

**SMJUHSD**

**2020-2021 LCAP**

<p><b>Goal 1</b> Challenge and support all students to demonstrate proficiency in the Common Core State and other state adopted standards and acquire the knowledge and skills, to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career.</p>	<p><b>2018-19: \$546,970</b>  <b>2019-20: \$1,804,512</b></p>
<p><b>Action/Service</b></p>	<p>STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8  COE <input type="checkbox"/> 9 <input type="checkbox"/> 10  LOCAL _____</p>
<p><b>1.1 Common Core Professional Development, Instructional Lesson Planning/Strategies and Support Services</b>  The Common Core State Standards for Math and English are to be supported throughout the District in developing student learning environments that prepare students to be college and career ready. Science standards will be supported in planning and developing Curriculum and attending NGSS Rollouts. The Social Studies Departments are to be supported in the implementation of the new curriculum and instruction with the new Social Studies Framework and Rollouts. Special Education Collaboration classes will be implemented in Common Core Areas.</p>	
<p><b>1.2 Paraeducator and Classified Training Resources</b>  The District will provide Professional Development for Instructional Aides in Special Education. The District will also provide training and Professional Development for other support staff.</p>	
<p><b>1.3 Professional Learning Communities (PLC)</b>  The District will provide training that supports essential elements of successful Professional Learning Communities (PLC). Teachers will have the opportunity to attend PLC conferences, work on CFAs, lesson planning, content unit development, performance task, and professional dialogue. As support to the implementation plan of PLCs Adaptive Schools and “Habits of Mind” training for teachers in facilitating of PLCs.</p>	
<p><b>1.4 Assessment Management System</b>  The District will provide software as an assessment system to reflect the testing experience for the student when taking the Smarter Balanced Assessments. Teachers will be trained to use the system with their students. Teachers will be trained to create assessments, performance task and common formative assessments (CFA).</p>	
<p><b>1.5 Intervention and Support</b>  <b>Additional funding for English, math, and special education to either co-teach or teach a support intervention class in core content courses. In addition, provide a 0.6 FTE TOSA to support the implementation of the new NGSS curriculum.</b></p>	

<p><b>Goal 2</b> Create a culture of respect and caring that supports positive relationships among all stakeholders.</p>	<p><b>2018-19: \$920,000</b> <b>2019-20: \$965,488</b></p>
<p>Action/Service</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8  COE <input type="checkbox"/> 9 <input type="checkbox"/> 10  LOCAL _____</p>
<p><b>2.1 Interpretation/Translation Services</b> The District will Provide resources dedicated to the improvement of translation services in the district. Translation services are to be used to provide equitable language access for students and families. One full time interpreter-translator will be stationed at each comprehensive school site. A professional learning plan for full time and on-call interpreter-translator will be implemented. The district will continue to recruit additional indigenous interpreters.</p>	
<p><b>2.2 Parent Engagement Programs</b> The District will fund programs like Parent Institute for Quality Education (PIQE), Parents on a Mission, site developed parent trainings and adult learning partnerships to engage parents in their student’s education and school leadership. The District will look for resources to expand Mixteco parent support to include a Mixteco parent hotline.</p>	
<p><b>2.3 School Climate Surveys</b> The District will administer a Survey to students, staff and Parents to determine School Climate.</p>	
<p><b>2.4 Ethnic and Gender Studies</b> The District will develop new core a-g Ethnic and Gender Studies Courses for district submission and develop and curate curriculum and resources for approved courses.</p>	
<p><b>2.5 Cultural Proficiency</b> District and site staff members will continue attending <b>Cultural Proficiency</b> training that will provide staff development in the area of access and equity for all students, training will include but is not limited to: Just Communities’ <b>Institute for Equity in Education (IEE)</b> will be attended by District and Site staff. <b>Community Learning Institute (CLI)</b>, will continue to help teens from all over the Central Coast become a tight-knit community. Just Communities’ <b>Talking In Class</b> enables schools to tap into the expertise of their students and, in doing so, develop new and more effective solutions.</p>	
<p><b>2.6 Por Vida</b> The POR VIDA program is a culturally competent approach towards identifying families and youth that are in need of, and are requesting, help to address at-risk behaviors that could result in suspension and expulsion from school, failing academically and/or dropping out of school, or other behavioral actions that may lead to or have led to the juvenile justice system. This program will provide case management of selected families and youth who are in desperate need of wraparound services and support. POR VIDA is also an acronym for Positive Outreach and Redirection, Violence Interruption, Interventions for Drugs and Alcohol.</p>	

<b>Goal 3</b> Strengthen the quality for career education programs and services.	<b>2018-19: \$2,150,807</b> <b>2019-20: \$1,826,338</b>
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<b>3.1 Career Technical Education Incentive Grant</b> The District will continue extending our sequence of Career Technical Education (CTE), leading to postsecondary education programs and a career pathway to obtain employment in these other areas: - Agriculture and Natural Resources - Arts, Media, and Entertainment - Business & Finance - Energy, Environment, & Utilities - Engineering & Architecture - Health Science & Medical Technology - Hospitality, Recreation, & Tourism - Information & Communication Technologies - Manufacturing & Product. The district will align and strengthen CTE of standards) by Outlining Programs of study for each of the 9 career pathways Support faculty collaboration, team teaching, and industry to collaborate, support, and unite the curriculum with real-world applications.	
<b>3.2 CTE Facility Consumable Supplies &amp; Limited Life Equipment (5 Years or Less)</b> The CTE Center/Ag Farm is a 25.3-acre facility designed to accommodate three structures along with farm acreage. The structures consist of four large workshops, one large industrial kitchen with two adjoining classrooms, and one large animal barn. The facility will host eight pathways: Light Diesel Mechanics, Machining & Forming Technologies, Residential and Commercial Construction, Home Health Aide, Hospital Health Careers, Culinary Arts, Agriculture Animal Science, and Agriculture Plant & Soil Science. These programs will require a significant amount of consumable supplies along and safety equipment.	
<b>3.3 CTE Existing Pathway Equipment Support</b> The district will provide funds to augment and improve existing pathways by replacing sub-standard equipment with state-of-the-art equipment that meets industry standard. Additionally, the District will target equipment that has exceeded its life expectancy and is no longer viable.	
<b>3.4 SMJUHSD/SBCEO ROP Partnership</b> The District will provide ROP staffing costs for the school year 2018/19. The District will offer the following courses: Sports Medicine Kinesiology, Communication Technology, Medical Sciences/Health Careers, Advanced Automotive, Advanced CAD Manufacturing, Professional Business Communication, Office Technology, Advanced Agriculture Mechanics, Ornamental Horticulture, Viticulture Occupations, communication Technology, Multimedia Occupations, Economics & Finance, and Advanced Video Productions.	
<b>3.5 Guidance Staff and Counselor Training</b> The District will provide Career Education Programs training for guidance staff, counselors and related personnel.	
<b>3.6 CTE New Pathway Equipment Support</b> The district is developing five new pathways located at the new Career Technical Education. The Industry Sectors and Pathways are as follows: Transportation-Light Diesel Mechanics, Manufacturing and Product Development-Machining and Forming Technologies, Building and Construction Trades-Residential and Commercial Construction, and Health Science and Medical Technologies-Home Health Aide & Hospital Health Careers. The programs will require significant start-up equipment funding over a two-year period.	
<b>3.7 CTE Professional Development</b> Professional development specifically designed for CTE instructors and related staff. Training will focus on the promotion, CTE instructional strategies and compliance.	
<b>3.8 CTE Student/Parent Outreach</b> The District will support to creation and distribution off various promotional materials designed to educate and inform students and parents on Career Technical Education opportunities in the district.	
<b>Goal 4</b> Strengthen district wide support systems, processes and practices that support student learning.	<b>2018-19: \$6,147,768</b> <b>2019-20: \$6,797,579</b>

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<b>4.1 Counseling Service Districtwide</b> The District will continue to support counseling services (Districtwide 23 FTE: 7987/23 <350) and fund evening work for counselors to work with parents. The District will also support adding 3 Psychologist (Districtwide 3 FTE). Professional development will be supported for counselors and psychologist.	
<b>4.2 Advancement Via Individual Determination (AVID) Sections</b> The District will continue to support and budget at the comprehensive sites to accommodate incoming feeder AVID students. (4.8 FTE Districtwide, \$30,000 per site for college visits, tutors and supplies, AVID Weekly, Math and English Path training (Instructional strategies CCSS), Summer Institute, AVID Membership).	
<b>4.3 Comprehensive Site Opportunity Program Implementation</b> Sustain program at sites (2 FTE per comprehensive site for 9th & 10th grade Self-Contained Opportunity Programs). Students are provided services to complete credits toward graduation. Students are provided with intensive support in the areas of English and math. Students will be provided Field trips to promote success in school and team building.	
<b>4.4 Crisis Intervention Staff</b> The District will continue to support crisis group services to focus on drug and alcohol issues. (2 FTE existing plus 2 additional FTE ; Net result - 1 per site) Crisis Intervention Consultants provide consultation services to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs; promote sobriety and provide drug-free activities; make presentations to classrooms and provide various in-services related to assigned areas.	
<b>4.5 Extracurricular Program Support</b> The District will continue to support extracurricular support designed to lessen the dependence of programs on gate receipts and fundraising and increase student activity participation. Athletic Directors at each site will manage their budget in the various areas: certificated salaries, classified salaries, materials and supplies (uniforms, sport equipment, office equipment and transportation), travel and conference, tournament fees, training room supplies, CIF playoff expenses, CIF dues, league dues, Officials and athletic awards and dinners.	
<b>4.6 Fine Arts Program</b> The District will provide funding for Fine Arts Programs to assist all school with travel and entry cost to competition, tournaments and other school events. Funding will also include the purchase and maintenance of equipment.	
<b>4.7 Progress Monitoring and Student Placement</b> The District will provide software and training to assist in progress monitoring of students and appropriate placement for English and math. Software will assist school sites with the placement of students in math and English while also progress monitor students who are at risk academically.	
<b>4.8 College Career Readiness Support</b> The District will provide a College and Career Readiness Platform Software for uses by all stakeholders. A Parent Portal will allow the parent to view the information the student has stored in his or her plan, learn more about the careers and schools that the student is interested in, and communicate with the students counselor. Students will be able to participate in field trips towards post-secondary education and career exploration trips. Information from the job interest tool will help sites to arrange speakers and field trips that are of current interest to students. The District will coordinate a University trip for all 9th grade students.	
<b>4.9 Early Academic Outreach Program Counselor Feeder Partnership</b> The District will fund a partnership with UCSB Outreach Consultants to provide Intensive EAOP Cohort Services and School-wide College Preparation Resources throughout the entire year, including the summer. Integrated Into Whole School Councils, Counseling Department, Back-to-School Nights, Open House School & District-Wide Services, WASC	

<p>Accreditation, Administration Relations, and Special Projects. Extensive Collaboration w/Regional Colleges &amp; Universities and other Pre-College Programs &amp; Events, Enhances &amp; Supplements School Site Efforts. On-going School-wide Access to Students, Teachers, Academic Departments, Parents, and School Site Resources. Work Annually with Feeder Middle Schools to foster college awareness.</p>	
<p><b>4.10 Intense Literacy Intervention Support</b>  The District will provide a computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness. The program will inform teachers and administrators through progress reporting on a student, classroom, and school level and it will automatically populates student performance data. The program will provide teachers with tools for planning and classroom management, along with other resources for implementation and helps teachers target instruction to meet the needs of every student. The program will be used at Pioneer Valley High School, Ernest Righetti High School and Delta Continuation High School as an intervention course.</p>	
<p><b>4.11 Reading Comprehension Support</b>  The District will provide an intervention program that uses technology to provide individualized scaffold silent reading practice for students with reading levels at grade 3 and higher. The program will aim to develop and improve students' silent reading fluency, comprehension, and vocabulary. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities. The program will be used as an intervention at all sites in the district.</p>	
<p><b>4.12 CAL-SAFE: Child Development- School base</b>  The District will provide funding to the California School Age Families Education (Cal-SAFE) Program. Cal-Safe is designed to increase the availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills from the point of entry to graduation. Cal-Safe will also provide a quality child care and development program the children of our students.</p>	
<p><b>4.13 Academic Writing Support</b>  The District will provide a Software Program that eliminates the time-consuming process of verifying student authorship by presenting easy-to-use reports that show how much of a document is original, cited from other sources, or unoriginal. An online grading features provides instructors with a simple way to leave great feedback in less time. Through PeerMark students can evaluate each other's work (anonymously or not) and learn from their classmates. Instructors and students have the ability to access this program on any device (computer, tablet or phone). The District will also provide a Software Program that is a formative writing tool to help engage students in the writing process, support instruction in the classroom and improve learning outcomes.</p>	
<p><b>4.14 Student Activities</b>  The District will provide funding to support an increase in Student Activities. To accomplish this, the district will provide trainings, cultural awareness/proficiency, transportation, motivational speakers, equipment/maintenance, incentives and Link Crew. The District will also purchase a vehicle for Righetti and Pioneer Valley High School for student activities use.</p>	
<p><b>4.15 Program Purchase support</b>  The District will fund a Purchasing Technician who will be available to support staff members in the processing of Local Control Accountability Plan items (example processing purchase orders, ordering supplies, paying vendors, etc....).</p>	
<p><b>Goal 5</b> Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations.</p>	<p><b>2018-19: \$1,881,000</b>  <b>2019-20: \$1,868,444</b></p>
<p>Action/Service</p>	<p>STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8  COE <input type="checkbox"/> 9 <input type="checkbox"/> 10  LOCAL _____</p>

<p><b>5.1 Tablet Repair Program</b> The District will no longer be using a Third party vendor to repair tablets.</p>	
<p><b>5.2 Educational Technology Training and LCAP Support</b> The District will provide on-going training through Microsoft and additional providers in the use of tablets that enhances learning for both students and staff. The District will provide funding for a LCAP Specialist to help support district software programs and LCAP Actions/Services.</p>	
<p><b>5.3 Teachers on Special Assignment (TOSA)</b> The District will create site-level TOSA's to provide direct support for teachers in the use of tablets and new instructional technologies. The instructional Technology TOSA is responsible for working directly with site instructional staff. She/he will be required to plan, communicate and implement staff trainings centered on assisting teachers in the use of instructional technology to enhance classroom instruction by maximizing the effective use of instructional software applications, Tablets, and other applicable technological equipment.</p>	
<p><b>5.4 One to One Devices</b> The District will provide One to One devices and cases for incoming 9<sup>th</sup> graders, new students, new staff and staff replacement devices. Student will be able to access intervention software, college and career readiness software, assist with academic presentations and support student learning.</p>	
<p><b>5.5 One to One Tablet Repair Computer Technician</b> The district will provide funding for a District Computer Technician who will repair tablets at the District office and return to sites. This service will allow students to get fixed tablets back sooner.</p>	
<p><b>5.6 Learning Management System</b> The District will select a learning management system for all teachers and students to use. A Learning management system (<b>LMS</b>) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs.</p>	

<b>Goal 6</b> Maintain a safe, secure and healthy environment for all students and staff.	<b>2018-19: \$1,717,660</b> <b>2019-20: \$1,671,895</b>
Action/Service	STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____
<b>6.1 Restorative Justice Planning</b> The District will be implementing a Restorative Approaches through conferences or trainings provided by other institution. Restorative Approaches RA is a philosophical approach, and can be implemented when dealing with a wide range of conflicts, from classroom disruption, to teacher/student conflict and student/student conflict. RA is supplementing traditional discipline structures and practices such as suspension, expulsion, and referral to law enforcement.	
<b>6.2 Classified Substitute Pool Program</b> The District will fund “sub coverage” for targeted classified positions. The Classified Substitute Pool Program will target positions that are directly related to student safety, environment and learning. The targeted positions that will participate in the program are Instructional Aides, Campus Security and Custodians. Supported staff will be added for recruitment process.	
<b>6.3 Campus Security Support Staff</b> The District will continue to provide funding for 4 additional security to provide supervision during the school day for a safer student environment. These additional positions will be assigned to a comprehensive site, but may assist other school sites do to the need of safety. Additional funding will provide security support for extracurricular activities beyond the school day that may include off campus events that students may need to be accompanied.	
<b>6.4 School Safety Training</b> Safety training support for administrators, security and plant managers. School safety training will continue to be supported through conferences and School Resource Officer trainings and presentations to staff members.	
<b>6.5 School Resource Officers</b> Funding to secure School Resource Officers/Deputy services from law enforcement agencies. The District will be contracting with the City of Santa Maria Police Department for two School Resource Officers serving Santa Maria High School and Pioneer Valley High School. The District will also be contract with Santa Barbara County Sheriff’s Department for one School Resource Officer to serve Ernest Righetti High School and Delta Continuation High School. All three School Resource Officers will provide support in developing the District’s School Safety Plan. School Resource Officers play a vital role in each of the school sites providing a safe school environment.	
<b>6.6 Fitzgerald Community School</b> Services for expelled students contracted through SBCEO. Services to students will include group counseling, academic support with an instructional aide, opportunity to make up missed credits and a transitional plan and conditions to return to the District.	
<b>6.7 Attention 2 Attendance</b> The District will provide software and training designed to monitor, analyze and facilitate parent communication related to school attendance. A2A will assist school sites with parent notification of attendance and the prevention of students who may be at-risk of chronic absenteeism. The A2A system will assist and be implemented as an intervention in reducing the District’s chronic absenteeism and support our Student Attendance Review Board (SARB).	
<b>6.8 Safety Equipment</b> The District will fund security cameras, other safety equipment, material and supplies as deemed necessary at all sites.	
<b>6.9 Daytime Custodial Services</b>	

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

**6.10 District Classified Personnel Uniforms**

Uniforms will be provided for maintenance/operation, warehouse, bus drivers, campus security and information technology. School safety and environment plays an essential role to identify employees on school campuses.

<b>Goal 7</b> Strengthen programs and services to support English Language Learners becoming proficient in academic areas.	<b>2018-19: \$4,527,000</b> <b>2019-20: \$4,662,440</b>
Action/Service	STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____
<b>7.1 ELA/ELD Pathway Support</b> The District will provide resources for staffing, training, and materials to continue to support ongoing cost of licensing and consumable instructional materials associated with the ELA/ELD Pathway Curriculum. Professional learning and coaching will continue for new and current ELA/ELD Pathway teachers and administrators. The Districts will continue to support the ongoing cost of program implementation to include additional FTEs, two English Learner Coordinators, a Data Specialist, program placement meetings, Newcomer Cohorting at each comprehensive school site, primary language assessment system, reclassification monitoring tool and extracurricular enrichment supports. The District will continue the use and implementation of Scholastic’s Read 180 and System 44 research based curriculum for its ELA/ELD Pathway with English learner students. Additionally, the district will continue its support of the Student Academic Achievement Seminar (SAAS) 9, 10, and 11-12 which is designed as a behavioral and academic support system for Long Term English Learners (LTEs).	
<b>7.2 Newcomer Support</b> Site Newcomer Cohorts classes will be established and supported by additional FTEs and class size capped at 24 students. Continuing professional learning days offered to teachers of newcomer students and bilingual instructional assistants professional learning using culturally responsive pedagogy, curriculum, assessment, and socio-emotional supports. Additional professional conference opportunities for teachers and TOSAs when the conference applies to the education of recent immigrant students. Teachers will receive supplemental materials that support access to content instruction, as well as additional curriculum planning time with compensation. 12 Bilingual Instructional Assistants will provide bilingual instructional support for EL Newcomer students. Bilingual instructional assistants will assist a certificated teacher in providing instruction to individual or small groups of limited or non-English speaking students; monitor and report student progress regarding behavior and performance; translate and interpret for students, parents, counselors, teachers and others as assigned. After-school tutoring for newcomer students provided by bilingual instructional assistants, as their schedules allow.	
<b>7.3 A-G and Graduation Intervention</b> The District will provide intervention and advancement opportunities for ELD students. This is to include after school tutoring for English Learners who are new comers to the country, classroom setting summer school for English Learners and an opportunity for credit recovery.	
<b>7.4 Core Academic Language And Literacy Support</b> The District will fund two certificated staff to support counselors, teachers and parents with research-based strategies for supporting English learner students in the classroom and their families.	

<p><b>Goal 8</b> Develop a support systems for Foster Youth to improve academic achievement.</p>	<p><b>2018-19: \$300,000</b> <b>2019-20: \$350,955</b></p>
<p>Action/Service</p>	<p>STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8  COE <input type="checkbox"/> 9 <input type="checkbox"/> 10  LOCAL _____</p>
<p><b>8.1 Foster Youth Liaison Services</b>  A Program Specialist at all 4 sites will be contracted through Fighting Back Santa Maria Valley (FBSMV) will provide liaison services for Foster Youth students. FBSMV will design and implement the Foundations for Success program to improve educational outcomes for foster students. FBSMV will coordinate with CWS to quickly identify all students in the Foundations For Success service area. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed. The district will use the software program Foster Focus provided by the County to track Foster youth students.</p>	
<p><b>8.2 Training and Support Programs</b>  The District will provide Foster Youth training and support programs for staff. Counselors and support staff will work with Fighting Back Santa Maria Valley, Allan Hancock College and the Santa Barbara County Education Office to collaborate services and attend trainings to better serve our Foster Youth students. Resources identified to facilitate involvement in the Foster Youth Summit and California Youth Connection. Administrators, counselors, teachers, and support staff may attend the California State Foster Youth Summit.</p>	
<p><b>8.3 After School Tutoring</b>  After School tutoring provided by Santa Barbara County Office of Education is provided at each site. Tutoring services are for Academics and Social and Emotional.</p>	