

Review of LCAP Goals 4 and 5

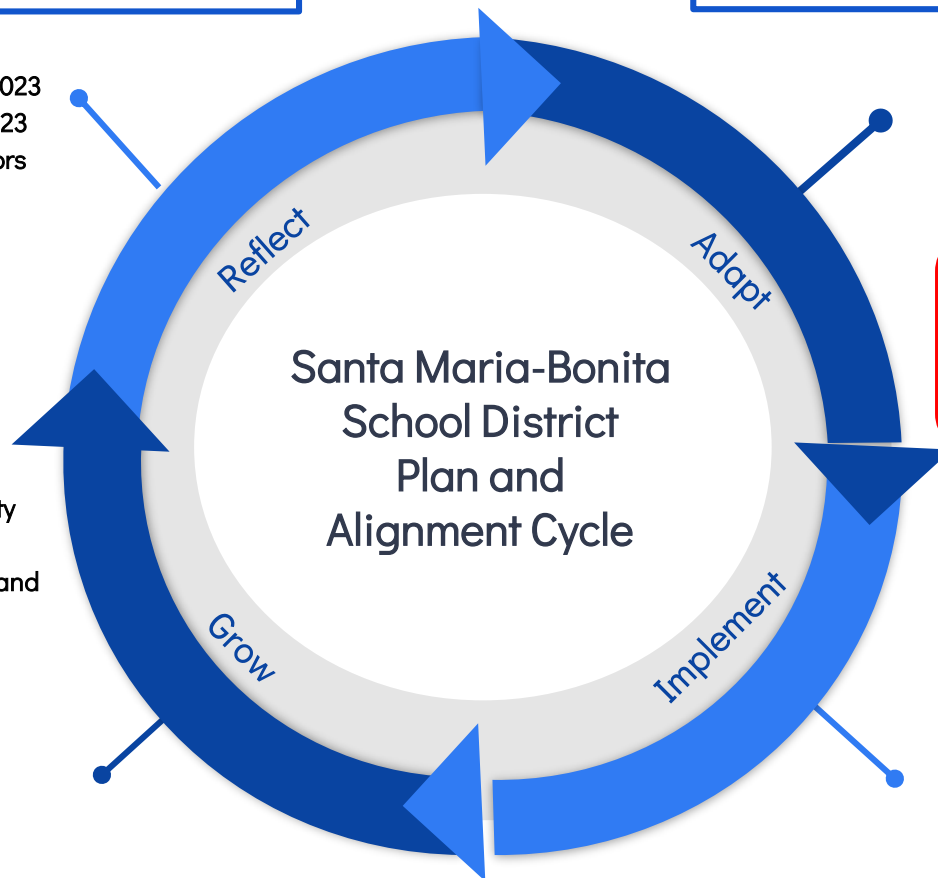
Revisión de las metas 4 y 5 del LCAP

September 15, 2021 - 15 de septiembre, 2021



April 2022 - June 2022

July 2021 - September 2021



January 2022 - March 2022

October 2021 - December 2021

Abril 2022 - Junio 2022

- Aprobación de la mesa directiva y adopción del plan de control local y rendición de cuentas 2022-2023
- Aprobación de la mesa directiva del SPSA para 2022-2023
- Aprobación de la mesa directiva de los indicadores locales
- FPM - resultados de la revisión final
- 4/27/22 Reunión de las partes interesadas del LCAP
- 5/25/22 Reunión de las partes interesadas del LCAP
- Actualizar ESSER III Plan de regreso seguro a la instrucción en persona y continuidad de servicios (cada seis meses)

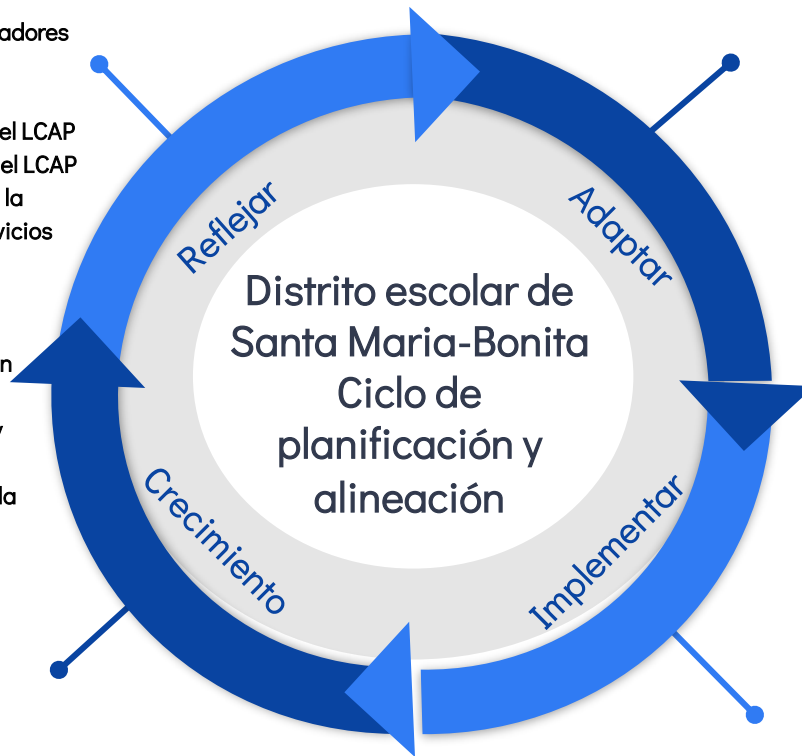
- Redacción del plan de control local y rendición de cuentas 2022-2023
- Actualización del apéndice federal del LCAP y CON App
- Actualizar ESSER III Plan de regreso seguro a la instrucción en persona y continuidad de servicios (cada seis meses)
- Planes de seguridad de la escuela (Feb.)
- 2/2/22 Reunión de las partes interesadas del LCAP
- 3/23/22 Reunión de las partes interesadas
- FPM - revisión/discusión para FPM

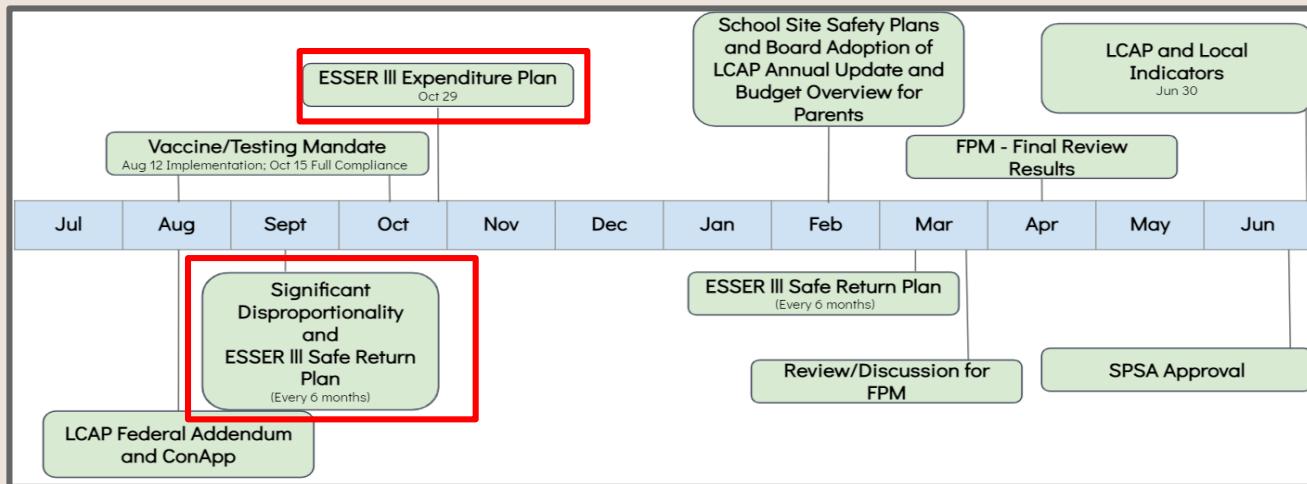
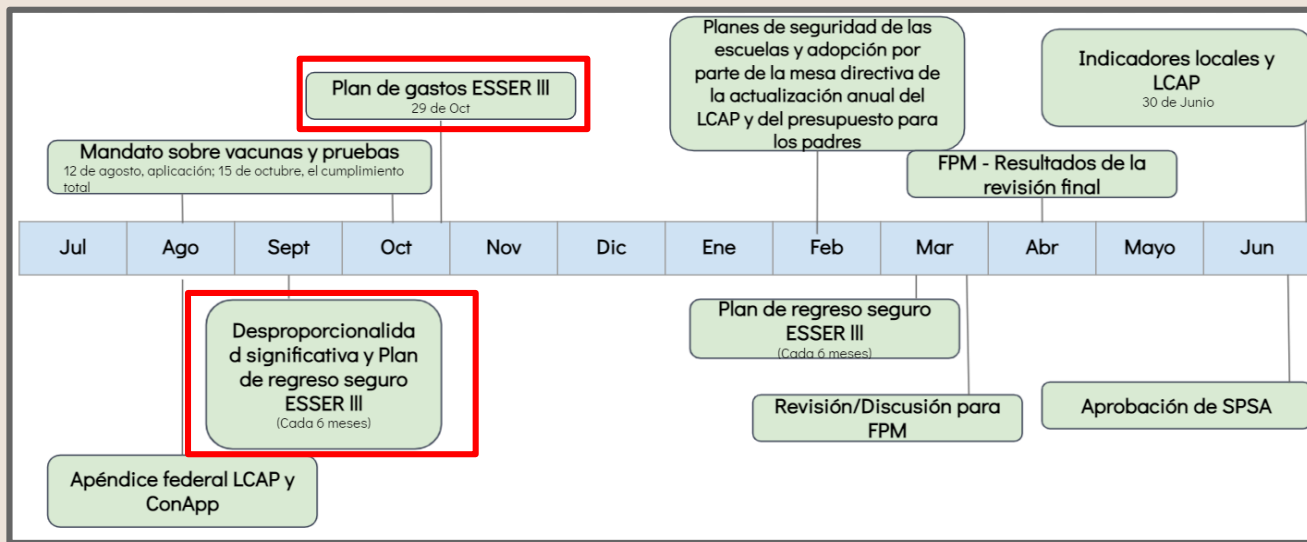
Enero 2021 - Marzo 2021

Julio 2021- Septiembre 2021

- Subvención para la ampliación de las oportunidades de aprendizaje
- Plan de control local y rendición de cuentas e indicadores locales
- Implementación de estudios independientes - AB130
- Apéndice federal del LCAP y CON App
- ESSER III Plan de regreso seguro a la instrucción en persona y continuidad de servicios (cada seis meses)
- ESSER III Plan de gastos
- Plan SIG DIG
- Reunión de las partes interesadas 9/1/21
- Reunión de las partes interesadas del LCAP 9/29/21
- Redacción del plan de control local y rendición de cuentas 2022-2023
- 11/3/21 Reunión con las partes interesadas del LCAP
- Adopción del plan presupuestario ESSER III (antes del 29 de octubre).

Octubre 2020 - Diciembre 2020





Focus Goal #4 - English language proficiency rates for multilingual learners will improve as demonstrated by a 10% increase in the number of English learner students Reclassified as Fluent English Proficient, each year.

State and/or Local Priorities
 Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Student Achievement
 Priority 7: Course Access (Conditions of Learning)

Actions & Services

- 4.1 Professional Learning to support the Multilingual Program
- 4.2 Bilingual Instructional Assistants for Primary Grades
- 4.3 Bilingual Instructional Assistants for Jr. High Schools
- 4.4 Limited Assignment Teachers
- 4.5 Native Language Proficiency Assessments

Action	Title	Description	District Funds	Site Funds
4.1	Professional Learning to support the Multilingual Program			
4.2	Bilingual Instructional Assistants for Primary Grades	The district will continue to provide bilingual instructional assistants (BIAs) for the primary grades (TK-2). The Bilingual Instructional Assistants support certificated teachers in providing small groups or 1:1 instruction to English learners. Additionally, the BIAs support the certificated teacher by: <ul style="list-style-type: none"> • monitoring and reporting student progress regarding performance, • assist in providing guidance and support to the student in English and Spanish, • translating and interpreting for students, parents, counselors 	\$3,015,793	5,842
4.3	Bilingual Instructional Assistants for Jr. High Schools			
4.4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day)	The district will provide each junior high school with one certificated Limited Assignment Teacher (LAT) to push into designated English language development (ELD) classes to support certificated teachers by providing 1:1 or small group instruction. Providing sites with one LAT teacher will allow sites additional support for multilingual learners which will benefit their acquisition of the English language.	\$144,500	
4.5	Native Language Proficiency Assessments	The district will provide assessments to newcomers to assess their proficiency in their native language. These assessments will help determine a newcomer's placement for the appropriately designated ELD class, provide insight into the student's language proficiency in the four language domains (reading, writing, listening, and speaking), and help develop appropriate supports for learning. Having native language proficiency assessments to assess our newcomers' language abilities and providing this data to classroom teachers is beneficial to the student's social and academic success.	\$20,000	N/A
		one BIA, if needed.		



Meta de enfoque #4 - Las tasas de dominio del idioma inglés para los estudiantes multilingües mejorarán, como lo demuestra un aumento del 10% en el número de aprendices de inglés reclasificados como estudiantes competentes en inglés, cada año .

- Prioridades estatales y/o locales
- Prioridad 1: Básica (Condiciones de aprendizaje)
- Prioridad 2: Estándares estatales (Condiciones de aprendizaje)
- Prioridad 4: Rendimiento de los estudiantes
- Prioridad 7: Acceso a los cursos (Condiciones de aprendizaje)

Acciones & Servicios

- 4.1 Aprendizaje profesional para apoyar el programa multilingüe
- 4.2 Asistente de instrucción bilingüe para grados primarios
- 4.3 Asistente de instrucción bilingüe para escuelas secundarias
- 4.4 Maestro de asignación limitada
- 4.5 Evaluación del dominio de la lengua materna

Action	Title	Description	District Funds	Site Funds
4.1	Bilingual Instructional Assistants for Primary Grades	The district will continue to provide bilingual instructional assistants (BIAs) for the primary grades (TK-2). The Bilingual Instructional Assistants support certificated teachers in providing small groups or 1:1 instruction to English learners. Additionally, the BIAs support the certificated teacher by: <ul style="list-style-type: none"> monitoring and reporting student progress regarding performance, assist in providing guidance and support to the student in English and Spanish, translating and interpretation for students, parents, counselors 	\$3,015,793	5,842
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		one BIA, if needed.		



Actions & Services

4.6 Teacher on Special Assignment (TOSA) for English Learners

4.7 Program Specialist (PS) for Multilingual Services

4.8 Dual Language Immersion Program

4.9 English Language Development Coaches



Action	Title	Description	District Funds	Site Funds
4.6	Teachers on Special Assignment (TOSA) for English Learners	The district will provide two Multilingual TOSAs (full time certificated teachers) that will provide support to district staff, students, and parents in the following areas: <ul style="list-style-type: none"> • district English learner advisory committee (DELAC), • dual language immersion (DLI) program, • Multilingual (ML) Masterplan, • ELD site coaches, • pacing guides, • state seal of biliteracy pathways, • training, and 	\$248,155	N/A

Action	Title	Description	District Funds	Site Funds
4.7	Program Specialist (PS) for Multilingual Services	The district will provide one Program Specialist for Multilingual Services. This position will support district staff, students, and parents that include the following focus areas: <ul style="list-style-type: none"> • assessment and progress monitoring, • compliance, • continuity of learning for equitable access, • educator professional development, • English language development, and • responsiveness to EL profiles. By having this position, SMBSD will be able to provide direct support to all levels of the district regarding multilingual learners and provide guidance around federal, state, and district policies.	\$134,098	N/A
Action	Title	Description	District Funds	Site Funds
4.8	Dual Language Immersion Program	The district will continue to support the Dual Language Immersion (DLI) program by building capacity for bilingual educators and leaders to address the needs of our dual language learners. This support will include professional learning for dual immersion teachers and staff, implementation of the elementary and junior high DLI master plan, and Spanish literacy materials. These supports will allow for continued	\$18,000	

Action	Title	Description	District Funds	Site Funds
4.9	English Language Development Coaches (split with Title I A)	The district will provide one full-time certificated English Language Development (ELD) Coach for each site (21). This position will support the development of the school's designated and integrated ELD program through: <ul style="list-style-type: none"> • instructional modeling of best practices for first instruction in both iELD and dELD, • co-teaching and co-planning, • one-on-one coaching, and • assisting in leading professional learning opportunities at staff and/or grade level meetings. By providing these positions, each site will receive daily support for multilingual learners and provide ongoing professional learning to staff.	\$267,707	N/A

Acciones & Servicios

4.6 Maestro en asignación especial (TOSA, por sus siglas en inglés) para aprendices de inglés.

4.7 Especialista de programs (PS, por sus siglas en inglés) para servicios multilingües

4.8 Programa de doble inmersión de lenguaje

4.9 Instructores del desarrollo del idioma inglés



Action	Title	Description	District Funds	Site Funds
4.6	Teachers on Special Assignment (TOSA) for English Learners	The district will provide two Multilingual TOSAs (full time certificated teachers) that will provide support to district staff, students, and parents in the following areas: <ul style="list-style-type: none"> • district English learner advisory committee (DELAC), • dual language immersion (DLI) program, • Multilingual (ML) Masterplan, • ELD site coaches, • pacing guides, • state seal of biliteracy pathways, • training, and 	\$248,155	N/A

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Broad Goal #5 - All schools will increase student engagement by intertwining social and emotional learning and academics, maintaining a safe, secure, healthy and positive learning environment, and providing a supportive environment with strong adult relationships.

State and/or Local Priorities

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Student Engagement

Priority 8: Student Outcomes

Actions & Services

5.1 Santa Maria Police Department - School Resource Officers (SROs)

5.2 Outreach Mentors

5.3 Junior High Counselors

5.4 District Program Specialists

5.5 Student Supervision and Safety Aides

Action	Title	Description	District Funds	Site Funds
5.1	School Resource Officers	The district will continue to implement, strengthen, and monitor a tiered	\$249,912	N/A
5.3	Junior High Counselors	The district will continue to provide nine counselors to the junior high	\$1,309,714	N/A

Action	Title	Description	District Funds	Site Funds
5.5	Student Supervision and Safety Aides	Student Supervision and Safety Aides are responsible for ensuring that the school's health and safety rules are followed, interacting with students, encouraging appropriate play, managing student behavior, and working with teachers and administration where appropriate. Due	\$1,400,000	N/A

to positive qualitative data and a need to increase coverage of the playground and lunch campus areas that need to be supervised, the district **will increase the aides** in order to support school safety and to increase students' sense of connectedness to their school site. Increasing these staff members, as needed, also increases the ability for caring adults to build positive relationships with students as they interact with them on campus and provide needed support during the pandemic and after the pandemic.



Meta general #5 - Todas las escuelas aumentarán el involucramiento de los estudiantes al entrelazar el aprendizaje social y emocional con el académico, manteniendo un entorno de aprendizaje seguro, saludable y positivo, y proporcionando un entorno de apoyo con sólidas relaciones con los adultos.

Prioridades estatales y/o locales

Prioridad 1: Básica (Condiciones de aprendizaje)

Prioridad 3: Participación de los padres (Participación)

Prioridad 5: Participación de los estudiantes

Prioridad 8: Resultados de los estudiantes

Acciones & Servicios

5.1 Departamento de policía de Santa Maria - Oficiales de recursos escolares (SROs, por sus siglas en inglés)

5.2 Asesores de alcance externo

5.3 Consejeros de secundaria

5.4 Especialistas de programa del Distrito

5.5 Supervisión de los estudiantes y ayudantes de supervisión

Action	Title	Description	District Funds	Site Funds
5.1	School Resource Officers	The district will continue to implement, strengthen, and monitor a tiered	\$249,912	N/A
5.3	Junior High Counselors	The district will continue to provide nine counselors to the junior high	\$1,309,714	N/A

Action	Title	Description	District Funds	Site Funds
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Actions & Services

5.6 Community Partnership for Foster Students

5.7 Community Partnership for Truancy Mentors

5.8 Community Partnership to support students who are experiencing homelessness

5.9 Full Time Health Assistants

5.10 One Certificated Teacher for each Junior High Opportunity Class

5.11 Teen Court

5.12 Marriage and Family Therapist (MFT) and/or School Based Therapist

5.13 Fitzgerald Community School

5.14 Assistant Principals



Action	Title	Description	District Funds	Site Funds
5.6	Community Partnership for Foster Students	Foster youth face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school. Due to an increase in students' engagement and an increase in academic achievement, the district will continue to participate in a community partnership to provide resources and support to help foster youth students. This partnership will include one full-time staff member to case manage foster students. This position will meet with administrators at each site once a month to review the caseload of	\$70,000	N/A
Action	Title	Description	District Funds	Site Funds
5.8	Community Partnership to support students who are experiencing homelessness	Students who are experiencing homelessness face greater challenges and barriers within the educational system which contributes to troubling outcomes including low academic achievement and feeling disengaged in school. Due to an increase in students' engagement and an increase in academic achievement, SMBSD will continue to partner with a community agency to provide two full-time homeless liaisons that are dedicated to SMBSD to assist homeless students and families with their basic needs. This is an increase in the partnership	\$108,849	N/A
Action	Title	Description	District Funds	Site Funds
5.12	Marriage and Family Therapist (MFT) and/or School Based Therapist	Due to the recent pandemic and an overall increase of students who have social-emotional concerns, mental health issues which include depression, anxiety, and loss/grief, and have experienced negativity, the district will continue to provide one Marriage and Family Therapist (MFT) to each school site (21). The MFTs at each school site will work with students who have the highest level of social-emotional needs and will maintain a caseload of up to 20 students. These students will be referred through the coordination of the services team (COST) or the student study team (SST) and have goals set when they begin counseling. At the end of 6-8 weeks, they will review the goals and determine whether to maintain, decrease, or increase services. In	\$1,340,000	\$272,300
Action	Title	Description	District Funds	Site Funds
5.14	Assistant Principals	In order to continue to support leadership adequately to serve staff and our unduplicated student population, the district will continue to provide one Assistant Principal (AP) at 15 elementary, 4 junior high, and 1 specialty school sites. These positions assist the site principal in organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and parents. These positions also support the principal in forming a stronger leadership team that improves academic and social emotional learning outcomes. The APs support the implementation of school plans, policies, and programs and ensure that the needs of disadvantaged student populations are met. They also support State and local testing and lead professional learning communities as they monitor and use data to drive instruction.	\$3,275,699	N/A

Acciones & Servicios

5.6 Asociación comunitaria para los estudiantes en programas de crianza temporal

5.7 Asociación comunitaria para los asesores de absentismo escolar

5.8 Asociación comunitaria para apoyar a los estudiantes sin hogar

5.9 Asistentes de salud a tiempo completo

5.10 Un maestro certificado para cada clase de oportunidad en la escuela secundaria

5.11 Un tribunal para adolescentes

5.12 Terapeuta matrimonial y familiar (MFT, por sus siglas en inglés) y/o terapeuta en la escuela

5.13 Escuela comunitaria Fitzgerald

5.14 Subdirectores



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Next Steps

- LCAP Meeting - September 29, 2021
 - ESSER III Budget Plan
 - Maintenance and Operations Update
 - Summer School Update
 - Spring Assessment Update
- DELAC Meeting - October 5, 2021
 - Federal Program Review Introduction - November 17, 2021



Próximos pasos

- Reunión del LCAP - 29 de septiembre de 2021
 - Plan presupuestario ESSER III
 - Actualización de mantenimiento y operaciones
 - Actualización de la escuela de verano
 - Actualización de la evaluación hecha en primavera
- Reunión de DELAC - 6 de octubre de 2021
 - Introducción a la revisión del programa federal - 17 de noviembre de 2021





Thank you! ¡Gracias!