish at home.</p>	<p>Lillian Larsen Elementary Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$910 for staff</p>
<p>Maintain safe clean facilities. Maintenance Director inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.</p>	<p>LEA Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$326 1-Day for MOT Director on Site Inspection</p>
<p>Maintain 100% fully credentialed and appropriately assigned teachers.  Continue to work with Cal Poly, SLO, to attract fully credentialed and appropriately assigned teachers.</p>	<p>LEA Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$8,506 (10% of HR Certificated Staff Salary)</p>

<p>Provide staff with materials and training to implement California Standards/NGSS/ELD standards.</p> <p>Provide training for staff to incorporate technology with California Standards/NGSS/ELD standards.</p> <p>Provide training for staff to provide designated and integrated ELD instruction for all EL learners.</p> <p>Provide professional development for staff to incorporate technology into the instructional program to promote student achievement.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$25,000 (Professional Development Set-a-side for Title I)</p> <p>\$148,509 (5% Teachers' salaries for minimum day Wednesday Professional Learning Communities)</p>
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<ul style="list-style-type: none"> <li>• Baseline assessment for pupil achievement on CAASPP is as follows: ELA proficiency rate is 35% met or exceeded standards and 29% nearly met standards; In math, the rate is 26% met or exceeded standards and 35% nearly met standards. Goal of 50% of students meeting or exceeding standard in both ELA and in math.</li> <li>• Goal is to continue to increase percentage to 70% or more of students reading at or above grade level or have made .7 years progress. In 2015-16, 48% of students at Lillian Larsen are reading at or above grade level or have made .7 years progress at the second trimester on STAR reading assessment, and 63.6% of students at Cappy Culver are reading at or above grade level or have made at least .7 years progress at the second trimester on STAR reading assessment.</li> <li>• Continue to meet or exceed the state target for English Language Development for EL students. Currently, 65.5% exceeded the state target of 60.5% for AMAO-1; 63.8% for AMAO2--Annual progress in attaining English language proficiency exceeded the state target of 50.9%.</li> <li>• Increase percentage of English Learner students redesignated to Fluent (FEP). Goal is to reclassify at least 10% of total ELs annually.</li> <li>• Evaluate effectiveness of program; Continue to provide .5 FTE teacher and .5 bilingual aide to support students new to the country with little or no English skills dependent upon enrollment (Conecciones class).</li> <li>• Provide SDAIE strategies to teachers during staff development days.</li> <li>• Provide additional training for paraeducators in meeting individual student goals and to regular education teachers in best practices to utilize paraeducators in the classroom.</li> </ul>	LEA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$53,620 for .50 Teacher in Conecciones Class and \$13,112 for .50 Aide. \$148,508 (5% of teachers' salaries for every minimum day Wednesday) \$25,000 available through Title I professional development.
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<p>All students have access to SBE adopted core textbooks and curriculum as required by Williams Act.</p> <p>Purchase supplemental texts and consumables in alignment with California Standards/NGSS/ELD standards.</p> <p>California textbook adoption cycle has been suspended with the exception of ELA and Math.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$45,000</p> <p>Maintain Instructional Materials</p>
<ul style="list-style-type: none"> <li>• Continue to utilize technology as a means to prepare students for college and career readiness.</li> <li>• Continue providing 1:1 devices in Grades 4-8.</li> <li>• Starting In 2016-17, implement a keyboarding skills program for students in grades 2 - 8 to better prepare students for SBAC tests and evaluate the effectiveness.</li> <li>• Provided training in Spring 2016 and will continue to provide training to all staff, especially new faculty, on new SIS system (Aeries) moving forward.</li> </ul>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$26,467 (added technology personnel)</p> <p>\$45,000 (replace end-of-life 1/1 devices)</p>

<b>GOAL:</b>	<p>Goal 2:</p> <p>SMJUSD will ensure a safe, welcoming, engaging and inclusive climate for all students and their families that promotes academic excellence, daily attendance and appropriate, respectful behavior.</p>	<p>Related State and/or Local Priorities:  _1 _2 X 3 _4 X 5 X 6 _7 X 8</p> <p>Local:  Aligned with State Priorities</p>
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**Identified Need:**

## Parental Involvement/Engagement

- Parental involvement/engagement has improved but we continue to strive for 100% active participation. Metrics are sign-in sheets, parent conference attendance and number of parents attending school events.

## Pupil Engagement

- Maintain ADA goal of 96% district wide
- Reduce chronic absenteeism rate by 5%; Rate for 2015-16 is 9%.

## Pupil Engagement; Other Pupil Outcomes

- Students need opportunities for enrichment/acceleration. Due to the rural location of both schools, there are very few community-based programs available to our students. Due to the high number of low socio-economic students, in the district, many do not have access to extra-curricular or enrichment activities.
- Promote higher education opportunities for students.
- Maintain high expectations for students resulting in TH graders qualifying for honors or upper level classes at Paso Robles High School. Currently, 30% of TH grade students qualified for enrollment in these classes at RHYS for 2016-17. Metrics are TH grade high school registration.

## School Climate

- As of 4/28/2016, the suspension rate was 3.41% for unduplicated counts. Maintain 10% or less suspension rate by utilizing alternative discipline and counseling/prevention programs.
- As of 4/28/2016, the expulsion rate was .13% in 2015-16 and it was a stipulated expulsion; Maintain expulsion rate by utilizing alternative discipline and counseling/prevention programs.
- 0% Dropout rates since 2007-08. Maintain 0% dropout rate.

## 2015-16 California Healthy Kids Survey (CHS) results

- 90% of students reported feeling safe at school
- 90% of students reported feeling a part of the school
- 14% of students reported feeling chronic sad or hopeless feelings almost every day in the past 12 months

## 2015-16 California School Staff Climate Survey (CSC) for staff

- 98% of staff reported the district is a safe place
- 88% of staff reported the district has clean and well-maintained facilities and property
- 84% of staff reported the district helps students with their social, emotional and behavioral problems

<b>Goal Applies to:</b>	<b>Schools:</b> LEA		
	Grades: All		
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• 100% active parent participation.</li> <li>• Maintain ADA goal of 96%</li> <li>• Chronic absenteeism rate will decrease to below 7%</li> <li>• Maintain 10% or less suspension rate</li> <li>• Goal of 0% expulsion rate.</li> <li>• Maintain 0% dropout rate.</li> <li>• Maintain 30% of 8th grade students qualifying for honors classes at PRHS.</li> <li>• Decrease percentage of students reporting feelings of chronic sadness or hopelessness on a daily basis (utilize student survey/CHKS 2018)</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Increase communication with parents</p> <p>Increase opportunities for parental involvement/engagement</p> <ul style="list-style-type: none"> <li>• Sample activities include translation for parent conferences; parent education events; counseling services to families and school events promoting student/parent involvement/engagement (back-to-school night, family math night, open house)</li> </ul>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$12,730 (5% bilingual stipend paid to staff and hourly amount)</p>
<p>Utilize personnel and auto-dialer program to clear absences, remind parents of school events, promote 100% parental involvement/engagement in school activities and inform parents/guardians of any school emergency. Communication is in both English and Spanish as needed.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$48,888 Attendance clerks at both sites</p> <p>\$700 Auto Dialer</p>

<p>Offer acceleration and intervention in core subject areas at Lillian Larsen in Grades 6-8 and at CCE in Grades 7-8 by providing low class sizes and tutoring as needed for student success.</p>	<p>LEA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$73,640 1 FTE Middle School Staff</p>
<p>Reviewed results of attendance goals with teachers and parents to measure progress by trimester.</p> <p>Provided additional clerical staff in 2015-16 to assist with attendance at both schools. Continue this service.</p>	<p>LEA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$48,888 Attendance Clerks at both Sites</p>
<p>Continue to provide enrichment programs that promote student achievement.</p> <p>Provide after-school enrichment activities including but not limited to art, music, science, athletics, performing arts, agriculture, woodworking and college readiness.</p> <p>Provide intervention programs as needed in the areas of math and ELA.</p> <p>Provide assemblies and field trips to promote student achievement; college career readiness and to enhance opportunities for our students given our rural/low socio-economic setting.</p> <p>District provides transportation for field trips (TK-8) and college-career readiness events for middle school students at no cost to parents/students.</p>	<p>LEA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$22,084 Enrichment programs provided after school</p> <p>\$9,220 Program Leader (.44 FTE) for Afterschool Program</p> <p>\$15,000 (2000 miles for each school)</p> <p>\$3,062 (Bus Drivers)</p>

<p>Continue to provide prevention and social/emotional support to students/families through counseling support services. Additional counseling services will be provided by a bilingual counselor at Lillian Larsen to meet the growing need.</p>	<p>LEA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$72,750 Counseling Services</p>
<p>Continue to develop and utilize prevention programs and alternatives to suspension which include students being assigned to classes at school rather than sent home on suspension.</p> <p>Continue to provide learning centers/alternative education on campus for students who need to be removed from the regular classroom so they may still receive high-quality California Standards/NGSS/ELD standards-based instruction.</p> <p>Train yard duty personnel and certificated staff in Positive Behavior Intervention Strategies (PBIs).</p>	<p>LEA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$19,435 Behavioral Support Services (.41 FTE) staff hired to train aides.</p> <p>\$133,645 Certificated Staff in Learning Centers (1.43 FTE)</p> <p>\$18,108 Administration Program Development (.15 FTE)</p>

<p>Maintain PE programs for all grades which meet or exceed the state requirements.</p> <p>After-school sports will be offered and expanded for enrichment.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$77,219 (1.0 FTE)</p> <p>P.E. Teacher, \$52,552 (1.5 FTE) P.E. Aides</p> <p>\$13,032 Coaches/Direct or Stipends</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• 100% active parent participation.</li> <li>• Maintain ADA goal of 96%</li> <li>• Chronic absenteeism rate will decrease to below 7%</li> <li>• Maintain 10% or less suspension rate</li> <li>• Goal of 0% expulsion rate.</li> <li>• Maintain 0% dropout rate.</li> <li>• Maintain 30% of 8th grade students qualifying for honors classes at PRHS.</li> <li>• Decrease percentage of students reporting feelings of chronic sadness or hopelessness on a daily basis (utilize student survey/CHKS 2018)</li> </ul>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>Offer acceleration and intervention in core subject areas at Lillian Larsen in Grades 6-8 and at CCE in Grades 7-8 by providing low class sizes and tutoring as needed for student success.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$77,188 1 FTE Middle School Teacher</p>

<p>Continue to provide enrichment programs that promote student achievement.</p> <p>Provide after-school enrichment activities including but not limited to art, music, science, athletics, performing arts, agriculture, woodworking and college readiness.</p> <p>Provide intervention programs as needed in the areas of math and ELA.</p> <p>Provide assemblies and field trips to promote student achievement; college career readiness and to enhance opportunities for our students given our rural/low socio-economic setting.</p> <p>District provides transportation for field trips (TK-8) and college-career readiness events for middle school students at no cost to parents/students.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$34,816</p> <p>Enrichment programs provided after school</p> <p>\$10,196</p> <p>Program Leader (.44 FTE)</p> <p>Afterschool School</p> <p>\$15,000 (2000 miles for each school)</p> <p>\$3,201 (Bus Drivers)</p>
<p>Utilize personnel and auto-dialer program to clear absences, remind parents of school events, promote 100% parental involvement/engagement in school activities and inform parents/guardians of any school emergency. Communication is in both English and Spanish as needed.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$53,621</p> <p>Attendance clerks at both sites</p> <p>\$725 Auto Dialer</p>

<p>Increase communication with parents</p> <p>Increase opportunities for parental involvement/engagement</p> <ul style="list-style-type: none"> <li>Sample activities include translation for parent conferences; parent education events; counseling services to families and school events promoting student/parent involvement/engagement (back-to-school night, family math night, open house)</li> </ul>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$13,373 (5% bilingual stipend paid to staff and hourly amount)</p>
<p>Maintain PE programs for all grades which meet or exceed the state requirements.</p> <p>After-school sports will be offered and expanded for enrichment.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$80,826 (1.0 FTE) P.E. Teacher</p> <p>\$57,885 (1.5 FTE) P.E. Aides</p> <p>\$13,240 Coaches/Direct or Stipends</p>

<p>Continue to develop and utilize prevention programs and alternatives to suspension which include students being assigned to classes at school rather than sent home on suspension.</p> <p>Continue to provide learning centers/alternative education on campus for students who need to be removed from the regular classroom so they may still receive high-quality California Standards/NGSS/ELD standards-based instruction.</p> <p>Train yard duty personnel and certificated staff in Positive Behavior Intervention Strategies (PBIs).</p>	<p>LEA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,277 Behavioral Support Services (.41 FTE) staff hired to train aides.  \$137,250 Certificated Staff in Learning Centers (1.43 FTE)  \$18,725 Administration Program Development (.15 FTE)</p>
<p>Review results of attendance goals with teachers and parents to measure progress by trimester.</p> <p>Clerical staff at both schools to assist and support monitoring student attendance.</p>	<p>LEA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$53,621 Attendance Clerks at both Sites</p>
<p>Continue to provide prevention and social/emotional support to students/families through counseling support services. The need for additional counseling services will be reviewed.</p>	<p>LEA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$72,750 Counseling Services</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• 100% active parent participation.</li> <li>• Maintain ADA goal of 96%</li> <li>• Chronic absenteeism rate will decrease to below 7%</li> <li>• Maintain 10% or less suspension rate</li> <li>• Goal of 0% expulsion rate.</li> <li>• Maintain 0% dropout rate.</li> <li>• Maintain 30% of 8th grade students qualifying for honors classes at PRHS.</li> <li>• Decrease percentage of students reporting feelings of chronic sadness or hopelessness on a daily basis (utilize student survey/CHKS 2018)</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Offer acceleration and intervention in core subject areas at Lillian Larsen in Grades 6-8 and at CCE in Grades 7-8 by providing low class sizes and tutoring as needed for student success.</p>	<p>LEA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$80,819 1.0 Middle School Teacher</p>

<p>Continue to provide enrichment programs that promote student achievement.</p> <p>Provide after-school enrichment activities including but not limited to art, music, science, athletics, performing arts, agriculture, woodworking and college readiness.</p> <p>Provide intervention programs as needed in the areas of math and ELA.</p> <p>Provide assemblies and field trips to promote student achievement; college career readiness and to enhance opportunities for our students given our rural/low socio-economic setting.</p> <p>District provides transportation for field trips (TK-8) and college-career readiness events for middle school students at no cost to parents/students.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$35,781</p> <p>Enrichment programs provided after school</p> <p>\$11,300</p> <p>Program Leader (.44 FTE) Afterschool Program</p> <p>\$15,000 (2000 miles for each school, \$3,062 (Bus Drivers)</p>
<p>Utilize personnel and auto-dialer program to clear absences, remind parents of school events, promote 100% parental involvement/engagement in school activities and inform parents/guardians of any school emergency. Communication is in both English and Spanish as needed.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$56,096</p> <p>Attendance clerks at both sites</p> <p>\$750 Auto Dialer</p>

<p>Increase communication with parents</p> <p>Increase opportunities for parental involvement/engagement</p> <ul style="list-style-type: none"> <li>Sample activities include translation for parent conferences; parent education events; counseling services to families and school events promoting student/parent involvement/engagement (back-to-school night, family math night, open house)</li> </ul>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$13,642 (5% bilingual stipend paid to staff and hourly amount)</p>
<p>Maintain PE programs for all grades which meet or exceed the state requirements.</p> <p>After-school sports will be offered and expanded for enrichment.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$84,511 (1.0 FTE) P.E. Teacher</p> <p>\$62,367 (1.5 FTE) P.E. Aides</p> <p>\$13,449 Coaches/Direct or Stipends</p>

<p>Continue to develop and utilize prevention programs and alternatives to suspension which include students being assigned to classes at school rather than sent home on suspension.</p> <p>Continue to provide learning centers/alternative education on campus for students who need to be removed from the regular classroom so they may still receive high-quality California Standards/NGSS/ELD standards-based instruction.</p> <p>Train yard duty personnel and certificated staff in Positive Behavior Intervention Strategies (PBIs).</p>	<p>LEA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,277 Behavioral Support Services (.41 FTE) staff hired to train aides.  \$139,642 Certificated Staff in Learning Centers (1.43 FTE)  \$19,001 Administration Program Development (.15 FTE)</p>
<p>Review results of attendance goals with teachers and parents to measure progress by trimester.</p> <p>Clerical staff at both schools to assist and support monitoring student attendance.</p>	<p>LEA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$56,096 Attendance Clerks at both Sites</p>
<p>Continue to provide prevention and social/emotional support to students/families through counseling support services. Assess the need to provide additional counseling services.</p>	<p>LEA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$72,750 Counseling Services</p>

## Annual Update

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

### Guiding Questions:

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

<b>Original Goal from prior year LCAP:</b>	Improve and support student learning to close achievement gaps and ensure all students move to 9th grade level on track to graduate and to be college and career ready.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	1. Continue to have 100% compliance with teachers appropriately credentialed, sufficient access to standards aligned textbooks and school facilities in good repair as evidence in Williams Quarterly	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 100% compliance with all teachers being highly-qualified and properly credentialed; maintain safe clean facilities in good repair; and continue with full compliance of all students having access to core</li> </ul>

Reports from County Office.

2. Every month, at least one district staff development minimum day will be devoted to providing training on California Standards and best practices for ELD at both schools.
3. Staff surveys will reflect that 75% of teachers feel they can effectively implement the California Standards.
4. 100% of students will be taught/assessed with common assessments in ELA/Social Science and Math using California Standards aligned pacing guides in 2015-16.
5. Establish baseline of ELA and Math proficiency rate with CAASPP data for all students and identified unduplicated students.
6. Meet/exceed state targets when identified by State when API or other tool is reinstated or instituted--currently not applicable.
7. Currently, 68% of students in Grades 1-3 have increased at least on grade level. Increase percentage of students showing a year's growth in reading measured by local assessments such as San Diego Quick, Dibels and Comprehension Test. Students in Grades 4-8 will also increase at least one grade level and data will be provided.
8. Increase the reclassification of current English Learner Students to Fluent (FEP) by 3%.
9. Increase redesignation of LTEL students by 4% by supporting EL students with ELD teaching strategies to support our "long-term English learners" (LTELs) who are identified as being in schools in the US for six or more years but have not made sufficient progress to meet redesignation criteria which is a focus of the CDE.
10. Increase district ELA Proficiency rate from

- curriculum and textbooks.
- CSCSS surveys reflect that 57% teachers feel they do not need more professional development or support in meeting academic standards (Table A11.2, page 55--San Miguel JUSD)
- 100% of students were taught/assessed with California Standards aligned assessments in ELA and math.
- District-directed professional development Wednesdays provided training on California Standards/ELD best instructional practices at both schools. Staff surveys indicate that at least one day each trimester in the coming year will focus on curriculum. (Measured by surveys/PD calendars)
- Provided professional development for staff, including Google workshops, to incorporate technology into the instructional program to promote student achievement as measured by PD Calendar, conference committee log and staff surveys.
- Classified and certificated staff were trained on new SIS system (Aeries) for full implementation in 2016-17.
- 70% of students reading at or above grade level or have .7 years progress at the second trimester on STAR reading assessment. This generated a lot of healthy discussion on the best tool for measuring progress.
  - Staff want to clearly identify the methods of measure to be used especially in reading and math moving forward.
    - ELA methods of measurement to be used moving forward are:
      - Grades 1-8: STAR & Early Literacy; ESGI for TK/K
      - Grades 4-8: CAASPP & Writing benchmarks (consistent and identify

53.2% to 60%.

11. Continue to meet or exceed the state target for English Language Development for EL students (Currently 68.1%; exceeded State target of 59.9% for AMAO-a; 54.7% for AMAO-2--Annual progress in attaining English language proficiency; exceeded State target of 49.0%)

12. Increase enrollment rate of student sin identified subgroups by 4% in advanced classes which is measurable by enrollment data.

13. Use Fall 2015 CELDT data on students in Conecciones class to determine success of program.

Please note, the following metrics do not apply as we are a K-8 school district:

- Percent of pupils passing AP exams
- Percent of pupils participating in, and demonstrating college preparedness pursuant to the Early Assessment Program
- Percent of pupils satisfying UC/CSU entrance requirements, career technical education.

grade levels)

- Kindergarten, LLE
  - 0% of students scored at one-half year's growth at mid-year assessment
- Kindergarten, CCE
  - 96% of students scores at one-half year's growth at mid-year assessment
- 1st grade students, LLE - 96% scored one-half year's growth or more at mid-year assessment using STAR Early Literacy.
- 1st grade students, CCE - 0% scored one-half year's growth or more at mid-year assessment using STAR Early Literacy
- MATH - Dibels, esyCBS CCSS Math
  - 85% of K-8 students scores between the 40th and 90th national percentile on mid-year Dibels easy CBM CCSS Math.
- CAASPP Results:
  - ELA
    - 6% of students exceeded standards
    - 29% met standards

- 29% nearly met standards
    - 37% did not meet standards
  - MATH
    - 7% of students exceeded standards
    - 19% met standards
    - 35% nearly met standards
    - 39% did not meet standards
- Currently, 65.5% exceeded the state target of 60.5% for AMAO-1; 63.8% for AMAO2-- Annual progress in attaining English language proficiency exceeded the state target of 50.9%.
- In 2015-16, 20 students or 8.9% were redesignated to FEP which is an increase of 100% of EL students redesignated as compared to 2014-15 where 10 students or 4.7% were redesignated. (DataQuest EL Data)
  - LTEL students need to be identified early (Grades 4 and 5) and their needs addressed through both integrated and designated instruction. The goal remains to redesignate 4% of LTEL students to FEP, but this goal was not achieved.
- Use Fall CELDT data and an ongoing assessment system to monitor monthly the achievement of EL students who are enrolled in Conexiones class to determine success of program.
- Monitor that students in all subgroups are meeting district goals.

**LCAP Year: 2015-16**

<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>

<p>Maintain safe, clean school facilities in accordance with Williams Requirements</p> <ul style="list-style-type: none"> <li>Maintenance Director inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.</li> </ul>		<p>\$252</p> <p>Source: Base Grant</p>	<p>Williams Audit in September of 2015 verified LLE in total compliance with all requirements of safe, clean school facilities verified by County Letters reporting on four required areas as well as 100% properly credentialed teachers.</p> <p>Regarding facilities:</p> <p>Maintenance Director inspected facilities on a regular basis and at once annually utilizing FIT reports as required for SARC and inspection of Lillian Larsen campus by the County Office of Education with the MOT Director as a part of the Williams requirements.</p> <ul style="list-style-type: none"> <li>Lillian Larsen Elementary was totally rekeyed in April 2016 for safety purposes.</li> <li>Spent \$3,000 + on plumbing issues at Lillian Larsen.</li> <li>88% staff reported they feel we have clean and well-maintained facilities (California Staff Survey)</li> </ul>	<p>\$10,066 to Rekey Campus</p> <p>\$283 MOT Director 1 Day Per Year Inspection</p>	
<p><b>Scope of service:</b></p>	<p>LEA</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

Student access to core textbooks <ul style="list-style-type: none"> <li>Expenditures on adopted textbooks are made as needed to ensure access to core curriculum for all students</li> <li>Purchase supplemental texts and consumables in alignment with California Standards.</li> </ul>		\$46,000  Source: Base Grant, Lottery Prop 20	Purchases were made to ensure all students have access to core textbooks.  McGraw Hill My Math for TK - 2; Great Minds (Eureka Math) materials for 3rd - 8th were ordered  Supplemental core novels, ELA support materials and math intervention programs are aligned with CCSS.  The teachers have piloted ELA materials and board-approved adoption of curriculum will be made and materials purchased for 2016-17. (Board approved 6/2/2016)	\$69,379 Instructional Materials
<b>Scope of service:</b>	LEA  Grades: All		Scope of service:  LEA  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>Train staff, provide materials and implement California Standards, ELD standards and NGSS.</p> <ul style="list-style-type: none"> <li>Acquire California Standards materials with an emphasis on ELA pending approved SBE textbook.</li> <li>Pilot ELA materials after SBE provides approved textbook lists in the Fall. (Lead teacher, Mrs. Learned, serving on State ELA adoption committee).</li> <li>Set baseline levels of performance for ELA and Math with CAASPP data.</li> </ul>		<p>\$46,000</p> <p>Source: Base Grant, Lottery Prop 20</p>	<ul style="list-style-type: none"> <li>Provided faculty and staff opportunity to attend workshops/conferences (see conference committee spreadsheet).</li> <li>District will be adopting ELA textbooks before the end of 2015-16 to be implemented in 2016-17.</li> <li>Currently piloting two publishers of ELA materials. Mrs. Learned and other key teachers attended workshops on ELA materials. Publishers came to site on Wednesday Professional Development Day to provide training to teachers.</li> <li>Baseline level of performance for ELA is 35% based on CAASPP.</li> <li>Baseline level of performance for Math is 26% based on CAASPP.</li> </ul>	<p>\$30,143</p> <p>Professional Development</p>	
<p><b>Scope of service:</b></p>	<p>LEA</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Technology and Professional Development</p> <ul style="list-style-type: none"> <li>Provide training for teachers to promote student achievement in California Standards and best practices for ELD at least once a month including incorporating technology into the instructional program.</li> </ul>		<p>\$11,011</p> <p>Source: Title I</p>	<ul style="list-style-type: none"> <li>Districtwide teachers meet twice a month on Early Release Wednesdays for professional development including technology.</li> <li>LLE teachers had a focus on ELD, but K-5 LLE teachers requested more of a focus on ELD strategies in the upcoming year.</li> </ul>	<p>\$138,002 (5% Teachers' salaries for minimum day Wednesday Professional Learning Communities)</p>	

<b>Scope of service:</b>	LEA Grades: All		<b>Scope of service:</b>	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Increase percentage to 70% of students in Grades K-8 who show at least one year's growth in reading scores for each year in school.</p> <ul style="list-style-type: none"> <li>Class size reduction aligned with State guidelines. Monitor and continue to provide class-size reduction in grades TK- 3.</li> <li>Local Measures such as Dibels, San Diego Quick Assessment, ESGI and STAR Early Literacy</li> </ul>		<p>\$808,943</p> <p>Source: Base/Grade Span/Title II</p> <p>\$48,382</p> <p>Source: Supplementa I</p>	<ul style="list-style-type: none"> <li>The district reviewed and revised metrics to evaluate student achievement. Cappy Culver shows that from September, 2015 - March, 2016, 63.6% of students in Grades 1-8 have made at least one years growth in reading scores or are currently reading at or above grade level using the grade equivalent score on the STAR Reading Growth Report. At Lillian Larsen, using the same metric, 44% of students in Grades 2-8 made one years growth.</li> <li>Continue to provide class size reduction in grades TK-3, and LLE teachers feel it is a priority with the high needs targeted students to maintain low class sizes.</li> <li>Staff want to clearly identify the methods of measure to be used especially in reading and math moving forward.</li> <li>ELA methods of measurement to be used moving forward are: Grades 1-8, STAR &amp; Early Literacy; ESGI for TK/K; CAASP in 4th-8th grades; Writing benchmarks (consistent and identify grade levels)</li> <li>1st Grade students at LLE, 96% scored one-half year's growth or more at mid-year assessment using STAR Early Literacy. Kindergarten at LLE, 0% of students scored at one-half year growth at mid-year assessment. At Cappy Culver, 96% of Kindergarten students scored at one-half year growth or more at mid-year assessment, and 0% of 1st graders scored one-half year growth.</li> <li>MATH - 85% of all students in Grades K-8 scored between the 40th and 90th national percentile on the mid-year Dibels easyCBM CCSS Math.</li> </ul>		<p>\$217,145</p> <p>Based on Class sizes at 24/1 we have an added 3 FTE (average of all TK-3 Teachers multiplied by 3)</p>
<p><b>Scope of service:</b></p>	<p>LEA</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>LEA</p> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Increase EL students redesignated to FEP by 3% <ul style="list-style-type: none"> <li>• Provide .5 FTE teacher and .5 bilingual aide to support students new to the country with little or no English skills, Conecciones class.</li> <li>• Provide SDAIE strategies to teachers during staff development days by ELD teacher</li> </ul>		\$50,855  Source: Supplemental/Concentration	<ul style="list-style-type: none"> <li>• In 2013-14, nine (9) students were redesignated to FEP; In 2014-15, 17 students were redesignated; and in 2015-16, 21 students are in the process of being redesignated. The increase is 24% of EL students redesignated.</li> <li>• In 2015-16, CELDT tests reflect 62% of district EL students met AMAO1.</li> <li>• The Conecciones program started in January 2015 to meet the needs of Newcomer Spanish speaker in grades 2-8. Students enrolled in the class all demonstrated increased oral English language skills as measure by teacher-made assessments. In addition, all students enrolled increased their achievement in English as measured by the Fall CELDT assessments.</li> <li>• District will continue in 2016-17 and determine how to measure growth. Faculty receive staff development twice a month on Early Release Wednesdays on strategies for EL students. Need to provide more time for TK-5 at LLE on SDAIE strategies in 2016-17.</li> </ul>	\$41,741 Certificated Teacher for Conecciones Program (.50 FTE)  \$11,590 Aide for Conecciones
<b>Scope of service:</b>	LEA  Grades: All		<b>Scope of service:</b>	LEA  Grades: All

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide professional development training to teachers through grant partnership with Cal Poly. Student teacher agreement through grant with Cal Poly will attract highly qualified staff.  Maintain Cal Poly connections to hire highly-qualified teachers.		Grant Based Source: N/A	<ul style="list-style-type: none"> <li>• Cal Poly Summer Staff Development was provided in August 2015. Positive feedback from staff who attended. Middle School Co-teacher Program and K-5 Student Teacher Program is proving highly successful.</li> <li>• Principal attended Mock Interviews and Recruiting events in 2016. Maintaining Cal Poly connections to highly-qualified teachers. Offered 2016-17 teaching position to one of the Cal Poly co-teachers.</li> </ul>	\$4,983 Certificated Timecards for Staff Development and Curriculum Development	
<b>Scope of service:</b>	LEA  Grades: All		Scope of service:	LEA  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

<p>Increase redesignation of LTEL students redesignated to FEP by 4%</p> <ul style="list-style-type: none"> <li>Enroll students in Grades 6-8 in classes with our most experienced teacher in ELD strategies as well as enroll students in advanced classes where applicable. Evaluate by District redesignation data</li> </ul> <p>Summer reading program one day a week to maintain and improve reading levels and reduce regression over summer for students speaking only Spanish at home</p>		<p>\$72,213</p> <p>Source: Supplemental/Concentration</p>	<ul style="list-style-type: none"> <li>Goal not met but being addressed in future LEA Plan and LCAP. In 2016-17. The district had planned to assign a .5 teacher as bilingual teacher to K-5 Learning Center at LLE but this did not come to fruition as teacher took year-long leave.</li> <li>Middle School students who are still designated EL's are enrolled in Level B ELA with a bilingual ESL teacher to support their needs and incorporate ELD into the ELA program.</li> <li>63% of the students attending Summer Reading Program for at least 5 weeks showed less regression on STAR reading Fall assessment than in prior years. In Summer 2016, we will have a better method of tracking these students in place.</li> </ul>		<p>\$71,296 1 FTE Middle School Teacher Designated for ELD/ELA</p> <p>\$3,640 ASES Summer Program</p>
<p><b>Scope of service:</b></p>	<p>LEA</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA</p> <p>Grades: All</p>	
<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p><b>What changes in actions, services, and expenditures</b></p>		<ul style="list-style-type: none"> <li>Clarified and specified in LCAP what tools will be used for measurement of growth so data is comparable because some goals for 2015-16 where not clear..                             <ul style="list-style-type: none"> <li>Reading progress in particular was reviewed for accuracy in reporting resulting in the .7 years of progress and the trimester identified for reporting as a result of input from principals.</li> </ul> </li> <li>Identified area of need for TK-5 staff at LLE to provide more staff development time in 2016-17 on SDAIE strategies</li> </ul>			

<p><b>Original Goal from prior year LCAP:</b></p>	<p>SMJUSD will ensure a safe, welcoming, engaging and inclusive climate for all students and their families that promotes academic excellence, daily attendance and appropriate and respectful behavior.</p>		<p>Related State and/or Local Priorities:                  _1 _2 X 3 _4 X 5 X 6 _7 X 8                  Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>LEA                  Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. CHKS survey will show that 75% of students feel safe at school and feel a part of the school</li> <li>2. ADA will increase to 96%</li> <li>3. Suspension rates will decrease by 3%</li> <li>4. Maintain 0% expulsion rate</li> <li>5. Chronic Absenteeism will decrease to below 10%</li> <li>6. Three to five parents of unduplicated students attend stakeholder and other meetings to gather parental input on school policies and plans</li> <li>7. 50% of 8th grade graduates will be enrolled in Honors English for 9th grade.</li> </ol> <p><u>PLEASE NOTE</u></p> <ul style="list-style-type: none"> <li>• Middle School dropout rates – San Miguel has not had a middle school drop-out as far back as 2007-08. The teachers provide engaging lessons and a rigorous curriculum. The Healthy Kids Survey supports that our students feel safe at school.</li> <li>• San Miguel JUSD is a K-8 district – the following metrics do not apply</li> </ul> <p>*High School dropout rate</p> <p>*High School graduation Rate</p> <p>*Graduates completing UC/CSU requirements</p> <p>*AP Exam Results</p> <p>*College Board Online Reports</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• Parental participation in the district increased by 300% attendance this year; however, our goal remains to have 100% active parent participation</li> <li>• Maintained ADA goal of 96%</li> <li>• Chronic absenteeism rate of 7%</li> <li>• Suspension rate of 3.41%</li> <li>• Expulsion rate of .26% (two stipulated expulsions).</li> <li>• Maintained 0% dropout rate</li> <li>• 30% of 8th grade students qualified for honors classes at PRHS</li> <li>• Added counseling behavior intervention specialist to address student needs <ul style="list-style-type: none"> <li>◦ Student survey results of latest CHKS reflecting students reporting feelings of chronic sadness or hopelessness on a daily basis (utilize student survey/CHKS 2018)</li> </ul> </li> </ul>
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Increase communication with parents. Increase opportunities for parental involvement.</p> <ul style="list-style-type: none"> <li>Utilize personnel and Auto-dialer to clear absences, remind parents of changes in school schedule to promote 100% attendance.</li> <li>Communication with parents in both English and Spanish will be provided through: *newsletters *webpage *PowerSchool *email *BrightArrow Auto Phone Call system * for all parent communications and focus on the importance of on-time school attendance and the relationship it has to long-term academic achievement.</li> <li>Increase parent attendance at district and site stakeholder meetings by 3 – 5 parents to gather their input on goals and successes. Measure by parent sign-in sheets and use auto-dialer to remind parents in their primary language.</li> </ul>	<p>\$7,011</p> <p>Source: Supplemental/Concentration</p> <p>Auto dialer Expenditure: \$650</p> <p>Source: Title I</p>	<ul style="list-style-type: none"> <li>Increase communication with parents. Increase opportunities for parental involvement.</li> <li>Utilize personnel and Auto-dialer to clear absences, remind parents of changes in school schedule to promote 100% attendance.</li> <li>Communication with parents in both English and Spanish will be provided through: *newsletters *webpage *PowerSchool *email *BrightArrow Auto Phone Call system * for all parent communications and focus on the importance of on-time school attendance and the relationship it has to long-term academic achievement.</li> <li>Increase parent attendance at district and site stakeholder meetings by 3 – 5 parents to gather their input on goals and successes. Measure by parent sign-in sheets and use auto-dialer to remind parents in their primary language.</li> </ul>	<p>\$46,458 (Attendance clerks at both sites)</p> <p>\$612 Autodialer</p> <p>\$1,263 (Principal's time 1 day per week for 1 hour AM Parent Meetings)</p>

<p><b>Scope of service:</b></p>	<p>LEA Grades: All</p>		<p>Scope of service:</p>	<ul style="list-style-type: none"> <li>• Continue to increase opportunities for parental involvement. Provide parent education/resources in Spanish and English during evening hours/weekends so working parents may attend. Continue Tuesday AM Parent Volunteer Program at LLE.</li> <li>• Continue to use both voice (school attendance clerk) and text messaging in English and Spanish at LLE. Explain to parents that primary number will be receiving messages and if their phone number changes, they need to notify the school office.</li> <li>• Participation in DELAC meetings, Tuesday AM Parent Volunteer Meetings, Athletics meetings, parent conferences and school events has increased by 300% as measured by sign-in sheets and observation.</li> </ul> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<ul style="list-style-type: none"> <li>Utilize technology effectively as a means to increase student achievement to prepare the students to be college and career ready.</li> <li>Provide one-to-one devices in Grades 4-7 (iPads/Chromebooks).</li> <li>Implement Grade 3 having daily access to the computer lab or technology cart.</li> <li>Students in Grades 3-8 will learn or improve keyboarding skills to prepare students to successfully take the SBAC tests.</li> </ul>	<p>\$45,000</p> <p>Source: Title I, Lottery, Supplemental/Concentration</p>	<ul style="list-style-type: none"> <li>Utilize technology effectively as a means to increase student achievement to prepare the students to be college and career ready.</li> <li>Provide one-to-one devices in Grades 4-7 (iPads/Chromebooks).</li> <li>Utilize technology effectively as a means to increase student achievement to prepare the students to be college and career ready.</li> <li>Students in Grades 3-8 will learn or improve keyboarding skills to prepare students to successfully take the SBAC tests</li> </ul>	<p>\$200 Professional Development</p> <p>\$15,287 Technology staff to support devices</p>
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<p><b>Scope of service:</b></p>	<p>LEA Grades: All</p>		<p>Scope of service:</p>	<ul style="list-style-type: none"> <li>• Technology, especially Google classroom, has been utilized by teachers to prepare students for high school and higher education. LLE math teacher has all homework on videos and all work is completed on Chromebooks.</li> <li>• One-to-one devices were provided to students in Grades 4-7. (Grades 4 &amp; 5 - iPads; Grades 6 - 8 -- Chromebooks)</li> <li>• Students have access to technology districtwide in Grade 3 classrooms and keyboarding skills are still a focus for technology standards.</li> <li>• This year, a technology culminating project was completed at every grade level, TK - 8.</li> <li>• Technology Committee is updating the district technology plan with best practices including culminating grade level projects. This helps identify areas of need such as keyboarding skills and familiarity with programs, especially regarding state testing skills needed by students who are tested.</li> </ul> <p>Grades: All</p>	
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<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Offer acceleration and intervention in core subject areas at Lillian Larsen in Grades 6 – 8, at CCE in Grades 7 and 8.</p> <p>Regarding Honors English goal, provide low class sizes and tutoring as needed for student success.</p>		<p>\$53,036</p> <p>Source: Supplementa l/Concentratio n</p>	<ul style="list-style-type: none"> <li>• Offer acceleration and intervention in core subject areas at Lillian Larsen in Grades 6 – 8, at CCE in Grades 7 and 8.</li> <li>• Regarding Honors English goal, provide low class sizes and tutoring as needed for student success.</li> </ul>	<p>\$721 Tutoring</p> <p>\$58,239 Certificated 1.0 FTE Staff for accelerated classes and lower class size.</p>
<p><b>Scope of service:</b></p>	<p>LEA</p> <p>Grades: All</p>		<p>Scope of service:</p> <ul style="list-style-type: none"> <li>• Middle School students districtwide receive intervention services as needed four days each week through the Learning Centers or Intervention courses. Math and ELA accelerated coursework is provided to students demonstrating achievement above grade level. Ten 8th graders have qualified for Science Academy Honors as 9th graders. At Lillian Larsen, sixteen (16) students received credit and qualified for at least one year or more of Paso Robles High School Foreign Language (Spanish) credit for a-g</li> </ul>	

			<p>/UC/CSU entrance requirements--[two (2) students qualified for Level IV Spanish; eleven (11) students qualified for Level III Spanish; five (5) students qualified for Level II].          Sixteen district students were accepted into the PRHS AVID program.</p> <ul style="list-style-type: none"> <li>In spring 2015, 10 students qualified and 8 students actually enrolled in Honors English from LLE. In 2016 there were 14 students who qualified and 6 who actually enrolled. At CCE, three (3) students are enrolled in Honors English. Students were reluctant to commit to the summer reading component of Honors English for 9th grade.</li> </ul> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<ul style="list-style-type: none"> <li>• Our district is one of four in San Luis Obispo County participating in the CDE/County of Education Attendance Peer Learning Network. We designated Judy Bedell to oversee implementation of Attendance Works program.</li> <li>• Review goals established for attendance with teachers and measure our progress monthly as a regular faculty meeting topic.</li> <li>• Attendance goals will reflect multiple measures: improvement in ADA, reduction in the percent of students chronically absent (more than 10%), increase students with satisfactory attendance (more than 95%) with a goal to also reduce truancy rates.</li> <li>• Attendance Works will be utilized for data and rates are to be calculated by 7/1/2015.</li> <li>• Recognize staff and teachers monthly who are making a significant contribution toward achieving annual attendance goals</li> <li>• Recognize students and encourage exemplary on-time and daily attendance by trimester</li> <li>• Increase clerical staff to assist with attendance at both schools</li> </ul>	<p>\$34,306</p> <p>Source: Supplemental/Concentration</p>	<ul style="list-style-type: none"> <li>• Reviewed results of attendance goals with teachers and parents on an ongoing basis to measure progress by trimester.</li> <li>• Provided additional clerical staff in 2015-16 to assist with attendance at both schools. Continue this service.</li> <li>• Business Office provided ADA spreadsheet by teacher and total school percentages to bring awareness to management team.</li> <li>• Reported absence rate by classroom/grade at each faculty meeting at both schools in an effort to gain teacher assistance to improve attendance.</li> <li>• Formalized process for Attendance Contract meetings/pre-Sarb process for excessive absences and tardies.</li> <li>• Attendance Works is being used and will continue to be used to analyze attendance data.</li> <li>• Students are recognized weekly at Shared Start and at monthly awards assemblies to encourage improved attendance.</li> </ul>	<p>\$46,458 Attendance Clerks at both sites</p> <p>\$10,268 Administration for Program Development</p>		
<p><b>Scope of service:</b></p>	<p>LEA</p> <p>Grades: All</p>		<p>Scope of service:</p>	<ul style="list-style-type: none"> <li>• Continue to utilize methods to improve attendance/ADA</li> </ul> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			

<p>Provide enrichment and intervention programs that are engaging and promote student achievement.</p> <p>Provide after-school enrichment opportunities for students including but not limited to: Art, music, science, athletics, theater, agriculture, woodworking and college readiness.</p> <p>By the Spring of 2018, a designated facility for Drama, Woodworking, Ag garden and Science lab at Lillian Larsen.</p>	<p>\$34,518</p> <p>Source: Supplemental Concentration</p>	<ul style="list-style-type: none"> <li>• Provide enrichment and intervention programs that are engaging and promote student achievement.</li> <li>• Provide after-school enrichment opportunities for students including but not limited to: Art, music, science, athletics, theater, agriculture, woodworking and college readiness.</li> <li>• After-school sports are being expanded by the Athletic Director and one new sport will be Soccer.</li> <li>• By the Spring of 2018, a designated facility for Drama, Woodworking, Ag garden and Science lab at Lillian Larsen.</li> </ul>	<p>\$15,290 Afterschool Enrichment Stipends</p> <p>\$22,405 Sports Stipends, Services</p> <p>\$38,874 Vans purchased for added participation.</p> <p>\$8,861 Added staff in Afterschool Program</p>
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<p><b>Scope of service:</b></p>	<p>LEA Grades: All</p>		<p>Scope of service:</p>	<ul style="list-style-type: none"> <li>• Grades 3 - 5 and middle school at LLE currently offer voluntary homework program every Wednesday from 1:15 - 3:00 p.m.; after school woodworking 2 x a week; garden work days; and after school reading intervention for targeted students.</li> <li>• After school enrichment opportunities need to be expanded but staffing is a challenge. Many students participate in after school athletics program. Students are requesting Art, Drama and STEM activities after school.</li> <li>• Flag Football was added this year and soccer is being considered. Continue Scholar/Athlete contract and required parent meeting for athletic participation by students. Continue monitoring student eligibility</li> <li>• Reviewing feasibility to have a designated elective building/area due to budget constraints.</li> </ul> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			

<p>Continue to provide students with many educational opportunities including assemblies, programs and field trips throughout each school year allowing them to exposure to events that they may not have experienced. Students will attend multicultural fine arts performances at the Cal Poly Performing Arts Center on the Cal Poly campus in 2015-16 through a grant which also pays for transportation.</p> <p>A focus in 2015-16 at Lillian Larsen will be to expand and build upon the successful drama productions by teacher and students as well as the experience of working with two professional Hollywood directors to make a short film on campus written by students. The Wednesday after-school enrichment will be taught by our retired drama/English teacher.</p> <p>District provides transportation for field trips (K- 8) and college/career readiness events for middle school students at no cost to parents/students.</p>	<p>\$19,610</p> <p>Source: Supplemental/Concentration</p>	<ul style="list-style-type: none"> <li>Continue to provide students with many educational opportunities including assemblies, programs and field trips throughout each school year allowing them to exposure to events that they may not have experienced. Students attended multicultural fine arts performances at the Cal Poly Performing Arts Center on the Cal Poly campus in 2015-16 through a grant which also pays for transportation.</li> <li>The goal of expanding the drama program did not happen as the teacher retired and did not have the ability to teach drama.             <ul style="list-style-type: none"> <li>A focus in 2015-16 at Lillian Larsen will be to expand and build upon the successful drama productions by teacher and students as well as the experience of working with two professional Hollywood directors to make a short film on campus written by students. The Wednesday after-school enrichment will be taught by our retired drama/English teacher.</li> </ul> </li> <li>District provides transportation for field trips (K- 8) and college/career readiness events for middle school students at no cost to parents/students.</li> </ul>	<p>\$15,000 Busing for Field trips</p>		
<p><b>Scope of service:</b></p>	<p>LEA</p> <p>Grades: All</p>		<p>Scope of service:</p>	<ul style="list-style-type: none"> <li>All students are provided curriculum-based assemblies (Learn by Doing Labs at Cal Poly; cultural plays at Cal Poly) and programs (ex: Internet Abuse). (Documentation - Field Trip File)</li> <li>Continue on a priority basis of the trips being connected to grade level curriculum.</li> </ul> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide prevention and socially emotional support to students through counseling support services.		Funded by ERMHS	<ul style="list-style-type: none"> <li>Provide prevention and socially emotional support to students through counseling support services.</li> </ul>	\$52,750 Counselors  \$11,485 Behavioral Support Svcs .41 FTE
<b>Scope of service:</b>	LEA  Grades: All		Scope of service:  <ul style="list-style-type: none"> <li>Provided the services of a full-time counselor and added a .5 counselor in April for the high needs students, and next year this position will be filled with a bilingual counselor.</li> </ul> Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>Prevention programs and alternatives to suspension will be developed which include suspended students being assigned to classes at school rather than sent home.</p> <p>Continue to provide a Learning Center on campus for students who need to be removed from the regular classroom so they can still receive high quality California Standards/NGSS/ELD standards based instruction.</p>		<p>\$250,867</p> <p>Source: Supplemental/Concentration Title I, Special Education</p>	<ul style="list-style-type: none"> <li>Prevention programs and alternatives to suspension will be developed which include suspended students being assigned to classes at school rather than sent home.</li> <li>Continue to provide a Learning Center on campus for students who need to be removed from the regular classroom so they can still receive high quality California Standards/NGSS/ELD standards based instruction</li> </ul>	<p>\$8,137 Staff for Bridges Class</p> <p>\$5,000 Additional Counselor</p> <p>\$11,485 Behavioral Support Svcs .41 FTE</p> <p>\$812 Professional Development for Behavioral Support Svcs</p>	
<p><b>Scope of service:</b></p>	<p>LEA</p> <p>Grades: All</p>		<p>Scope of service:</p>	<ul style="list-style-type: none"> <li>Prevention programs such as GREAT for 6th grade students and Friday Night Live have been implemented.</li> <li>A new class entitled 'Bridges' has been implemented to support At-Risk students for the last 10 weeks of school. This was identified as a need in the LCAP process and this teacher serves less than 10 students to enable these students to be successful in a smaller, positive environment.</li> <li>A .5 counselor who was added in April for 10 weeks assisted the full-time counselor in supporting students with trauma and</li> </ul>	

		<p>other anxiety.</p> <ul style="list-style-type: none"> <li>• A behavior intervention specialist position was added to support teachers, aides and students in the classroom. Measurement of this goal will be determined by a reduction in off campus suspensions.</li> <li>• Learning Centers are in place to support students who are at-risk academically in Language Arts and Math and those who struggle with social emotional issues. Measurement of this goal is based upon the number of students who will score at or above benchmark on STAR/Early Lit and the CAASPP.</li> <li>• G.R.E.A.T. program and Friday Night Live are prevention programs offered to students in Grades 6-8 at both campuses.</li> </ul> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Maintain current number of minutes for PE for all grades which currently meet or exceed the state requirements.</p> <p>After-school sports are being expanded by the Athletic Director and one new sport will be Soccer.</p>		<p>\$875 Stipend</p> <p>Source: Supplemental/Concentration</p>	<ul style="list-style-type: none"> <li>Maintain current number of minutes for PE for all grades which currently meet or exceed the state requirements.</li> </ul>	<p>\$71,764 1.0 Certificated P.E. Teacher</p> <p>\$54,280 1.7 FTE P.E.Aides</p>
<p><b>Scope of service:</b></p>	<p>LEA</p> <p>Grades: All</p>		<p>Scope of service:</p> <ul style="list-style-type: none"> <li>PE minutes are met or exceeded in all grades. Locker room supervision for both girls and boys locker rooms provided.</li> </ul> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p><b>What changes in actions, services, and expenditures</b></p>		<p>May have to postpone due to budget constraints Goal 2, Enrichment, "By the Spring of 2018, a designated facility for Drama, Woodworking, Ag garden and Science lab at Lillian Larsen."</p>		

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

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

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

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

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	863697
<p>The San Miguel Joint Union School District has an unduplicated student count of 72%. The base program is provided for all students. Additional support for Low Income, Foster Youth, English Learners include the following: 1) Technology devices for home use—lack of technology in the home continues the gap for students, Additional staff in the afterschool program to support students not progressing—additional time has proven to be effective when closing the achievement gap for students, Attendance clerks at both sites--by attending class regularly, a child is more likely to keep up with the daily lessons and assignments, Additional support staff (small group tutor) to assist English Learners, added sports program which promotes maintaining a higher grade point average, team building and good behavior.</p>	

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

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

19.48	%
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The additional funding will provide for added services to students that equal at least an improvement of 19.48%. Counseling Services will be increased along with Behavioral Support Services. We continue to provide athletics and field trips. We have additional support in our afterschool program which increases the number of students able to enroll by 20%. This program aligns with curriculum and provides additional homework support and tutoring.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).