

Introduction:

The Lucia Mar Unified School District LCAP represents a process that we are very proud of this year. We entered the year committed to listening, carefully and deeply, to all of our stakeholders. Because of that commitment, we waited until the last months of the year to decide on new updates and allocations to our LCAP, preferring to include as much stakeholder input as possible. The result is a plan that aligns with the adopted goals of the Lucia Mar Unified School District Board of Education, and a series of goals that will also align with the Single Plans for Student Achievement at all 18 schools in Lucia Mar. We believe that this transparent, open process has resulted in a plan that will meet both our state-required obligations, as well as our local goals and priorities for our all our students, including those needy learners in the unduplicated count.

LEA: Lucia Mar Unified

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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

We used three main strategies this year to involve and engage LMUSD stakeholders in the LCAP process. Each of these is detailed for review below.

1. **Listening Tours.** With the advent of a new superintendent and reconvened executive Cabinet, the time was right to go out to each school site on a listening tour to hear from and talk with teachers and classified staff. The Cabinet team visited each school site twice, once in the fall (August-October) and once in the winter (January-March). In every case, they discussed district priorities, and opened the door to listen carefully to stakeholders and their suggestions and needs. Teachers and staff were encouraged to be open and honest, and the team received a lot of great feedback, some of which impacted the LCAP, while other items were more appropriate for other areas of the budget.
2. **Stakeholder Meetings.** Instead of convening an LCAP Steering Committee this year, we decided to host 13 stakeholder meetings around the district that were open to all to attend. We had good attendance at the meetings, and engaged in robust discussion about what the LCAP is, what it can and can't do, and then opened the floor to ideas. We took notes and answered questions, and were careful to accept all ideas, even if they didn't "fit" the LCAP. Feedback from the meetings was positive, and people expressed their gladness that they were heard. We were especially pleased to see many of our English Learner parents at these meetings, where our district interpreters provided support for them to engage in the meeting as well. One of the most fruitful conversations we had was with our AVID students at our high schools. In each case, students articulated the need for access more math tutoring, flexibility in scheduling, and support for their parents. We were so glad to engage in honest, transparent conversations with them.
3. **Stakeholder Surveys.** We conducted a broad survey of all our stakeholders (available here: <https://docs.google.com/a/lmusd.org/forms/d/1DScR3L4r3UZeVKYITWjoXWY7wfuf8ZiXmcJvmNuR0V0/viewform>) and received almost 400 individual responses. We asked stakeholders for feedback on our "big three" strategies (Intervention teachers, TOSAs, and site allocations), then asked them to rank other strategies, and finally, offered a place for open-ended responses. Because the survey came in with lower support for high school TOSAs, we sent a second survey out in April to high school teachers only to follow up on their concerns. It was rewarding to

These three strategies yielded a variety of results, but overall, the LCAP process was much more transparent this year than in years past. We didn't start drafting the LCAP until early May, and the listening continued as the work on the LCAP proper progressed.

1. **Listening Tour Impact.** The listening tours yielded three main areas of concern.
 - i. **Increased support for technology.** Some of these ideas have been incorporated in our LCAP (such as PD time for teachers), while others are more systemic, and added support to pursue a school bond measure, which the board will approve in June and will go on the ballot in November 2016.
 - ii. **Improved and updated facilities.** Although the LCAP isn't the primary vehicle for facilities needs, we did add the mini-grant option for intervention and enrichment, and some principals took advantage of the opportunity to purchase furniture for intervention classrooms, allowing for more flexible learning environments. This need also revealed support for pursuing a school bond.
 - iii. **Increased support for classroom materials.** The LCAP is an appropriate place for supporting some classroom materials. Money has been allocated for intervention materials for use in guided reading interventions. We've also allocated a fund for innovative technology in response to this need, allowing principals and school sites to identify software, apps, and hardware to support interventions at their sites. The Board of Education also took action early in the year to provide funding for a redesigned textbook adoption process.
2. **Stakeholder Meetings.** The stakeholder meetings were wide ranging, but they revealed some consistent themes, many of which affected the ultimate LCAP. The students specifically asked for increased access to tutoring, considerations for flexibility in scheduling, and to investigate options to support their parents.
 - i. **Add additional counseling support.** We have added support at elementary and secondary sites, and it's the single largest addition in the plan this year.
 - ii. **Add parent liaisons at key sites to connect EL parents.** This, too, has been funded in the LCAP.
 - iii. **Add parent education programs.** We're working on a redesign in this area, as our local PIQE providers have

hear that they too felt heard with their concerns.

The conversation about LCAP was open and welcomed throughout the year, with periodic updates to the Board of Education, and individual conversations throughout the district and out at sites. We are very proud of the document this year, and we are especially glad to connect the LCAP goals more deeply to the board goals (again, a suggestion from principals).

First reading and public notice, LMUSD Board of Education was June 14, 2016.

Adoption by LMUSD Board of Education was June 28, 2016.

moved out of our region.

- iv. Increase site technology assistant time at elementary sites. This will be added when the district technology plan is complete.
 - v. Increase tutoring and math intervention. We have increased support for both in the LCAP for this year.
 - vi. Add AVID to the elementary level. We have added AVID at all Nipomo area elementary sites, and plan to add to Oceano in 17-18.
3. Stakeholder Surveys. Stakeholder surveys revealed broad support for intervention teachers, TOSAs, and site allocations at the elementary and middle school level, and strong support for intervention teachers and site allocations at the high school level. These three strategies were important actions in this year's LCAP and we are glad to continue them. Additionally, the surveys revealed strong support for AVID, counseling, after school bussing, and other strategies. Respondents indicated that they'd like to see more professional development opportunities, increased support for counseling, and increased tutoring hours, all of which are provided in the LCAP. The one low area was support at the high school level for TOSAs, and in that case, we resurveyed with more specific questions about that program. We've worked closely with principals and teachers at the high school level to redesign the focus of the program, and we are glad to see this important strategy continue after some careful consideration to make the positions more useable for their sites.

In summary, the LCAP for Lucia Mar in 16-17 is the result of our stated and careful commitment to transparency and follow-through, and we are pleased with the result. Although we couldn't fund all the projects people were interested in, we feel that we've taken a great step in the right direction, building the program for our students to achieve their best.

<p>Annual Update:</p> <p>As we prepared for the LCAP for the current school year (2015-2016) we utilized a smaller LCAP Steering Committee as one of the main ways to engage stakeholders. The Steering Committee had two members from each stakeholder group (LMUTA, CSEA, DELAC, Parents, Students, Principals, and District Administrators). This group reviewed data deeply, suggested new ideas for increased funding, and previewed/reviewed the LCAP at all stages of the process. Additionally, we conducted a variety of study sessions for the school board and the public and hosted specific outreach meetings across the district. This allowed us to receive a variety of responses from many different groups, which created the opportunity for many important conversations about goals and actions to support our needy learners.</p>	<p>Annual Update:</p> <p>We were satisfied with the LCAP process last year in general, but we realized that we needed to "tell the LCAP story" in a way that connected with broader LCAP goals to help our stakeholders better understand how the LCAP functions as part of our district system. To that end, we made the following improvements:</p> <ul style="list-style-type: none"> • Conduct Cabinet "Listening Tours" at all 18 school sites twice over the course of the year. Cabinet conducted open-ended conversations about needed supports for students and staff at all schools, and the result of those conversations created some changes to the LCAP, as discussed above. • Conduct broad stakeholder meetings about plans for the year, including spending and goals for students in the unduplicated count. By holding these meetings regionally, we were able to have transparent, open conversations about a variety of issues of interest and concern to stakeholders, some of which were appropriate for the LCAP, while others were not. • We also conducted a broad scale survey for our staff that was well-received and opened the doors to transparent, open feedback. Our faculty and staff were open with us about their ideas and suggestions for improvement, many of which were included in the LCAP for the upcoming year. <p>It is our opinion that this open-ended, extensive listening process resulted in a better LCAP, and we plan to keep much of this process in place for upcoming years.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer

pursuant to Education Code section 47604.33.

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

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

GOAL:	<p><i>Student Achievement: All Lucia Mar students will demonstrate achievement at grade level or proficiency in all subject areas while utilizing the Four C's of 21st Century Learning: Communication, Creativity, Critical Thinking, and Collaboration.</i></p>	<p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: Reference Board Goal: Achievement</p>
Identified Need:	<p>Lucia Mar Unified School District has implemented a growth model to measure student success. We look to assessments such as the NWEA MAP in grades 3-8, the Fountas and Pinnell Benchmark Assessment System, and repeated common formative assessments such as the District Writing Assessment to analyze our students' growth and help them set targets relative to their current levels of performance. Our data analysis reveals that we continue to improve in areas related to English Language Arts, although we have work to do with our English Learners in this area. One significant area of need for most of our learners in the district is mathematics. We continue to analyze why our students are typically under-performing in this area and have designed specific actions to support our learners in mathematics. We are looking ahead with interest to continuing our implementation of the Next Gen Science Standards, and soon, analyzing the upcoming History Social Science Framework.</p>	

Goal Applies to:	<table border="1"> <tr> <td data-bbox="428 144 554 267">Schools:</td> <td data-bbox="554 144 1887 267">All schools in Lucia Mar Unified School District.</td> </tr> <tr> <td data-bbox="428 267 554 314"></td> <td data-bbox="554 267 1887 314">Grades: All</td> </tr> </table>	Schools:	All schools in Lucia Mar Unified School District.		Grades: All
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Applicable Pupil Subgroups:	All				
LCAP Year 1					
Expected Annual Measurable Outcomes:	<p><i>Outcome A: All students will access literacy and math interventions to support their individual growth, allowing for both differentiation and enrichment for all learners.</i></p> <p><u>Outcome A will be measured by the following metrics:</u></p> <ol style="list-style-type: none"> 1. We would like to see our all students meet their MAP Growth targets, however, our specific goals in grades 3-8 are to grow in math from 46% to 51%, and to maintain our 51% of students meeting their targets in Reading, according to the norms provided by NWEA. 2. We will establish a baseline expectation by grade level for Fountas and Pinnell early literacy assessments. 3. We will maintain our current 3.2% suspension rate, or decrease it. 4. We will continue to adhere to the Williams Act requirements, ensuring we are meeting the basic needs of all our learners. 5. We will continue progress monitoring at all levels, including using assessments that are currently under development. <p><i>Outcome B: Research-based ELD strategies will be provided to all students who qualify for them, to support student growth.</i></p> <p><u>Outcome B will be measured by the following metrics:</u></p> <ol style="list-style-type: none"> 1. The current English Learner Reclassification rate is 18.1%. We'd like that to increase to 20%. 2. All K-12 teachers will receive 6 hours of Integrated and Designated ELD Training. We will develop metrics for measuring the effectiveness of integrated ELD services. <p><i>Outcome C: Teachers will receive targeted professional development to support student growth in literacy and math.</i></p> <p><u>Outcome C will be measured by the following metrics:</u></p> <ol style="list-style-type: none"> 1. All teachers in grades K-8 will receive 11 hours of Thinking Maps training. 2. We will maintain 100% completion in Thinking Maps for K-8 teachers. 3. 100% of K-8 teachers (7th and 8th grade teachers will be math only) will receive targeted training in constructivist math instruction. 4. We would like to see an average .5 rubric score increase on the District Writing Assessment. For example, a school with 4th grade students scoring an average of 5.18 would see students achieving 5.79 the next school year. <p><i>Outcome D: All students will exit each grade level performing at or above grade level standards.</i></p>				

Outcome D will be measured by the following metrics:

1. We will look for guidance from the state on graduation rate targets. Typically, LMUSD has grad rates of about 95%.
2. We will maintain or improve our chronic absentee rate of 6.8% or lower, ensuring high levels of student engagement and achievement.
3. We will maintain our dropout rates: .13% in middle school, 1.4% in high school, and our expulsion rate, .23 overall, ensuring high levels of student engagement and achievement.
4. The baseline CAASPP scores for students in grades 3 through 8 follow. We'd like to see an increase by 5% across the board.
 - i. 3rd grade Math 44.9% ELA 40.7% met the standard
 - ii. 4th grade Math 38.5% ELA 42.6% met the standard
 - iii. 5th grade Math 33.3% ELA 50.5% met the standard
 - iv. 6th grade Math 37.1% ELA 47.7% met the standard
 - v. 7th grade Math 36.2% ELA 47.3% met the standard
 - vi. 8th grade Math 26.6% ELA 44.5% met the standard
 - vii. 11th grade Math 17.9% ELA 45.1% met the standard
5. Lucia Mar will conduct a baseline student survey for high school students to gauge student engagement across their education.

Outcome E: All high school students will have access and opportunity to complete a three-course career pathway and/or a-g college entrance requirements.

Outcome E will be measured by the following metrics:

1. Our baseline 11th grade CAASPP scores are Math 17.9% and ELA 45.1% meeting the standard. We'd like math to increase by 10%, and ELA to increase by 5%.
2. We would like to see 350 students complete three-course career pathway courses.
3. We would like to see at least 42% of our students complete their a-g requirements across the district.
4. We would like to see an average 70% pass rate in AP across the district. Currently, AGHS is 69.3% and NHS is 64.3%.
5. The College and Career Readiness benchmarks on the school-wide 10th-grade PSAT will continue to improve by 5% across the board. Current percentages meeting the benchmark are: AGHS, 48%, CCNTH, 43%, NHS, 30%.

Outcome F: All middle school students will have access and opportunity to explore career pathways.

Outcome F will be measured by the following metric:

1. Each middle school will develop and conduct a maker class.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Intervention/ELD Teachers</p> <p>19.8 FTE positions: BR .6, SB .6, OV .6, GH .6, FA 1.6, GB 1.6, NI 1.6, OC 2, HA 1.6, DA 1.6, LA 1.6, Mesa 1.6, Judkins 1.6, Paulding .6, AGHS 1, NHS 1</p> <p><i>Elementary intervention teachers are focused on delivering extended literacy instruction to students . Students are using WonderWorks (Research Based Tier II Response to Intervention Material) and other teacher-led interventions to improve reading skills. Middle school intervention teachers are running extra sections for targeted students in ELA and Math. Some middle schools are running 8th period classes, some of the intervention periods are during the day. All teachers will be using MAP results as a measure of student growth. High school intervention teachers are specifically provided for algebra intervention.</i></p> <p>Reference Outcome A Metrics.</p>	<p>19.8 FTE positions: BR .6, SB .6, OV .6, GH .6, FA 1.6, GB 1.6, NI 1.6, OC 2, HA 1.6, DA 1.6, LA 1.6, Mesa 1.6, Judkins 1.6, Paulding .6, AGHS 1, NHS 1</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$1,696,450, LCAP Supplemental Funds</p>
<p>Summer School</p> <p><i>Summer school provides an extended time opportunity for students in elementary and secondary school, and a credit recovery opportunity for the secondary school students.</i></p> <p>Reference Outcome A Metrics.</p>	<p>All schools will have access to summer school.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$100,000 LCAP Supplemental Funds</p>

<p>Math/ELD Tutoring Support</p> <p><i>Needs revealed in student achievement data and stakeholder request. 200 hours/school.</i></p> <p>Reference Outcome A Metrics</p>	<p>200 hours/school site.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$75,000 Title I</p> <p>\$60,000 LCAP Supplemental Funds</p>
<p>After School Intervention Programs: Transportation</p> <p><i>Each middle school hosts after school intervention. These funds provide a late bus for the schools to get students home. Add elementary late bus support.</i></p> <p>Reference Outcome A metrics.</p>	<p>All middle schools, with pilot programs at targeted elementary sites.</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$32,500 LCAP Supplemental Funds</p>
<p>Intervention Mini-Grants</p> <p><i>Fund for sites to access opportunities to try innovative intervention opportunities to support site-based interventions.</i></p> <p>Reference Outcome A metrics.</p>	<p>All schools are eligible to apply for intervention mini-grants.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$150,000 LCAP Supplemental Funds.</p>

<p>Literacy Support Tutors</p> <p><i>Tutoring support at elementary sites to support intervention strategies.</i></p> <p>Reference Outcome A metrics.</p>	<p>Elementary Title I sites supported by this action.</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$75,000 Title I</p>
<p>NWEA MAP Assessment</p> <p><i>Currently in place, adding grades 1-2 in math. Formerly funded through TIF grant.</i></p> <p>Reference Outcome A Metrics.</p>	<p>All elementary and middle schools.</p> <p>Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$80,000 LCAP Supplemental Funds.</p>
<p>Supplementary Literacy Materials</p> <p><i>Materials purchased for early literacy reading groups at each K-6 site.</i></p> <p>Reference Outcome A metrics.</p>	<p>All elementary sites.</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$55,000 LCAP Supplemental Funds.</p>

<p>ELD Leadership Team</p> <p><i>The English Language Development Leadership Team (ELDLT) provides oversight and leadership for ELD Site Reps, ELD teachers, students, and parents.</i></p> <p>Reference Outcome B metrics.</p>	<p>All.</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 X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$9,000 (3 \$3,000 stipends) LCAP Supplemental Funds.</p>
<p>ELL Funds: Focus on College Going Culture</p> <p><i>The ELL funds are disbursed to the middle and high school ELL programs to take students on college field trips. The goal is to allow all students to see what college looks like in order to help them focus their studies on attaining a college degree.</i></p> <p>Reference Outcome B Metrics.</p>	<p>All middle and high schools.</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</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</p> <p>_ Other</p>	<p>\$5,000 LCAP Supplemental Funds.</p>
<p>ELD Focused Professional Development</p> <p><i>Professional development targeted to implementation of the ELA/ELD Framework, with special attention to the integrated ELD process.</i></p> <p>Reference Outcome B metrics.</p>	<p>All.</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 X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$40,000 LCAP Supplemental Funds.</p>
<p>EL Site Coordinators</p> <p><i>Stipends for the EL Site Coordinators at each site.</i></p> <p>Reference Outcome B metrics.</p>	<p>All.</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 X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$27,000 Title III</p>

<p>Teacher Support TOSAs</p> <p>6.2 FTE positions: BR .4, SB .4, HA .4, OV .4, GH .4, DA .4, LA .4, OC .4, FG .4, NI .4, GB 1, PA .4, JU .4, ME .4 Teacher Support TOSAs design and deliver professional learning for teachers focused on state standard implementation through curriculum mapping, Thinking Maps, and other topics. They are a key part of supporting teachers in serving students in the targeted areas and in updating curricula to meet state and district priorities.</p> <p>Reference Outcome C metrics.</p>	<p>6.2 FTE positions: BR .4, SB .4, HA .4, OV .4, GH .4, DA .4, LA .4, OC .4, FG .4, NI .4, GB 1, PA .4, JU .4, ME .4</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$587,175 LCAP Supplemental Funds</p>
<p>HS Teacher Leader Resource Support</p> <p>2.4 FTE positions: CCNTH .2, Lopez .2, AGHS 1, NHS 1 Funds to support teacher leadership at the high school level. To be designed by site administration and teacher leaders, and targeted in areas of need driven by data analysis.</p> <p>Reference Outcome C metrics.</p>	<p>All high schools.</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$205,000 LCAP Supplemental Funds</p>
<p>Curriculum Development PD Time</p> <p>These funds are used to support professional learning in many ways--through our summer and winter institutes, and other professional learning opportunities during the course of the year.</p> <p>Reference Outcome C metrics.</p>	<p>All.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$65,000 LCAP Supplemental Funds</p>

<p>Math TOSA</p> <p><i>Stakeholders have requested increased support for math professional development. Position will be shared between K-5 (.6) and 6-8 (.4).</i></p> <p>Reference Outcome C metrics.</p>	<p>All elementary and middle schools.</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$105,488 LCAP Supplemental Funds.</p>
<p>AVID Funding</p> <p><i>Secure ongoing funding for AVID programs at AGHS, NHS, CCNTH, Judkins, Paulding, Mesa. Add AVID Elementary at Nipomo Elementary, Dana Elementary, and Lange Elementary.</i></p> <p>Reference Outcome D metrics.</p>	<p>Arroyo Grande High School, Nipomo High School, Central Coast New Tech High School, Judkins Middle School, Paulding Middle School, Mesa Middle School, Nipomo Elementary, Dana Elementary, Lange Elementary.</p> <p>Grades: 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$585,000 LCAP Supplemental Funding.</p>

<p>Site Allocations</p> <p><i>Each site receives an allocation relative to the number of students in the targeted subgroups attending the site.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$871,658 LCAP Supplemental Funding.</p> <p>\$691,517 Title I</p> <p>\$95,000 Title II</p> <p>\$80,000 Title III</p>
<p>Assessment Funding</p> <p><i>Purchase and utilize assessments to track student achievement. Assessments are critical in helping us to track the achievement of our students and to monitor the achievement gap.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> 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>\$115,000 LCAP Supplemental Funding.</p>
<p>Increased Librarian Funding</p> <p><i>Site librarians are key members of the school team, providing essential services and support to students at all our sites.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> 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>\$75,000 LCAP Supplemental Funding.</p>
<p>Library Funding</p> <p><i>Increase in library funding of \$6/student at elementary sites across the district.</i></p> <p>Reference Outcome D metrics.</p>	<p>All elementary sites.</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input checked="" type="checkbox"/> 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>\$65,000 LCAP Supplemental Funding.</p>

<p>Enrichment Mini-Grants</p> <p><i>Funding for sites to target innovative programs to support the needs of their learners.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</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 LCFF General Fund.</p>
<p>Innovative Program Support</p> <p><i>Supporting sites to develop innovative programs to support programs such as Destination Imaginations, Robotics, and Makerspaces.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</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>\$50,000 LCAP Supplemental Funding.</p>
<p>Three-Course Pathway Completion</p> <p><i>All three-course pathways will be complete within two years, providing career opportunities for students at all comprehensive high schools in the district.</i></p> <p>Reference Outcome E metrics.</p>	<p>Arroyo Grande High School, Nipomo High School, Central Coast New Tech High School.</p> <p>Grades: 9th, 10th, 11th, 12th</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>\$150,000 New Development, CTE Funds</p> <p>\$302,410, Ongoing CTE Funds</p>

<p>Professional Development for CTE Teachers</p> <p><i>CTE teachers will be provided access to professional learning opportunities to increase their knowledge in their content area and in instructional pedagogy.</i></p> <p>Reference Outcome E metrics.</p>	<p>Arroyo Grande High School, Nipomo High School, Central Coast New Tech High School.</p> <p>Grades: 9th, 10th, 11th, 12th</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>\$13,500 CTE Funding.</p>
<p>Career Cruising Subscription</p> <p><i>Career counseling support for all students in grades 7-9.</i></p> <p>Reference Outcome E metrics.</p>	<p>All middle and high schools.</p> <p>Grades: 7th, 8th, 9th</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>\$6,600 CTE Funding.</p> <p>\$3,000 LCAP Supplemental Funding.</p>
<p>Professional Development for AP Teachers</p> <p><i>Institutionalize PD support for new teachers to attend APSI. Support will also be provided to teachers whose curriculum is undergoing a redesign by the College Board.</i></p> <p>Reference Outcome E metrics.</p>	<p>Arroyo Grande High School, Nipomo High School.</p> <p>Grades: 9th, 10th, 11th, 12th</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>\$15,000 LCAP Supplemental Funding.</p>

<p>Makerspace Classes</p> <p>All middle school sites will offer Maker classes as an elective option for their students.</p> <p>Reference Outcome F metrics.</p>	<p>Judkins Middle School, Paulding Middle School, Mesa Middle School.</p> <p>Grades: 7th, 8th</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>\$145,000 New Facilities, CTE Funding</p> <p>\$15,000 Ongoing CTE Funding.</p>
<p>TK Instructional Assistants</p> <p>All seven TK sites will have an instructional assistant to assist in the classroom.</p> <p>Reference Outcome D metrics.</p>	<p>Nipomo, Dana, Grover Heights, Grover Beach, Fairgrove, Oceano, Shell Beach Elementary.</p> <p>Grades: TK</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$97,512 LCAP Supplemental Funds.</p>
<p>Holding Account for Economic Uncertainty/Future Board Action, with special attention to future technology needs.</p>	<p>All</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>\$443,721 LCAP Supplemental Funds</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Outcome A: All students will access literacy and math interventions to support their individual growth, allowing for both differentiation and enrichment for all learners.</p> <p>Outcome A will be measured by the following metrics:</p> <ol style="list-style-type: none"> We would like to see our all students meet their MAP Growth targets, however, our specific goals in grades 3-8 are
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grow in math from 46% to 51%, and to maintain our 51% of students meeting their targets in Reading, according to the norms provided by NWEA.

2. We will establish a baseline expectation by grade level for Fountas and Pinnell early literacy assessments.
3. We will maintain our current 3.2% suspension rate, or decrease it.
4. We will continue to adhere to the Williams Act requirements, ensuring we are meeting the basic needs of all our learners.
5. We will continue progress monitoring at all levels, including using assessments that are currently under development.

Outcome B: Research-based ELD strategies will be provided to all students who qualify for them, to support student growth.

Outcome B will be measured by the following metrics:

1. The current English Learner Reclassification rate is 18.1%. We'd like that to increase to 20%.
2. We will use developed metrics for measuring the effectiveness of integrated ELD services.

Outcome C: Teachers will receive targeted professional development to support student growth in literacy and math.

Outcome C will be measured by the following metrics:

1. All teachers in grades K-8 will have received 11 hours of Thinking Maps training. The PD target will be different this year.
2. We will maintain 100% completion in Thinking Maps for K-8 teachers.
3. We would like to see an average .5 rubric score increase on the District Writing Assessment. For example, a school with 4th grade students scoring an average of 5.18 would see students achieving 5.79 the next school year.

Outcome D: All students will exit each grade level performing at or above grade level standards.

Outcome D will be measured by the following metrics:

1. We will look for guidance from the state on graduation rate targets. Typically, LMUSD has grad rates of about 95%.
2. We will maintain or improve our chronic absentee rate of 6.8% or lower, ensuring high levels of student engagement and achievement.
3. We will maintain our dropout rates: .13% in middle school, 1.4% in high school, and our expulsion rate, .23 overall, ensuring high levels of student engagement and achievement.
4. We'd like to see an increase by 5% across the board from the prior year's CAASPP scores.
5. LMUSD will use the prior year's baseline student survey data to set goals for student engagement.

Outcome E: All high school students will have access and opportunity to complete a three-course career pathway and/or a-g college entrance requirements.

Outcome E will be measured by the following metrics:

1. We'd like math to increase by 10%, and ELA to increase by 5% in the 11th grade CAASPP scores from the prior year.
2. We would like to see at least 200 students complete three-course career pathway courses.
3. We would like to see at least 44% of our students complete their a-g requirements across the district.
4. We would like to see an average 70% pass rate in AP across the district. Currently, AGHS is 69.3% and NHS is 64.3%.
5. The College and Career Readiness benchmarks on the school-wide 10th-grade PSAT will continue to improve by 5% across the board.

Outcome F: All middle school students will have access and opportunity to explore career pathways.

Outcome F will be measured by the following metric:

1. Each middle school will develop and conduct a maker class.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>After School Intervention Programs: Transportation</p> <p><i>Each middle school hosts after school intervention. These funds provide a late bus for the schools to get students home. Add elementary late bus support.</i></p> <p>Reference Outcome A metrics.</p>	<p>All middle schools, with pilot programs at targeted elementary sites.</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$32,500 LCAP Supplemental Funds</p>
<p>Curriculum Development PD Time</p> <p><i>These funds are used to support professional learning in many ways--through our summer and winter institutes, and other professional learning opportunities during the course of the year.</i></p> <p>Reference Outcome C metrics.</p>	<p>All.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$65,000 LCAP Supplemental Funds</p>

<p>EL Site Coordinators</p> <p><i>Stipends for the EL Site Coordinators at each site.</i></p> <p>Reference Outcome B metrics.</p>	<p>All.</p> <p>Grades: All</p>	<p><input type="checkbox"/> 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 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</p> <p><input type="checkbox"/> Other</p>	<p>\$27,000 Title III</p>
<p>ELD Focused Professional Development</p> <p><i>Professional development targeted to implementation of the ELA/ELD Framework, with special attention to the integrated ELD process.</i></p> <p>Reference Outcome B metrics.</p>	<p>All.</p> <p>Grades: All</p>	<p><input type="checkbox"/> 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 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</p> <p><input type="checkbox"/> Other</p>	<p>\$40,000 LCAP Supplemental Funds.</p>
<p>ELD Leadership Team</p> <p><i>The English Language Development Leadership Team (ELDLT) provides oversight and leadership for ELD Site Reps, ELD teachers, students, and parents.</i></p> <p>Reference Outcome B metrics.</p>	<p>All.</p> <p>Grades: All</p>	<p><input type="checkbox"/> 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 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</p> <p><input type="checkbox"/> Other</p>	<p>\$9,000 (3 \$3,000 stipends) LCAP Supplemental Funds.</p>
<p>ELL Funds: Focus on College Going Culture</p> <p><i>The ELL funds are disbursed to the middle and high school ELL programs to take students on college field trips. The goal is to allow all students to see what college looks like in order to help them focus their studies on attaining a college degree.</i></p> <p>Reference Outcome B Metrics.</p>	<p>All middle and high schools.</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> 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 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</p> <p><input type="checkbox"/> Other</p>	<p>\$5,000 LCAP Supplemental Funds.</p>

<p>HS Teacher Leader Resource Support</p> <p>2.4 FTE positions: CCNTH .2, Lopez .2, AGHS 1, NHS 1 <i>Funds to support teacher leadership at the high school level. To be designed by site administration and teacher leaders, and targeted in areas of need driven by data analysis.</i></p> <p>Reference Outcome C metrics.</p>	<p>All high schools.</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$205,000 LCAP Supplemental Funds</p>
<p>Intervention Mini-Grants</p> <p><i>Fund for sites to access opportunities to try innovative intervention opportunities to support site-based interventions.</i></p> <p>Reference Outcome A metrics.</p>	<p>All schools are eligible to apply for intervention mini-grants.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$150,000 LCAP Supplemental Funds.</p>

<p>Intervention/ELD Teachers</p> <p>19.8 FTE positions: BR .6, SB .6, OV .6, GH .6, FA 1.6, GB 1.6, NI 1.6, OC 2, HA 1.6, DA 1.6, LA 1.6, Mesa 1.6, Judkins 1.6, Paulding .6, AGHS 1, NHS 1</p> <p><i>Elementary intervention teachers are focused on delivering extended literacy instruction to students . Students are using WonderWorks (Research Based Tier II Response to Intervention Material) and other teacher-led interventions to improve reading skills. Middle school intervention teachers are running extra sections for targeted students in ELA and Math. Some middle schools are running 8th period classes, some of the intervention periods are during the day. All teachers will be using MAP results as a measure of student growth. High school intervention teachers are specifically provided for algebra intervention.</i></p> <p>Reference Outcome A Metrics.</p>	<p>19.8 FTE positions: BR .6, SB .6, OV .6, GH .6, FA 1.6, GB 1.6, NI 1.6, OC 2, HA 1.6, DA 1.6, LA 1.6, Mesa 1.6, Judkins 1.6, Paulding .6, AGHS 1, NHS 1</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$1,696,450, LCAP Supplemental Funds</p>
<p>Literacy Support Tutors</p> <p><i>Tutoring support at elementary sites to support intervention strategies.</i></p> <p>Reference Outcome A metrics.</p>	<p>Elementary Title I sites supported by this action.</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$75,000 Title I</p>

<p>NGSS TOSA</p> <p><i>Stakeholders have requested increased support for math professional development. Position will be shared between K-5 (.6) and 6-8 (.4).</i></p> <p>Reference Outcome C metrics.</p>	<p>All elementary and middle schools.</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$105,000 LCAP Supplemental Funds.</p>
<p>Math/ELD Tutoring Support</p> <p><i>Needs revealed in student achievement data and stakeholder request. 200 hours/school.</i></p> <p>Reference Outcome A Metrics</p>	<p>200 hours/school site.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$75,000 Title I</p> <p>\$60,000 LCAP Supplemental Funds</p>
<p>NWEA MAP Assessment</p> <p><i>Currently in place, adding grades 1-2 in math. Formerly funded through TIF grant.</i></p> <p>Reference Outcome A Metrics.</p>	<p>All elementary and middle schools.</p> <p>Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$80,000 LCAP Supplemental Funds.</p>

<p>Summer School</p> <p><i>Summer school provides an extended time opportunity for students in elementary and secondary school, and a credit recovery opportunity for the secondary school students.</i></p> <p>Reference Outcome A Metrics.</p>	<p>All schools will have access to summer school.</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$100,000 LCAP Supplemental Funds</p>
<p>Teacher Support TOSAs</p> <p>6.2 FTE positions: BR .4, SB .4, HA .4, OV .4, GH .4, DA .4, LA .4, OC .4, FG .4, NI .4, GB 1, PA .4, JU .4, ME .4 Teacher Support TOSAs design and deliver professional learning for teachers focused on state standard implementation through curriculum mapping, Thinking Maps, and other topics. They are a key part of supporting teachers in serving students in the targeted areas and in updating curricula to meet state and district priorities.</p> <p>Reference Outcome C metrics.</p>	<p>6.2 FTE positions: BR .4, SB .4, HA .4, OV .4, GH .4, DA .4, LA .4, OC .4, FG .4, NI .4, GB 1, PA .4, JU .4, ME .4</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$587,175 LCAP Supplemental Funds</p>
<p>Assessment Funding</p> <p><i>Purchase and utilize assessments to track student achievement. Assessments are critical in helping us to track the achievement of our students and to monitor the achievement gap.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> 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>\$115,000 LCAP Supplemental Funding.</p>

<p>AVID Funding</p> <p><i>Secure ongoing funding for AVID programs at AGHS, NHS, CCNTH, Judkins, Paulding, Mesa, Nipomo Elementary, Dana Elementary, and Lange Elementary. Add Oceano Elementary.</i></p> <p>Reference Outcome D metrics.</p>	<p>Arroyo Grande High School, Nipomo High School, Central Coast New Tech High School, Judkins Middle School, Paulding Middle School, Mesa Middle School, Nipomo Elementary, Dana Elementary, Lange Elementary, Oceano Elementary.</p> <p>Grades: 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 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</p> <p><input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$585,000, LCAP Supplemental Funding.</p>
<p>Career Cruising Subscription</p> <p><i>Career counseling support for all students in grades 7-9.</i></p> <p>Reference Outcome E metrics.</p>	<p>All middle and high schools.</p> <p>Grades: 7th, 8th, 9th</p>	<p><input checked="" type="checkbox"/> 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</p> <p><input type="checkbox"/> Other</p>	<p>\$6,600 CTE Funding.</p>

<p>Enrichment Mini-Grants</p> <p><i>Funding for sites to target innovative programs to support the needs of their learners.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</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 LCFF General Fund.</p>
<p>Innovative Program Support</p> <p><i>Supporting sites to develop innovative programs to support programs such as Destination Imaginations, Robotics, and Makerspaces.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</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>\$50,000 LCAP Supplemental Funding.</p>
<p>Increased Librarian Funding</p> <p><i>Site librarians are key members of the school team, providing essential services and support to students at all our sites.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</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>\$75,000 LCAP Supplemental Funding.</p>
<p>Library Funding</p> <p><i>Increase in library funding of \$6/student at elementary sites across the district.</i></p> <p>Reference Outcome D metrics.</p>	<p>All elementary sites.</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</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>\$65,000 LCAP Supplemental Funding.</p>

<p>Makerspace Classes</p> <p><i>All middle school sites will offer Maker classes as an elective option for their students.</i></p> <p>Reference Outcome F metrics.</p>	<p>Judkins Middle School, Paulding Middle School, Mesa Middle School.</p> <p>Grades: 7th, 8th</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>\$15,000 Ongoing CTE Funding.</p>
<p>Professional Development for AP Teachers</p> <p><i>Institutionalize PD support for new teachers to attend APSI. Support will also be provided to teachers whose curriculum is undergoing a redesign by the College Board.</i></p> <p>Reference Outcome E metrics.</p>	<p>Arroyo Grande High School, Nipomo High School.</p> <p>Grades: 9th, 10th, 11th, 12th</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>\$15,000 LCAP Supplemental Funding.</p>
<p>Professional Development for CTE Teachers</p> <p><i>CTE teachers will be provided access to professional learning opportunities to increase their knowledge in their content area and in instructional pedagogy.</i></p> <p>Reference Outcome E metrics.</p>	<p>Arroyo Grande High School, Nipomo High School, Central Coast New Tech High School.</p> <p>Grades: 9th, 10th, 11th, 12th</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>\$13,500 CTE Funding.</p>

<p>Site Allocations</p> <p><i>Each site receives an allocation relative to the number of students in the targeted subgroups attending the site.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$871,658 LCAP Supplemental Funding.</p> <p>\$691,517 Title I</p> <p>\$95,000 Title II</p> <p>\$80,000 Title III</p>
<p>Three-Course Pathway Completion</p> <p><i>All three-course pathways will be complete within two years, providing career opportunities for students at all comprehensive high schools in the district.</i></p> <p>Reference Outcome E metrics.</p>	<p>Arroyo Grande High School, Nipomo High School, Central Coast New Tech High School.</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input checked="" type="checkbox"/> 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>\$302,410, Ongoing CTE Funds</p>
<p>TK Instructional Assistants</p> <p>All seven TK sites will have an instructional assistant to assist in the classroom.</p> <p>Reference Outcome D metrics.</p>	<p>Nipomo, Dana, Grover Heights, Grover Beach, Fairgrove, Oceano, Shell Beach Elementary.</p> <p>Grades: TK</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$97,512 LCAP Supplemental Funds.</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Outcome A: All students will access literacy and math interventions to support their individual growth, allowing for both differentiation and enrichment for all learners.</p> <p>Outcome A will be measured by the following metrics:</p>		

1. We would like to see our all students meet their MAP Growth targets, however, our specific goals in grades 3-8 are to grow in math from 46% to 51%, and to maintain our 51% of students meeting their targets in Reading, according to the norms provided by NWEA.
2. We will establish a baseline expectation by grade level for Fountas and Pinnell early literacy assessments.
3. We will maintain our current 3.2% suspension rate, or decrease it.
4. We will continue to adhere to the Williams Act requirements, ensuring we are meeting the basic needs of all our learners.
5. We will continue progress monitoring at all levels, including using assessments that are currently under development.

Outcome B: Research-based ELD strategies will be provided to all students who qualify for them, to support student growth.

Outcome B will be measured by the following metrics:

1. The current English Learner Reclassification rate is 18.1%. We'd like that to increase to 20%.
2. We will use developed metrics for measuring the effectiveness of integrated ELD services.

Outcome C: Teachers will receive targeted professional development to support student growth in literacy and math.

Outcome C will be measured by the following metrics:

1. All teachers in grades K-8 will have received 11 hours of Thinking Maps training. The PD target will be different this year.
2. We will maintain 100% completion in Thinking Maps for K-8 teachers.
3. We would like to see an average .5 rubric score increase on the District Writing Assessment. For example, a school with 4th grade students scoring an average of 5.18 would see students achieving 5.79 the next school year.

Outcome D: All students will exit each grade level performing at or above grade level standards.

Outcome D will be measured by the following metrics:

1. We will look for guidance from the state on graduation rate targets. Typically, LMUSD has grad rates of about 95%.
2. We will maintain or improve our chronic absentee rate of 6.8% or lower, ensuring high levels of student engagement and achievement.
3. We will maintain our dropout rates: .13% in middle school, 1.4% in high school, and our expulsion rate, .23 overall, ensuring high levels of student engagement and achievement.
4. We'd like to see an increase by 5% across the board from the prior year's CAASPP scores.
5. LMUSD will use the prior year's baseline student survey data to set goals for student engagement.

Outcome E: All high school students will have access and opportunity to complete a three-course career pathway and/or a-g college entrance requirements.

Outcome E will be measured by the following metrics:

1. We'd like math to increase by 10%, and ELA to increase by 5% in the 11th grade CAASPP scores from the prior year.
2. We would like to see at least 200 students complete three-course career pathway courses.
3. We would like to see at least 46% of our students complete their a-g requirements across the district.
4. We would like to see an average 70% pass rate in AP across the district. Currently, AGHS is 69.3% and NHS is 64.3%.
5. The College and Career Readiness benchmarks on the school-wide 10th-grade PSAT will continue to improve by 5% across the board.

Outcome F: All middle school students will have access and opportunity to explore career pathways.

Outcome F will be measured by the following metric:

1. Each middle school will develop and conduct a maker class.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>After School Intervention Programs: Transportation</p> <p><i>Each middle school hosts after school intervention. These funds provide a late bus for the schools to get students home. Add elementary late bus support.</i></p> <p>Reference Outcome A metrics.</p>	<p>All middle schools, with pilot programs at targeted elementary sites.</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$32,500 LCAP Supplemental Funds</p>
<p>Assessment Funding</p> <p><i>Purchase and utilize assessments to track student achievement. Assessments are critical in helping us to track the achievement of our students and to monitor the achievement gap.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> 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>\$115,000 LCAP Supplemental Funding.</p>

<p>AVID Funding</p> <p><i>Secure ongoing funding for AVID programs at AGHS, NHS, CCNTH, Judkins, Paulding, Mesa, Nipomo Elementary, Dana Elementary, Lange Elementary and Oceano Elementary.</i></p> <p>Reference Outcome D metrics.</p>	<p>Arroyo Grande High School, Nipomo High School, Central Coast New Tech High School, Judkins Middle School, Paulding Middle School, Mesa Middle School, Nipomo Elementary, Dana Elementary, Lange Elementary, Oceano Elementary.</p> <p>Grades: 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 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</p> <p><input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$585,000 LCAP Supplemental Funding.</p>
<p>Career Cruising Subscription</p> <p><i>Career counseling support for all students in grades 7-9.</i></p> <p>Reference Outcome E metrics.</p>	<p>All middle and high schools.</p> <p>Grades: 7th, 8th, 9th</p>	<p><input checked="" type="checkbox"/> 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</p> <p><input type="checkbox"/> Other</p>	<p>\$6,600 CTE Funding.</p> <p>\$3,000 LCAP Supplemental Funding.</p>

<p>Curriculum Development PD Time</p> <p><i>These funds are used to support professional learning in many ways--through our summer and winter institutes, and other professional learning opportunities during the course of the year.</i></p> <p>Reference Outcome C metrics.</p>	<p>All. Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$65,000 LCAP Supplemental Funds</p>
<p>EL Site Coordinators</p> <p><i>Stipends for the EL Site Coordinators at each site.</i></p> <p>Reference Outcome B metrics.</p>	<p>All. Grades: All</p>	<p><input type="checkbox"/> 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 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>\$27,000 Title III</p>
<p>ELD Focused Professional Development</p> <p><i>Professional development targeted to implementation of the ELA/ELD Framework, with special attention to the integrated ELD process.</i></p> <p>Reference Outcome B metrics.</p>	<p>All. Grades: All</p>	<p><input type="checkbox"/> 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 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>\$40,000 LCAP Supplemental Funds.</p>
<p>ELD Leadership Team</p> <p><i>The English Language Development Leadership Team (ELDLT) provides oversight and leadership for ELD Site Reps, ELD teachers, students, and parents.</i></p> <p>Reference Outcome B metrics.</p>	<p>All. Grades: All</p>	<p><input type="checkbox"/> 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 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>\$9,000 (3 \$3,000 stipends) LCAP Supplemental Funds.</p>

<p>ELL Funds: Focus on College Going Culture</p> <p><i>The ELL funds are disbursed to the middle and high school ELL programs to take students on college field trips. The goal is to allow all students to see what college looks like in order to help them focus their studies on attaining a college degree.</i></p> <p>Reference Outcome B Metrics.</p>	<p>All middle and high schools.</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> 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 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>\$5,000 LCAP Supplemental Funds.</p>
<p>Enrichment Mini-Grants</p> <p><i>Funding for sites to target innovative programs to support the needs of their learners.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> 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>\$25,000 LCFF General Fund.</p>
<p>HS Teacher Leader Resource Support</p> <p><i>2.4 FTE positions: CCNTH .2, Lopez .2, AGHS 1, NHS 1 Funds to support teacher leadership at the high school level. To be designed by site administration and teacher leaders, and targeted in areas of need driven by data analysis.</i></p> <p>Reference Outcome C metrics.</p>	<p>All high schools.</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$205,000 LCAP Supplemental Funds</p>
<p>Innovative Program Support</p> <p><i>Supporting sites to develop innovative programs to support programs such as Destination Imaginations, Robotics, and Makerspaces.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> 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>\$50,000 LCAP Supplemental Funding.</p>

<p>Intervention Mini-Grants</p> <p><i>Fund for sites to access opportunities to try innovative intervention opportunities to support site-based interventions.</i></p> <p>Reference Outcome A metrics.</p>	<p>All schools are eligible to apply for intervention mini-grants.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$150,000 LCAP Supplemental Funds.</p>
<p>Intervention/ELD Teachers</p> <p>19.8 FTE positions: BR .6, SB .6, OV .6, GH .6, FA 1.6, GB 1.6, NI 1.6, OC 2, HA 1.6, DA 1.6, LA 1.6, Mesa 1.6, Judkins 1.6, Paulding .6, AGHS 1, NHS 1</p> <p><i>Elementary intervention teachers are focused on delivering extended literacy instruction to students . Students are using WonderWorks (Research Based Tier II Response to Intervention Material) and other teacher-led interventions to improve reading skills. Middle school intervention teachers are running extra sections for targeted students in ELA and Math. Some middle schools are running 8th period classes, some of the intervention periods are during the day. All teachers will be using MAP results as a measure of student growth. High school intervention teachers are specifically provided for algebra intervention.</i></p> <p>Reference Outcome A Metrics.</p>	<p>19.8 FTE positions: BR .6, SB .6, OV .6, GH .6, FA 1.6, GB 1.6, NI 1.6, OC 2, HA 1.6, DA 1.6, LA 1.6, Mesa 1.6, Judkins 1.6, Paulding .6, AGHS 1, NHS 1</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$1,696,450, LCAP Supplemental Funds</p>

<p>Increased Librarian Funding</p> <p><i>Site librarians are key members of the school team, providing essential services and support to students at all our sites.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</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</p> <p><input type="checkbox"/> Other</p>	<p>\$75,000 LCAP Supplemental Funding.</p>
<p>Library Funding</p> <p><i>Increase in library funding of \$6/student at elementary sites across the district.</i></p> <p>Reference Outcome D metrics.</p>	<p>All elementary sites.</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</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</p> <p><input type="checkbox"/> Other</p>	<p>\$65,000 LCAP Supplemental Funding.</p>
<p>Literacy Support Tutors</p> <p><i>Tutoring support at elementary sites to support intervention strategies.</i></p> <p>Reference Outcome A metrics.</p>	<p>Elementary Title I sites supported by this action.</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless</p> <p>X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$75,000 Title I</p>

<p>Makerspace Classes</p> <p><i>All middle school sites will offer Maker classes as an elective option for their students.</i></p> <p>Reference Outcome F metrics.</p>	<p>Judkins Middle School, Paulding Middle School, Mesa Middle School.</p> <p>Grades: 7th, 8th</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>\$15,000 Ongoing CTE Funding.</p>
<p>NGSS TOSA</p> <p><i>Stakeholders have requested increased support for math professional development. Position will be shared between K-5 (.6) and 6-8 (.4).</i></p> <p>Reference Outcome C metrics.</p>	<p>All elementary and middle schools.</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$105,000 LCAP Supplemental Funds.</p>
<p>Math/ELD Tutoring Support</p> <p><i>Needs revealed in student achievement data and stakeholder request. 200 hours/school.</i></p> <p>Reference Outcome A Metrics</p>	<p>200 hours/school site.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$75,000 Title I</p> <p>\$60,000 LCAP Supplemental Funds</p>

<p>NWEA MAP Assessment</p> <p><i>Currently in place, adding grades 1-2 in math. Formerly funded through TIF grant.</i></p> <p>Reference Outcome A Metrics.</p>	<p>All elementary and middle schools.</p> <p>Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$80,000 LCAP Supplemental Funds.</p>
<p>Professional Development for AP Teachers</p> <p><i>Institutionalize PD support for new teachers to attend APSI. Support will also be provided to teachers whose curriculum is undergoing a redesign by the College Board.</i></p> <p>Reference Outcome E metrics.</p>	<p>Arroyo Grande High School, Nipomo High School.</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input checked="" type="checkbox"/> 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>\$15,000 LCAP Supplemental Funding.</p>
<p>Professional Development for CTE Teachers</p> <p><i>CTE teachers will be provided access to professional learning opportunities to increase their knowledge in their content area and in instructional pedagogy.</i></p> <p>Reference Outcome E metrics.</p>	<p>Arroyo Grande High School, Nipomo High School, Central Coast New Tech High School.</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input checked="" type="checkbox"/> 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>\$13,500 CTE Funding.</p>

<p>Site Allocations</p> <p><i>Each site receives an allocation relative to the number of students in the targeted subgroups attending the site.</i></p> <p>Reference Outcome D metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$871,658 LCAP Supplemental Funding.</p> <p>\$691,517 Title I</p> <p>\$95,000 Title II</p> <p>\$80,000 Title III</p>
<p>Summer School</p> <p><i>Summer school provides an extended time opportunity for students in elementary and secondary school, and a credit recovery opportunity for the secondary school students.</i></p> <p>Reference Outcome A Metrics.</p>	<p>All schools will have access to summer school.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$100,000 LCAP Supplemental Funds</p>
<p>Teacher Support TOSAs</p> <p>6.2 FTE positions: BR .4, SB .4, HA .4, OV .4, GH .4, DA .4, LA .4, OC .4, FG .4, NI .4, GB 1, PA .4, JU .4, ME .4 Teacher Support TOSAs design and deliver professional learning for teachers focused on state standard implementation through curriculum mapping, Thinking Maps, and other topics. They are a key part of supporting teachers in serving students in the targeted areas and in updating curricula to meet state and district priorities.</p> <p>Reference Outcome C metrics.</p>	<p>6.2 FTE positions: BR .4, SB .4, HA .4, OV .4, GH .4, DA .4, LA .4, OC .4, FG .4, NI .4, GB 1, PA .4, JU .4, ME .4</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$587,175 LCAP Supplemental Funds</p>

<p>Three-Course Pathway Completion</p> <p><i>All three-course pathways will be complete, providing career opportunities for students at all comprehensive high schools in the district.</i></p> <p>Reference Outcome E metrics.</p>	<p>Arroyo Grande High School, Nipomo High School, Central Coast New Tech High School.</p> <p>Grades: 9th, 10th, 11th, 12th</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>\$302,410, Ongoing CTE Funds</p>
<p>TK Instructional Assistants</p> <p>All seven TK sites will have an instructional assistant to assist in the classroom.</p> <p>Reference Outcome D metrics.</p>	<p>Nipomo, Dana, Grover Heights, Grover Beach, Fairgrove, Oceano, Shell Beach Elementary.</p> <p>Grades: TK</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$97,512 LCAP Supplemental Funds.</p>

GOAL:	<i>School Climate: Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.</i>		Related State and/or Local Priorities: _1 _2 X3 _4 X5 X6 _7 _8 Local: Reference LMUSD Board Goal: School Climate
Identified Need:	Lucia Mar students and their families need support in a variety of ways. Across our stakeholder meetings, the most commonly identified need is increased counseling support and parent education. We recognize that our academic counselors work hard to support our students, but that we need to improve their ratios to allow for more 1:1 contact. Additionally, long-standing parent programs in our area have shuttered, leaving us looking for a new parent education program to support our parents, especially parents of those students in our unduplicated count.		
Goal Applies to:	Schools:	All schools in Lucia Mar Unified School District.	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p><i>Outcome G: Lucia Mar will provide research-based comprehensive counseling services to all students, grades TK-12.</i></p> <p><u>Outcome G will be measured by the following metric:</u></p> <ol style="list-style-type: none"> LMUSD will complete and implement a comprehensive Guidance Plan and establish baseline metrics for student contact and support. <p><i>Outcome H: Lucia Mar will provide research-based parent engagement programs to support the families of all LMUSD students.</i></p> <p><u>Outcome H will be measured by the following metrics:</u></p> <ol style="list-style-type: none"> LMUSD will continue to hold regular parent meetings, such as ELAC, School Site Council, DAC, and more. We will develop metrics for parent liaisons and parent education programs such as Born Ready. LMUSD will conduct student surveys to analyze the effectiveness of these supports. 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Budgeted Expenditures		

<p>Secondary Guidance Counselors</p> <p>7.55 FTE serving Judkins, Mesa, Paulding, AGHS, NHS, CCNTH Secondary guidance counselors provide social and academic support to students at all our middle and high schools. They are a critical piece of the school experience for every student. Includes an additional 1.0 FTE at AGHS and .6 FTE at NHS to reduce counseling ratios.</p> <p>Reference Outcome G metrics.</p>	<p>Judkins Middle School, Mesa Middle School, Paulding Middle School, Arroyo Grande High School, Nipomo High School, Central Coast New Tech High School.</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</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>\$755,600 LCAP Supplemental Funding.</p>
<p>Elementary Counselors</p> <p>2 FTE, serving NI, DA, LA, OC, FG, GB, GH, HA Elementary counselors work with students at the indicated schools to support their social, emotional, and behavioral needs. Counselors work with students in small groups and individually, and are an important part of the Student Study Team process. Includes an additional .4 FTE to increase services.</p> <p>Reference Outcome G metrics.</p>	<p>2 FTE, serving NI, DA, LA, OC, FG, GB, GH, HA</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$208,400 LCAP Supplemental Funding</p>

<p>Additional Counseling</p> <p><i>Add an additional day of counseling support from the Women's Shelter LFCC counseling at all sites.</i></p> <p>Reference Outcome G metrics.</p>	<p>All schools.</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>\$243,000 LCAP Supplemental Funding.</p>
<p>Homeless and Foster Services</p> <p><i>Continue to support our homeless and foster youth by supporting our Families in Transition program, servicing these needy students.</i></p> <p>Reference Outcome G metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X 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 X Homeless</p> <p>_ Other</p>	<p>\$26,614 Title I.</p> <p>\$75,000 3-year state grant.</p>
<p>Parent App for iPhone and Android Devices</p> <p><i>Application for parents will allow families to connect to the schools their students attend. Features include opportunities to access announcements, emergency notifications, attendance, and up-to-date grades.</i></p> <p>Reference Outcome H metrics.</p>	<p>All schools.</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>\$35,000 LCAP Supplemental Funding.</p>
<p>District Interpreters</p> <p><i>District interpreters provide a critical service for our bilingual families, and help keep our stakeholders involved in the school of their children. They participate in parent meetings, school events, IEP meetings, and many more opportunities.</i></p> <p>Reference Outcome H metrics.</p>	<p>All schools.</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 X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$123,482 LCAP Supplemental Funding.</p>

<p>EL Parent Liaisons</p> <p>20 hours/week AGHS, NHS, 10 hours/week, JU, ME, NE, DA, DL, FA, GB, OC Positions to hire parents to serve as connections parents to school sites, driven by stakeholder requests.</p> <p>Reference Outcome H metrics.</p>	<p>20 hours/week AGHS, NHS, 10 hours/week, JU, ME, NE, DA, DL, FA, GB, OC</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$150,000 LCAP Supplemental Funding</p>
<p>Title I Parent Involvement Funds</p> <p><i>Funding allocated to all Title I sites to support individual parent involvement efforts.</i></p> <p>Reference Outcome H metrics.</p>	<p>All Title I sites.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$13,307 Title I</p>
<p>School Readiness Funding</p> <p><i>School Readiness/First Five funding supports families entering preschool. The focus is on youth in the Families in Transition (FIT) program.</i></p> <p>Reference Outcome H metrics.</p>	<p>All elementary sites.</p> <p>Grades: Preschool</p>	<p>_ All</p> <p>-----</p> <p>X 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 X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$35,000 LCAP Supplemental Funding.</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p>Outcome G: Lucia Mar will provide research-based comprehensive counseling services to all students, grades TK-12.</p> <p>Outcome G will be measured by the following metric:</p> <ol style="list-style-type: none"> LMUSD will complete and implement a comprehensive Guidance Plan and we will use established baseline metrics for student contact and support. <p>Outcome H: Lucia Mar will provide research-based parent engagement programs to support the families of all LMUSD students.</p> <p>Outcome H will be measured by the following metrics:</p> <ol style="list-style-type: none"> LMUSD will continue to hold regular parent meetings, such as ELAC, School Site Council, DAC, and more. We will use developed metrics for parent liaisons and parent education programs such as Born Ready. LMUSD will conduct student surveys to analyze the effectiveness of these supports. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Additional Counseling</p> <p><i>Add an additional day of counseling support from the Women's Shelter LFCC counseling at all sites.</i></p> <p>Reference Outcome G metrics.</p>	<p>All schools.</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</p> <p><input type="checkbox"/> Other</p>	<p>\$243,000 LCAP Supplemental Funding.</p>
<p>District Interpreters</p> <p><i>District interpreters provide a critical service for our bilingual families, and help keep our stakeholders involved in the school of their children. They participate in parent meetings, school events, IEP meetings, and many more opportunities.</i></p> <p>Reference Outcome H metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p><input type="checkbox"/> 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 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</p> <p><input type="checkbox"/> Other</p>	<p>\$123,482 LCAP Supplemental Funding.</p>

<p>EL Parent Liaisons</p> <p>20 hours/week AGHS, NHS, 10 hours/week, JU, ME, NE, DA, DL, FA, GB, OC Positions to hire parents to serve as connections parents to school sites, driven by stakeholder requests.</p> <p>Reference Outcome H metrics.</p>	<p>20 hours/week AGHS, NHS, 10 hours/week, JU, ME, NE, DA, DL, FA, GB, OC</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$150,000 LCAP Supplemental Funding</p>
<p>Elementary Counselors</p> <p>2 FTE, serving NI, DA, LA, OC, FG, GB, GH, HA Elementary counselors work with students at the indicated schools to support their social, emotional, and behavioral needs. Counselors work with students in small groups and individually, and are an important part of the Student Study Team process. Includes an additional .4 FTE to increase services.</p> <p>Reference Outcome G metrics.</p>	<p>2 FTE, serving NI, DA, LA, OC, FG, GB, GH, HA</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$208,400 LCAP Supplemental Funding</p>
<p>Homeless and Foster Services</p> <p>Continue to support our homeless and foster youth by supporting our Families in Transition program, servicing these needy students.</p> <p>Reference Outcome G metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X 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 X Homeless _ Other</p>	<p>\$26,614 Title I.</p> <p>\$75,000 3-year state grant.</p>

<p>Parent App for iPhone and Android Devices</p> <p><i>Application for parents will allow families to connect to the schools their students attend. Features include opportunities to access announcements, emergency notifications, attendance, and up-to-date grades.</i></p> <p>Reference Outcome H metrics.</p>	<p>All schools.</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>\$35,000 LCAP Supplemental Funding.</p>
<p>School Readiness Funding</p> <p><i>School Readiness/First Five funding supports families entering preschool. The focus is on youth in the Families in Transition (FIT) program.</i></p> <p>Reference Outcome H metrics.</p>	<p>All elementary sites.</p> <p>Grades: Preschool</p>	<p>_ All</p> <p>-----</p> <p>X 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 X Homeless</p> <p>X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$35,000 LCAP Supplemental Funding.</p>
<p>Secondary Guidance Counselors</p> <p>7.55 FTE serving Judkins, Mesa, Paulding, AGHS, NHS, CCNTH Secondary guidance counselors provide social and academic support to students at all our middle and high schools. They are a critical piece of the school experience for every student. Includes an additional 1.0 FTE at AGHS and .6 FTE at NHS to reduce counseling ratios.</p> <p>Reference Outcome G metrics.</p>	<p>Judkins Middle School, Mesa Middle School, Paulding Middle School, Arroyo Grande High School, Nipomo High School, Central Coast New Tech High School.</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</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>\$755,600 LCAP Supplemental Funding.</p>

<p>Title I Parent Involvement Funds</p> <p><i>Funding allocated to all Title I sites to support individual parent involvement efforts.</i></p> <p>Reference Outcome H metrics.</p>	<p>All Title I sites.</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$13,307 Title I</p>	
<p>LCAP Year 3</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>Outcome G: Lucia Mar will provide research-based comprehensive counseling services to all students, grades TK-12.</p> <p>Outcome G will be measured by the following metric:</p> <ol style="list-style-type: none"> LMUSD will complete and implement a comprehensive Guidance Plan and we will use established baseline metrics for student contact and support. <p>Outcome H: Lucia Mar will provide research-based parent engagement programs to support the families of all LMUSD students.</p> <p>Outcome H will be measured by the following metrics:</p> <ol style="list-style-type: none"> LMUSD will continue to hold regular parent meetings, such as ELAC, School Site Council, DAC, and more. We will use developed metrics for parent liaisons and parent education programs such as Born Ready. LMUSD will conduct student surveys to analyze the effectiveness of these supports. 			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Additional Counseling</p> <p><i>Add an additional day of counseling support from the Women's Shelter LFCC counseling at all sites.</i></p> <p>Reference Outcome G metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> 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</p> <p><input type="checkbox"/> Other</p>	<p>\$243,000 LCAP Supplemental Funding.</p>	

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<p>EL Parent Liaisons</p> <p>20 hours/week AGHS, NHS, 10 hours/week, JU, ME, NE, DA, DL, FA, GB, OC Positions to hire parents to serve as connections parents to school sites, driven by stakeholder requests.</p> <p>Reference Outcome H metrics.</p>	<p>20 hours/week AGHS, NHS, 10 hours/week, JU, ME, NE, DA, DL, FA, GB, OC</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$150,000 LCAP Supplemental Funding</p>
<p>Elementary Counselors</p> <p>2 FTE, serving NI, DA, LA, OC, FG, GB, GH, HA Elementary counselors work with students at the indicated schools to support their social, emotional, and behavioral needs. Counselors work with students in small groups and individually, and are an important part of the Student Study Team process. Includes an additional .4 FTE to increase services.</p> <p>Reference Outcome G metrics.</p>	<p>2 FTE, serving NI, DA, LA, OC, FG, GB, GH, HA</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$208,400 LCAP Supplemental Funding</p>

<p>Homeless and Foster Services</p> <p><i>Continue to support our homeless and foster youth by supporting our Families in Transition program, servicing these needy students.</i></p> <p>Reference Outcome G metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$26,614 Title I.</p> <p>\$75,000 3-year state grant.</p>
<p>Parent App for iPhone and Android Devices</p> <p><i>Application for parents will allow families to connect to the schools their students attend. Features include opportunities to access announcements, emergency notifications, attendance, and up-to-date grades.</i></p> <p>Reference Outcome H metrics.</p>	<p>All schools.</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> 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</p> <p><input type="checkbox"/> Other</p>	<p>\$35,000 LCAP Supplemental Funding.</p>
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<p>Secondary Guidance Counselors</p> <p>7.55 FTE serving Judkins, Mesa, Paulding, AGHS, NHS, CCNTH Secondary guidance counselors provide social and academic support to students at all our middle and high schools. They are a critical piece of the school experience for every student. Includes an additional 1.0 FTE at AGHS and .6 FTE at NHS to reduce counseling ratios.</p> <p>Reference Outcome G metrics.</p>	<p>Judkins Middle School, Mesa Middle School, Paulding Middle School, Arroyo Grande High School, Nipomo High School, Central Coast New Tech High School.</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</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</p> <p><input type="checkbox"/> Other</p>	<p>\$755,600 LCAP Supplemental Funding.</p>
<p>Title I Parent Involvement Funds</p> <p>Funding allocated to all Title I sites to support individual parent involvement efforts.</p> <p>Reference Outcome H metrics.</p>	<p>All Title I sites.</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless</p> <p>X Other (Other low-performing students as needed, targeted on those indicated above.)</p>	<p>\$13,307 Title I</p>

GOAL:	<i>Future Ready Education: The students, staff, and systems of Lucia Mar will be supported by future ready technology and facilities.</i>		Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 _6 _7 X 8 Local: Reference LMUSD Board Goal: Future Ready Education
Identified Need:	In order to provide our students with the best education possible, and to ensure that they are college and career ready upon graduation, it is critical that we upgrade our technology access and training. Staff will work together to ensure that we have identified and implemented a technology plan with student expectations and staff training expectations to evolve our school system into one that will provide a world-class education for all our learners.		
Goal Applies to:	Schools:	All schools in Lucia Mar Unified School District. Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p><i>Outcome I: All students will be technologically literate at or above their grade level.</i></p> <p>Outcome I will be measured by the following metrics:</p> <ol style="list-style-type: none"> Under the leadership of the Executive Director of 21st Century Learning, LMUSD will develop our technology plan, that will include outcomes and metrics for student learning and staff professional development. 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	<p><i>Professional Development: Tech and Instruction</i></p> <p><i>This allowance will be held for development of ongoing technology-related staff development and planning with a focus on improving instruction.</i></p> <p><i>Reference Outcome I metrics.</i></p>	<p>All schools.</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>
			Budgeted Expenditures
			\$250,000 LCAP Supplemental Funding.

<p>Executive Director: 21st Century Learning</p> <p><i>The Executive Director of 21st Century Learning will lead the development of the LMUSD technology plan, including student outcomes and professional development requirements.</i></p> <p>Reference Outcome I metrics.</p>	<p>All schools.</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>\$52,800 LCAP Supplemental Funding</p>
<p>Evolving Technology Fund</p> <p><i>Hold for additional equipment and support addressing student needs at all sites.</i></p> <p>Reference Outcome I metrics.</p>	<p>All sites.</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>\$100,000 LCAP Supplemental Funding.</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Outcome I: All students will be technologically literate at or above their grade level.</p> <p><u>Outcome I will be measured by the following metrics:</u></p> <p>1. LMUSD will use our developed our technology plan to measure outcomes for student learning and staff professional development.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Evolving Technology Fund</p> <p><i>Hold for additional equipment and support addressing student needs at all sites.</i></p> <p>Reference Outcome I metrics.</p>	<p>All sites.</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>\$100,000 LCAP Supplemental Funding.</p>

<p>Executive Director: 21st Century Learning</p> <p><i>The Executive Director of 21st Century Learning will lead the development of the LMUSD technology plan, including student outcomes and professional development requirements.</i></p> <p>Reference Outcome I metrics.</p>	<p>All schools.</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>\$52,800 LCAP Supplemental Funding</p>
<p>Professional Development: Tech and Instruction</p> <p><i>This allowance will be held for development of ongoing technology-related staff development and planning with a focus on improving instruction.</i></p> <p>Reference Outcome I metrics.</p>	<p>All schools.</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>\$250,000 LCAP Supplemental Funding.</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Outcome I: All students will be technologically literate at or above their grade level.</p> <p><u>Outcome I will be measured by the following metrics:</u></p> <p>1. LMUSD will use our developed our technology plan to measure outcomes for student learning and staff professional development.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Evolving Technology Fund</p> <p><i>Hold for additional equipment and support addressing student needs at all sites.</i></p> <p>Reference Outcome I metrics.</p>	<p>All sites.</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>\$100,000 LCAP Supplemental Funding.</p>

<p>Executive Director: 21st Century Learning</p> <p><i>The Executive Director of 21st Century Learning will lead the development of the LMUSD technology plan, including student outcomes and professional development requirements.</i></p> <p>Reference Outcome I metrics.</p>	<p>All schools.</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>\$52,800 LCAP Supplemental Funding</p>
<p>Professional Development: Tech and Instruction</p> <p><i>This allowance will be held for development of ongoing technology-related staff development and planning with a focus on improving instruction.</i></p> <p>Reference Outcome I metrics.</p>	<p>All schools.</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>\$250,000 LCAP Supplemental Funding.</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?

Original Goal from prior year LCAP:	Lucia Mar Unified School District will reduce the achievement gap and raise achievement for all students, ensuring that they are 21st Century college and career ready by the time they graduate.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	All	
		Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, Preschool	
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, Redesignated fluent English proficient, Other (Other low-performing students as needed, targeted on those indicated above.), English Learners	
Expected Annual Measurable Outcomes:	Priority One: Basic As evidenced by the Williams audit, teachers are appropriately and fully credentialed in the subject	Actual Annual Measurable Outcomes:	Priority One: Basic As evidenced by the Williams audit, teachers remain appropriately and fully credentialed in the subject

areas, all students have sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair. We plan to reach this same goal in future years.

Priority Two: Implementation of State Standards

LMUSD classrooms are fully aligned with Common Core Standards in ELA and Math, as shown by the implementation of adopted curriculum resources (elementary), and by course descriptions and syllabi (secondary). In science, we are in awareness and early implementation mode. All teachers will sample NGSS-aligned lessons in their classrooms next year. All other standards are currently instructed as required by state statute. Currently English Learners are receiving 30 minutes of designated ELD instruction 4-5 times per week. Our goal is to increase professional development for the integrated ELD model, and support teacher implementation of that model.

Priority Four: Pupil Achievement

- CAHSEE 2014 rates: ELA Passing 88%, Math Passing 87%. This number has been very stable over time. We'd like to maintain this rate, and potentially increase by 1% next year.
- CST Science 2014 rates 5th grade 54% Prof/Adv, 8th grade 72% Prof/Adv, 10th grade 51% Prof/Adv. We would like to see this number stay stable in the next few years, as the district transitions to NGSS.
- CAASPP baseline rates will be reported when received.
- 2014 API for LMUSD was 816. 2013 was 819. When the API is reset, we will adjust our goal setting for the API.
- Most recent CELDT reveals that 18% of tested

areas, all students have access to standards-aligned instructional materials, and school facilities are maintained in good repair.

Priority Two: Implementation of State Standards

In the area of science, Lucia Mar remains in awareness and early implementation mode. We plan to move toward more complete implementation next year. We're also working on professional development for ELA/ELD, and analyzing how to implement designated ELD in accordance with the new state framework.

Priority Four: Pupil Achievement

- CAHSEE is no longer given, so it is not a valid measure.
- CST Science: 5th grade 49% Pro/Adv, 8th grade 60% Prof/Adv, 10th grade 53% Prof/Adv. We have moved toward NGSS in elementary in a more complete way, so these results are not surprising. We're looking forward to the new state science test implementation.
- CAASPP baseline rates will be calculated after the 16-17 test. Our 2015 scores are as follows:
 - 3rd grade Math 44.9% ELA 40.7% met the standard
 - 4th grade Math 38.5% ELA 42.6% met the standard
 - 5th grade Math 33.3% ELA 50.5% met the standard
 - 6th grade Math 37.1% ELA 47.7% met the standard
 - 7th grade Math 36.2% ELA 47.3% met the standard
 - 8th grade Math 26.6% ELA 44.5% met the standard
 - 11th grade Math 17.9% ELA 45.1% met the standard
- API: We did not receive an API score in 2015.

students met CELDT requirements. However, that we'd like to see that number increase by 2%.

- We reclassified 267 English Learners so far in 2015. This is an increase of 63% from the year before. We suspect this year was remarkably high, so we hope to reclassify approximately 200 students next year.
- 39.2% of LMUSD graduates satisfy UC/CSU entrance requirements. This number should go up by 5% next year. 145 students completed three course career technical education sequences. We plan to see this number increase by at least 20 students next year.
- At AGHS, 67.4% of tested AP students received a 3 or better on their AP tests, and 39.3% of the graduation class achieved that distinction. At NHS, 60.3% of tested AP students received a 3 or better on their AP tests, and 28% of the graduating class met that mark. The numbers have been rising over time, both in pass rate and percentage of graduating class. We'd like to see each school increase by at least 1% next year.
- EAP results districtwide in 2014 were as follows: ELA 25% of students were Ready for College, 32% of students were conditionally ready. Math--14% ready for college, 52% were conditionally ready. We expect to see these numbers increase by 2% across the board in the coming year with the realigned CAASPP testing system.

Priority Five: Pupil Engagement

LMUSD has an attendance rate of 96%. The chronic absenteeism rate is 7.07%. The middle school dropout rate is 0.13% and the High School dropout

- This year, we had 18.1% of our possible students meet their CELDT requirements.
- In the year so far, we have had 228 students reclassify to be fully English proficient.
- 39.9% of our current seniors have met their a-g requirements for the year. 310 students completed a three-course pathway sequence, which is a significant improvement from the prior year.
- AP: In 2015, AGHS had 69.3% of their AP test takers pass their tests with a score of 3 or better. NHS also had an increase, with 62.4% of their AP test takers pass their tests with a score of 3 or better. We are quite pleased with both sets of results.
- EAP: ELA 15% of students were Ready for College, 30% were conditionally ready. Math 12% were Ready for College, 21% were conditionally ready.

Priority Five: Pupil Engagement

LMUSD had an attendance rate of 94%. The chronic absenteeism rate is 6.8%. The middle school dropout rate is 0.13% and the high school dropout rate is 1.4%. The graduation rate is 90.6%. Suspension rate is 3.2%. Expulsion rate is .23%.

Priority Seven: Course Access

Students continue to have access a broad course of study, which remains clear in our course registration guides. LMUSD provides support for unduplicated pupils by offering Opportunity classes, an ELD program, daily intervention services, after school tutoring and remediation classes and summer school.

Priority Eight: Other Pupil Outcomes

The College Board redesigned the PSAT, so we have a new set of College and Career Readiness Benchmarks. At AGHS, 48% of 10th-grade students

rate is 1.5%. Between 2011 and 2014, there has been a 48% decrease in suspensions, and a 61% decrease in expulsions. The graduation rate is 99% in Lucia Mar. We are very satisfied with all these rates and we'd like to maintain them in the coming years.

Priority Seven: Course Access

Students have access to a broad course of study, which is clearly evident in the course registration guides and open access policies at our middle and high schools. LMUSD provides support for unduplicated pupils by offering Opportunity classes, an ELD program, daily intervention services, after school tutoring and remediation classes, and summer school. In addition, LMUSD provides access to programs and services developed and provided to pupils having exceptional needs, such as Special Education and Resource classrooms, adaptive PE, speech therapy, and occupational therapy. We continue to add offerings for all students, and the course registration guides will reflect the new courses planned and conducted for each year. We will continue to complete the pathway course offerings and build-out process utilizing the SLOPE grant.

Priority Eight: Other Pupil Outcomes

Our goal is that all middle and high schools will show a 2.5% improvement on the College and Career Readiness Benchmark, as measured by the PSAT. We will continue to refine the Rtl process, using data from Fountas and Pinnell Benchmark Assessment System, NWEA MAP growth data, and WonderWorks Intervention materials to accurately place students in Tier 2 interventions, advancing to Tier 3 or moving back to Tier 1 when needed. On the MAP assessment, we would like to see at least

met both the Evidence-Based Reading and Writing Benchmark and the Math benchmark. At CCNTH, that number was 43%. At NHS, the number was 30%. District-wide we had 51% of students meet their growth goals in ELA, and 46% meet their growth goals in Math. Our intervention program remains strong. Intervention students' F & P reading levels increased 3 times faster than those who weren't in intervention.

		of students reach their growth goals.			
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Intervention/ELD Teachers for all elementary sites and middle schools. Intervention teachers will support students who struggle in literacy and mathematics with daily assistance both during and after school.		17.2 FTE Total. 1000-1999: Certificated Personnel Salaries Supplemental 1,100,000 17.2 FTE Total. 3000-3999: Employee Benefits Supplemental 276,000	Intervention/ELD Teachers for all elementary sites and middle schools. Intervention teachers supported students who struggled in literacy and mathematics with daily assistance both during and after school.		\$1,544,830 LCAP Supplemental Funds.
Scope of service:	17.2 FTE Positions, BR .6, SB .6, OV, .6, GH .6, FA 1.6, GB 1.0, OC 2, HA 1.6, DA 1.6, LA 1.6, Mesa 1.6, Jud 1.6, Pauld .6 Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	17.2 FTE Positions, BR .6, SB .6, OV .6, GH .6, FA 1.6, GB 1, OC 2, HA 1.6, DA 1.6, LA 1.6, Mesa 1.6, Jud 1.6, Pauld .6 Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	

<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Other low-performing students as needed, targeted on those indicated above.)</p>	
<p>High School Math Intervention Teachers--serving students at AGHS and NHS who need Algebra 1 support. Since Algebra 1 is a graduation requirement for all students, we will provide extra support for students in the targeted group who are struggling in mathematics.</p>		<p>2.0 Total 1000 -1999: Certificated Personnel Salaries Supplemental 136,000</p> <p>2.0 Total 3000 -3999: Employee Benefits Supplemental 24,000</p>	<p>High School Math Intervention Teachers--serving students at AGHS and NHS who need Algebra 1 support. Since Algebra 1 is a graduation requirement for all students, we will provide extra support for students in the targeted group who are struggling in mathematics.</p>	<p>\$149,763 LCAP Supplemental Funding.</p>
<p>Scope of service:</p>	<p>2.0 FTE, 1.0 AGHS, 1.0 NHS</p> <p>Grades: 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>2.0 FTE, 1.0 AGHS, 1.0 NHS</p> <p>Grades: 9th, 10th, 11th, 12th</p>
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Other low-performing students as needed, targeted on those indicated above.)</p>	

<p>Site Allocations: Each site receives an allocation relative to the number of students in the targeted subgroups attending school at the site. For the upcoming year, sites plan to put approximately 79% of their allocations into salaries and benefits, including hiring additional intervention teachers, literacy support tutors, and counselors. Principals will also use some funding from that category for tutoring, and substitutes for both certificated and classified staff to attend training to support work with students in the unduplicated count. 17% of the site budgets are planned for instructional materials, library materials, reference materials, and technology to support high-needs students. The remaining funds are used in specific ways at each site, including field trips, communication costs, and the like, all focused on students in the targeted groups.</p>		<p>Sites target site-specific strategies to close the achievement gap. 0000: Unrestricted Supplemental 871,658</p>	<p>Site Allocations: Each site receives an allocation relative to the number of students in the targeted subgroups attending school at the site. Spending was focused on district goals and focused on student achievement.</p>	<p>Sites target site-specific strategies to close the achievement gap. 0000: Unrestricted Supplemental 871,658</p>
<p>Scope of service:</p>	<p>Each site receives proportional LCAP allocation.</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>Each site received proportional LCAP allocation.</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>
<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>			<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Other low-performing students as needed, targeted on those indicated above.)</p>	

<p>Teacher Support TOSAs at all sites will be provided to develop and lead professional learning for staff that is targeted on best practices for student achievement. Goals for next year include implementation of Thinking Maps Writing in grades K-8, implementation of the ELA/ELD framework K-12, focusing on assessment literacy and professional learning communities with an eye to closing the achievement gap, implementation of NGSS, and assisting teachers and students in transitioning to Google Apps for Education.</p>		<p>BR .4, SB .4, HA .4, OV .4, GH .4, DA .4, LA .4, OC .4, NI .4, FA .4, GB 1, PA .4, JU .4, ME .4, CCNTH .2, LHS .2, NHS 1, AGHS 1 1000-1999: Certificated Personnel Salaries Supplemental 590,000</p> <p>BR .4, SB .4, HA .4, OV .4, GH .4, DA .4, LA .4, OC .4, NI .4, FA .4, GB 1, PA .4, JU .4, ME .4, CCNTH .2, LHS .2, NHS 1, AGHS 1 3000-3999: Employee Benefits Supplemental 145,000</p>	<p>Teacher Support TOSAs at all sites will be provided to develop and lead professional learning for staff that is targeted on best practices for student achievement. Goals for next year include implementation of Thinking Maps Writing in grades K-8, implementation of the ELA/ELD framework K-12, focusing on assessment literacy and professional learning communities with an eye to closing the achievement gap, implementation of NGSS, and assisting teachers and students in transitioning to Google Apps for Education.</p>		<p>\$536,779 LCAP Supplemental Funding.</p>
<p>Scope of service:</p>	<p>All: 8.6 FTE positions Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>All: 8.6 FTE positions Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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 X Other (Other low-performing students as needed, targeted on those indicated above.)</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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 X Other(Other low-performing students as needed, targeted on those indicated above.)</p>	
<p>Purchase and utilize assessments to track student achievement. Assessments are critical in helping us track the achievement of our students and to monitor the achievement gap.</p>	<p>Costs for some purchased assessments, also release time to grade district-formative assessments, etc. 1000-1999: Certificated Personnel Salaries Supplemental 40,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental 22,000</p> <p>3000-3999: Employee Benefits Supplemental 10,000</p> <p>4000-4999:</p>	<p>Purchase and utilize assessments to track student achievement. Assessments are critical in helping us track the achievement of our students and to monitor the achievement gap.</p>	<p>\$92,866 LCAP Supplemental Funding.</p>

		Books And Supplies Supplemental 6,500			
		5000-5999: Services And Other Operating Expenditures 36,500			
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
	Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th			Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Other low-performing students as needed, targeted on those indicated above.)		

<p>Create and maintain a district ELD/Intervention teacher resource team.</p>		<p>Create 3 \$3,000 stipends for English Language Development Leadership Team (ELDLT) 1000-1999: Certificated Personnel Salaries Supplemental 7,500 3000-3999: Employee Benefits Supplemental 1,500</p>	<p>Create and maintain a district ELD/Intervention teacher resource team.</p>	<p>Create 3 \$3,000 stipends for English Language Development Leadership Team (ELDLT) 1000-1999: Certificated Personnel Salaries Supplemental 7,500 3000-3999: Employee Benefits Supplemental 1,500</p>
<p>Scope of service:</p>	<p>District-level resource team, overseeing programs at elementary, middle, and high school. Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>District-level resource team, overseeing programs at elementary, middle, and high school. Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>
<p><input 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 checked="" type="checkbox"/> Redesignated 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><input 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 checked="" type="checkbox"/> Redesignated 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>	

Provide transportation for after-school intervention programs at three middle school sites.		Late bus cost is approximately \$7,500 per middle school, running four days a week. 5000-5999: Services And Other Operating Expenditures Supplemental 22,500	Provide transportation for after-school intervention programs at three middle school sites.		By the end of the school year, we will have spent the allocated amount, \$22,500.
Scope of service:	Late bus for all three middle schools. Grades: 7th, 8th		Scope of service:	Late bus for all three middle schools. Grades: 7th, 8th	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Other low-performing students as needed, targeted on those indicated above.)		

Support English Learners with funds for college trips to support a college going culture.		\$5,000 for field trips, overseen by ELDLT. 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000	Support English Learners with funds for college trips to support a college going culture.	Our EL students were able to attend college field trips that were funded by the colleges themselves, so this fund has not been spent.
Scope of service:	\$5,000 available for sites to access to support field trips to local colleges. Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	\$5,000 available for sites to access to support field trips to local colleges. Grades: 7th, 8th, 9th, 10th, 11th, 12th
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X 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 X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Continue to partner with local early childhood education partners to bring preschools onto our campuses.		No cost to district. Partnering with other local agencies.	Continue to partner with local early childhood education partners to bring preschools onto our campuses.	No cost to district. Partnering with other local agencies.

Scope of service:	Current preschools at OC, GB, NHS, LHS, FA. Consider adding at NE. Grades: TK, Preschool		Scope of service:	Current preschools at OC, GB, NHS, LHS, FA. Grades: TK, Preschool	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Other low-performing students as needed, targeted on those indicated above.)		

Secure ongoing funding for AVID programs at AGHS, NHS, JU, PA, ME. Add AVID at CCNTH.		<p>Teacher salaries secured in LCAP. 1000-1999: Certificated Personnel Salaries Supplemental 295,000</p> <p>Teacher salaries secured in LCAP. 3000-3999: Employee Benefits Supplemental 57,000</p> <p>AVID Subscription and Training 5800: Professional/ Consulting Services And Operating Expenditures Supplemental 32,694</p>	Secure ongoing funding for AVID programs at AGHS, NHS, JU, PA, ME. Added AVID at CCNTH.		The total funding for AVID was \$386,317 for 15-16.
Scope of service:	All secondary sites except LHS. Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	All secondary sites except LHS. Grades: 7th, 8th, 9th, 10th, 11th, 12th	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X 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 X Other (Other low-performing students as needed, targeted on those indicated above.)</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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 X Other(Other low-performing students as needed, targeted on those indicated above.)</p>	
<p>Provide funds for curriculum development and release time for teachers, with special attention paid to continue to provide intersession summer learning. Teachers will focus in the coming years on learning to provide more integrated ELD instruction, in accordance with the ELA/ELD framework.</p>		<p>Funds preserved for ongoing professional development with particular attention to state priorities. 0000: Unrestricted Supplemental 120,000</p>	<p>Provide funds for curriculum development and release time for teachers, with special attention paid to continue to provide intersession summer learning. Teachers will focus in the coming years on learning to provide more integrated ELD instruction, in accordance with the ELA/ELD framework.</p>	<p>\$89,169 LCAP Supplemental Funding.</p>
<p>Scope of service:</p>	<p>Funds preserved for ongoing professional learning related to state priorities.</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>Funds preserved for ongoing professional learning related to state priorities.</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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 X Other (Other low-performing students as needed, targeted on those indicated above.)</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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 X Other(Other low-performing students as needed, targeted on those indicated above.)</p>	
<p>Provide a district CCSS TOSA to support ongoing curriculum development and professional learning activities.</p>		<p>\$100,000 holding account for employee and program costs. 0000: Unrestricted Supplemental 100,000</p>	<p>Provide a district CCSS TOSA to support ongoing curriculum development and professional learning activities.</p>	<p>\$17,726 LCAP Supplemental Funding.</p>
<p>Scope of service:</p>	<p>.2 FTE</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>.2 FTE</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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 X Other (Other low-performing students as needed, targeted on those indicated above.)</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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 X Other(Other low-performing students as needed, targeted on those indicated above.)</p>	

<p>Provide summer school for students needing remediation. Summer school is an essential intervention for our students, and is targeted at students in the unduplicated count.</p>		<p>Provide and staff summer school at three elementary and one middle and high school site. 0000: Unrestricted Supplemental 100,000</p>	<p>Provide summer school for students needing remediation. Summer school is an essential intervention for our students, and is targeted at students in the unduplicated count.</p>	<p>Provide and staff summer school at three elementary and one middle and high school site. \$79,150.</p>
<p>Scope of service:</p>	<p>Three elementary sites, one middle and one high school site. Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>Three elementary sites, one middle and one high school site Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>
<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)</p>			<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Other low-performing students as needed, targeted on those indicated above.)</p>	
<p>Holding account for fluctuations in employee costs. A variety of employees are funded through LCAP monies. Account holds money aside to cover increased costs due to salary/staffing changes. Any funds remaining after covering costs for increased salaries in plan will be moved to the PD fund for the year.</p>		<p>\$100,000 holding account for employee and program costs. 0000: Unrestricted Supplemental 100,000</p>	<p>Holding account for fluctuations in employee costs. A variety of employees are funded through LCAP monies. Account holds money aside to cover increased costs due to salary/staffing changes. Any funds remaining after covering costs for increased salaries in plan will be moved to the PD fund for the year.</p>	<p>Due to salary increases and health benefit increases, we spent all \$100,000.</p>

Scope of service:	100,000 fund Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	100,000 fund Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Other low-performing students as needed, targeted on those indicated above.)		
What changes in actions, services, and expenditures	Our findings have resulted in the following changes: <ol style="list-style-type: none"> 1. Our math achievement data continues to be weaker than ELA, so we are adding 200 hours of math tutoring time per K-8 site. 2. We've adopted an ELA program K-6 that has a strong ELD component in it. 3. We are continuing our search for an ideal K-5 math program, and will adopt a more CCSS-aligned program with appropriate interventions in the coming year. 4. We are keeping many of our original actions in place, as we're confident we're moving in the right direction, although we're changing the wording of this goal, and adding a "Future Ready Education" goal to target technology needs. 				

Original Goal from prior year LCAP:	Lucia Mar Unified School District will provide a welcoming and safe student-centered learning environment for all students by providing social and academic support for students and their parents.		Related State and/or Local Priorities: _1 _2 X3 _4 X5 X6 _7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th	
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, Redesignated fluent English proficient, Other (Other low-performing students as needed, targeted on those indicated above.), English Learners	
Expected Annual Measurable	Priority Three: Parental Involvement		Actual Annual Measurable Priority Three: Parental Involvement

Outcomes:

All schools hold English Learner Advisory Council (ELAC) and School Site Council meetings monthly, and the district holds regular town hall meetings and special school board study sessions for the public on issues related to student achievement and the LCAP. LMUSD plans to continue these efforts in the years to come. 323 parents graduated from the Parent Institute for Quality Education (PIQE) programs held in 10 sites around the district. We plan to offer regional PIQE programs in 15-16 and add the First Annual LMUSD Parent Institute in September 2015. Student Success Team (SST) site coordinators meet regularly with parents of struggling students and include parents in Individualized Education Plan (IEP) meetings. These efforts will continue in the upcoming school year.

Priority Five: Pupil Engagement

LMUSD has an attendance rate of 96%. The chronic absenteeism rate is 7.07%. The middle school dropout rate is 0.13% and the High School dropout rate is 1.5%. Between 2011 and 2014, there has been a 48% decrease in suspensions, and a 61% decrease in expulsions. The graduation rate is 99% in Lucia Mar. We are very satisfied with all these rates and we'd like to maintain them in the coming years.

Priority Six: School Climate

Over the last three years we have seen a marked decrease in suspensions and expulsions. Suspensions dropped from 900 in 2012-2013 to 469 in 2013-2014. Expulsions dropped from 75 in 2012-2013 to 29 in 2013-2014. We would like to see this positive trend continue. LMUSD regularly surveys parents and students on safety and school connectedness. One of the primary measures we use

Outcomes:

All schools continue to hold ELA and School Site Council meetings monthly, and the district continues to hold regular stakeholder meetings. Unfortunately, our local PIQE provider moved away, so we are looking for a new parent engagement strategy there. However, we were glad to hold a successful Parent Institute in September. We continue to revise the SST process, and that will be a priority in the next year.

Priority Five: Pupil Engagement

LMUSD had an attendance rate of 94%. The chronic absenteeism rate is 6.8%. The middle school dropout rate is 0.13% and the high school dropout rate is 1.4%. The graduation rate is 90.6%. Suspension rate is 3.2%. Expulsion rate is .23%.

Priority Six: School Climate

We continue to have low suspensions and expulsions--they have stayed at the same low rate or decreased, as explained in the Annual Update for Goal 1. LMUSD continues to focus on anti-bullying initiatives across the district, with unique programs happening at each school. Our California Healthy Kids Survey, given in 2016 reveals increasing numbers of students feeling safe and engaged at school, with decreasing numbers of substance abuse reported. We are glad to see this trend moving in the right direction.

	<p>is the California Healthy Kids Survey. LMUSD is well above state averages on multiple measures and on par with our county. Fewer than 6% of students in measured grade levels report feeling unsafe on campus, and we have a very low drug and alcohol usage rate. LMUSD continues to focus on anti-bullying initiatives at all levels with the support of our student safety coordinator. We plan to continue this effort in the coming years.</p>		
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Provide elementary social/academic counselors at high needs elementary sites.</p>	<p>1.6 FTE Elementary Counselors 1000-1999: Certificated Personnel Salaries Supplemental 133,600</p> <p>1.6 FTE Elementary Counselors 3000-3999: Employee Benefits Supplemental 26,400</p>	<p>Provide elementary social/academic counselors at high needs elementary sites.</p>	<p>\$181,788 LCAP Supplemental Funding.</p>

Scope of service:	1.6 FTE, serving NI, DA, LA, OC, FA, GB, GH, HA Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	1.6 FTE, serving NI, DA, LA, OC, FA, GB, GH, HA Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Other low-performing students as needed, targeted on those indicated above.)		
Provide academic and social counselors at the secondary school level.	5.2 FTE Secondary School Guidance Counselors 1000-1999: Certificated Personnel Salaries Supplemental 469,270 5.2 FTE Secondary School Guidance Counselors 3000-3999: Employee Benefits Supplemental 92,730	Provide academic and social counselors at the secondary school level.	\$641,968 LCAP Supplemental Funding.		

Scope of service:	5.2 FTE, serving ME, JU, PA, AGHS, NHS, CCNTH. Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	5.95 FTE, serving ME, JU, PA, AGHS, NHS, CCNTH. Grades: 7th, 8th, 9th, 10th, 11th, 12th	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Other low-performing students as needed, targeted on those indicated above.)			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Other low-performing students as needed, targeted on those indicated above.)		

<p>Provide interpreters to assist with written and oral communication with families. Focused on direct service to students and families, to ensure their academic and social success.</p>	<p>2.0 FTE District Interpreters--services shared between sites. 1000-1999: Certificated Personnel Salaries Supplemental 89,286</p> <p>2.0 FTE District Interpreters--services shared between sites. 3000-3999: Employee Benefits Supplemental 17,643</p>	<p>Provide interpreters to assist with written and oral communication with families. Focused on direct service to students and families, to ensure their academic and social success.</p>	<p>2.0 FTE District Interpreters--services shared between sites. \$107,443.</p>	
<p>Scope of service:</p>	<p>2.0 FTE, All Sites</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p> <p>2.0 FTE, All Sites</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	

<p><input type="checkbox"/> 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 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 checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>			<p><input type="checkbox"/> 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 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>Fund parent programs, including PIQE and possibly De Padre, Des Padres, to encourage families to participate actively and knowledgeably in their children's education. Host First Annual LMUSD Parent Institute in September 2015.</p>		<p>\$40,000 to fund programs. 5000-5999: Services And Other Operating Expenditures Supplemental 40,000</p>	<p>PIQE providers moved from our area, so we proved the LMUSD Parent Institute with Title I funds.</p>	<p>This fund was not used this year.</p>
<p>Scope of service:</p>	<p>40,000 fund targeted regionally (i.e. two schools share a program)</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>40,000 fund targeted regionally (i.e. two schools share a program)</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>
<p><input type="checkbox"/> 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 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 checked="" type="checkbox"/> Other (Other low-performing students as needed, targeted on those indicated above.)</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 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 checked="" type="checkbox"/> Other(Other low-performing students as needed, targeted on those indicated above.)</p>	

What changes in actions, services, and expenditures

One of the key additions we're making to this year's LCAP is to add more counseling support, both with additional staff, and funding to bring in Women's Shelter counselors at all sites. We heard this need clearly from stakeholders, and it is one of the largest new expenditures in our LCAP. We are also continuing to investigate new parent education programs, and we are glad to add parent liaison time at some of our higher needs sites.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:

6913786

Lucia Mar Unified School District received approximately 6.9 million dollars in the supplemental portion of the LCFF supporting our 50.5% unduplicated pupils. Additionally, we had \$995,694 allocated late last year, that we save for this year, allowing us to accrue approximately 7.5 million dollars in the supplemental portion of the LCFF. We do not qualify for concentration grant funding.

The majority of these funds will continue to be spent on personnel hired to support student achievement. The largest amount of funding is aimed directly at intervention teachers for students in elementary, middle, and, this coming year, high school. Our research so far within the district has shown us that our interventions are working to close the achievement gap that exists between our low-income, foster youth, and English learner students and the other higher-performing students who don't fit one of those categories. Over time we hope to grow these positions, adding more intervention time to make sure that our Response to Intervention system is functioning appropriately, and bringing students up to grade level when they fall below. We're also using funds to support part-time teacher support Teachers on Special Assignment (TOSAs) at all 18 schools. When developing the TOSA model, initial stakeholder input also included increasing site administrators or adding district-based TOSAs. Through the stakeholder process, we came to agreement that the TOSAs would be most effective when placed at the school sites, and when they are hired by the school principals and their leadership teams. Our TOSAs have been actively pursuing research-based, standards-focused professional learning for all our teachers this year. They use the time provided in district-wide late-start Mondays as their primary vehicle for teacher support. We strongly believe that investing in our teachers supports student achievement. We want our students to be successful in their regular classrooms (level 1 in Rtl), and in this time of change our teachers have a lot of learning to do. This coming year, we will focus professional learning in some key areas: building and maintaining Professional Learning Communities, focusing on writing and literacy skills, implementing the ELA/ELD framework, and implementing the Next Gen Science Standards. All of these things need to happen, and instructional leadership can't be the principal's responsibility alone. The FTE allotments for intervention and TOSA positions are intended to be flexible;

individuals will be hired by sites and scheduled based on site needs. The allotments in the LCAP reflect suggested allocations for ELD/Intervention teachers and TOSAs. Sites will determine the actual schedule for each teacher.

Another significant district-wide strategy continues to be providing site allocations to all 18 schools. Prior to the LCFF funding structure, we provided state categorical dollars to schools that allowed principals and school site councils to fund strategies and actions that were specifically targeted to needy learners. Our experience has shown that this is the most effective use of funds to support unduplicated students with specific programs at the site. All schools report out on how these funds are used in their Single Plans. Details about how the schools have budgeted their site allocations are found in Goal 1 actions and services. Additionally, with the guidance of our ELD Leadership Team, we've identified two more areas to continue to support. Middle schools are running interventions after school, and we'll continue to fund after-school bussing for students who participate. We've heard repeatedly from our middle school ELACs and parents that this transportation service is critical. Providing funding for after-school transportation is the most effective use of funds because students would not have access to this support without bussing. The targeted after school interventions are principally directed to supporting unduplicated students. We are also continuing to fund field trips for ELD students to visit colleges. We had a very successful trip this year to Cal Poly, and we look forward to continuing that work. We are pleased to support AVID programs through our supplemental funds as well. LMUSD has offered excellent AVID programs for many years. We have added AVID at CCNTH, and we will add AVID Elementary at Nipomo, Dana, and Lange Elementaries next year. Additionally, we've secured ongoing funding for small teams to attend the AVID Summer Institute. Along with AVID, we're supporting our counseling services at all levels of our unified school district, and adding a significant amount of new counseling support across the district. From elementary school through middle and high school, our research and experience shows that supporting the whole child and their families with social-emotional support services is key; social-emotional support coupled with academic guidance counseling has been an essential combination. Our counselors are one of the most important parts of that process, and are effective in principally providing services to our targeted students that help in closing the achievement gap. Parent education remains a top priority for us--we are eagerly pursuing a variety of parent education opportunities as detailed in the LCAP plan. Our experience and research shows that an educated parent is an active and involved parent, and active and involved parents help their students succeed at the highest levels.

We're also investing in Future Ready Education, by ensuring that our students and teachers will have access to world-class technology tools and training, allowing our students to be truly college and career ready upon graduation. This is a significant investment for our district, and will continue to ensure that our graduates are both locally and globally competitive.

These strategies together provide the focused, research-driven program that is so critical for student success. We look forward to implementing these strategies over the next year and tracking their effectiveness with a variety of metrics.

- 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.

8.73

%

All services provided in the LMUSD LCAP are based on the premise that they increase and/or improve services to students, especially in the unduplicated category. The intervention teachers, EL services, counseling services, professional development services, and others are all designed to support and implement a robust Response to Intervention system.

One of the key services we provide to targeted students is academic intervention. Students who receive intervention services at the elementary school receive, on average, 45 minutes more instruction per day in English Language Arts or Mathematics than the typical student. This equates to approximately 12.5% more instruction in the targeted area than the typical student would receive. Typical intervention cycles are 6 weeks long, and are designed to exit students if they move back to grade level in the content area where they receive intervention. Some students need multiple cycles of intervention to move back to grade-level work. At the middle school, interventions occur both during the day and after school, depending on the site. In both cases, students are enrolled for at least one more class period in the targeted area, either English Language Arts or Mathematics. This equates to approximately 16% more instruction in the area of focus. We are adding mathematics intervention to the high school level at AGHS and NHS. Students enrolled in the mathematics intervention program in high school next year will also receive approximately 16% more mathematics instruction than the typical student would receive.

We firmly believe that another area we have room to improve in is our professional learning services for teachers. Historically we offered approximately 8 hours of professional learning to teachers per year. With our Teacher on Special Assignment (TOSA) model focused on strategies to support students in the targeted group, we now offer 22 hours of professional learning during our late start Mondays. This represents a 175% increase in professional learning for teachers during the current school year, and in years to come. Next year we are focusing professional learning on writing programs at the elementary and middle school levels, professional learning community work at the high school level, and implementation of the ELD/ELA framework and NGSS standards at all levels. Embedded in this learning are structures to support the academic achievement of our students in the targeted group.

Summer school is another key initiative we use to provide increased services to students in our targeted groups. High school students attend summer school for 120 hours in the summer, which is an 11% increase in learning time for those students. Middle school and elementary school students attend summer school for 80 hours, which represents a 7.5% increase in learning time for those students. We are glad to extend the school year for students in our targeted subgroups, as we firmly believe this assists our goal of closing the achievement gap.

We are confident that these services provide extremely high quality programming for our neediest learners. We look forward to continuing to add more actions and services to benefits these learners as the LCFF funding continues to improve in the years to come.

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).