

# The Single Plan for Student Achievement

**School:** Adam Elementary School  
**CDS Code:** 42 69120 6045959  
**District:** Santa Maria-Bonita School District  
**Principal:** Ms. Laurie Graack  
**Revision Date:** 4/28/17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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## School Vision and Mission

### Adam Elementary School's Vision and Mission Statements

The District's vision, "We are here to prepare children to be successful citizens," is embodied in the faculty and staff of Adam Elementary School. We provide a warm, stimulating environment where students are actively involved in learning academic content as well as positive values. Students receive standards-based curriculum, presented by dedicated professionals based on the individual needs of the students. We are considerate of students' backgrounds, and build students' learning based on students' knowledge and experience. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. Our mission is "to ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and holding ourselves accountable for results."

Our school continues to strive for improvement in student achievement as measured by local, state, and national assessments. In school years 2017-2020 we will focus on major restructuring activities to be implemented / continued, including full implementation of a Multi-Tiered System of Support (MTSS) including Positive Behavior Intervention Systems (PBIS) and other programs for Social Emotional Learning; full implementation of Common Core State Standards (CCSS); full adoption and implementation of English Language Arts, English Language Development, Mathematics, and Next Generation Science Standards curricula; professional learning opportunities for all teachers, instructional assistants, and other classified staff; and an Extended Day Program (EDP) that extends instructional time by providing additional intervention and academic/linguistic support to English learners and students performing farthest from standard.

## School Profile

Adam Elementary School is located in the central region of Santa Maria and serves students in grades transitional-kindergarten through six, following a modified year-round calendar. There are nearly 1,000 students enrolled in 32 regular classrooms. We also have a full time Intervention Teacher on Special Assignment, a full time English Language Development TOSA (position currently not filled), and 2 Special Education Day Classes. Our demographics skew to the lower grade levels, with more than 59% of enrolled students in grades TK through third. Approximately 17% of our students qualify for migrant education services, 87% for English Language Learner support, 98% are considered Economically Disadvantaged, and 91.2% qualify for Free and Reduced Meals. 6.47% of Adam students are identified as qualifying for the Gifted and Talented Education program (GATE). In addition, 0.20% of our students are classified as Foster Youth, and 4.8% are students with disabilities. The school houses two severely handicapped special day classes for students in the District. In addition, the school provides facilities for a Head Start program and two State Pre-School classes (these demographics are not included in our school profile). Our Hispanic / Latino students comprise 97% of the population. Our student population experiences major movement across schools and district. 78% of our parents state that they are not high school graduates. With only 38 students (34%) in 6th grade (2016-2017 school year) who were continuously enrolled at Adam since kindergarten, we need to focus on supporting our students and families. This trend also informs our priority for short, intense interventions more than year-long approaches to intervention and support. Because we serve, overwhelmingly, a population of students who come from homes of poverty and second languages, we strive to provide a tapestry of educational experiences for our students. Our plan focuses on the needs of the whole child and family, with supports built for: academics (growth, proficiency, teacher preparedness), social / emotional development (character, executive functions, personal connections), and parents/families (skills and support).

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Input on school needs was collected through several means. Students in 5th grade completed the CA Healthy Kids Survey, answering questions about connection to staff and school, as well as feelings of safety. Student Council was consulted on school needs and desires. Parents were invited to share input through several means, including the District LCAP surveys, School Site Council agendas and envoys, and personal conversations with staff members. Teachers were invited to share input through District LCAP surveys, School Site Council, personal conversations, Leadership Team meetings, staff/grade level meetings, and an End Of Year survey requesting feedback for the past year and input on the future year needs.

Needs identified through these platforms fell into three specific areas of concern: student academics (to include teacher preparation and professional learning), student social/emotional needs (to include character development, executive function skills, and connections to the staff and site), and parent capacity (to include parenting skills and support).

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal classroom observations are conducted according to the SMBSD negotiated contract with teachers (SMEEA). Permanent teachers are subjected to bi-annual or triennial observation cycles of one classroom visit each, while temporary and probationary teachers receive classroom observations twice per year. Additional, non-evaluative classroom observations are conducted when possible by principal, assistant principal, Leadership Team members, Lead Learners, District personnel, and others. In 16-17, the principal conducted 16 formal (evaluative) classroom observations and more than 50 informal classroom observations across all grade levels, subjects, and times of day. An additional 38 classroom observations of Designated ELD instructional time were conducted by members of the Leadership Team. Observations of a wide range of classroom management strategies and student behavior expectations led to the finding that the school needs to work towards a more cohesive and complete Behavioral Expectation System. Also noted was the need for more teacher training in the areas of technology, classroom management, ELD, and new adoption materials.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We only have two years of state (CAASPP) data, as the test is new. We are trending up, but the data is limited at this time. We are making significant and steady progress on CELDT performance indicators (growth of 6.3% on AMAO 1 from 15-16 to 16-17). We attribute this gain to the focus on ELD instruction, the implementation of 16-17 of Designated ELD for every student every day, and the expanded EDP offerings focused on ELs.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The District has eliminated nearly all curriculum-embedded assessments in ELA and Math programs. We continue to push for District-wide implementation of assessments in key areas.

Teachers have received training in accessing data (through OARS) and how to use data to modify instruction.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All our faculty meet Highly Qualified requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

We have nearly sufficient credentialed teachers. We have an opening for a TOSA (ELD) position which was created in Spring, 2016 and has not yet been filled. We have adequate access to materials and training for all adopted programs. We will need to monitor this aspect carefully in 2017-2018, as we are adopting a new ELA curriculum and have concerns about the amount of training needed/available for this new program. We are committed to allocating professional learning time during staff meetings, for necessary learning topics.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development, including Thursday staff meetings, is sufficient and adequately aligned to needs of staff. In a 15-16 survey, 87.6% of staff rated professional learning staff meetings as 4 or 5 ("Loved it"). 56.3% rated the ELD focus as 4 or 5. Input from staff feedback helped create the focus for the 16-17 and 17-18 professional learning staff meetings.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional assistance and support for teachers is adequate. Teachers are able to access experts through Lead Learners, professional learning staff meetings, TOSAs, and conference attendance.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

This is an area teachers wish to focus more on. Barriers include credentialed teacher coverage, contract implications (length of work day), and physical space.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are well aligned to content and performance standards. On-going training and focus on CCSS have ensured that assessments and progress monitoring are aligned to content standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

We are fully compliant with recommended instructional minutes for R/LA and math. Instructional minutes are submitted each year and revised as necessary. The minutes are audited and approved by administration and are monitored throughout the year.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule is flexible to the changing needs of students, especially for necessary interventions. Master schedule includes homerooms , ELA, and ELD groups (based on proficiency). Interventions are also offered through push in services (co-teaching and IA support) and pull-out programs (ORC, TOSA, RSP).

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

We have sufficient access to standards-based instructional materials for all students and groups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

We will continue to use SBE adopted and CCSS aligned instructional materials, including intervention materials. These will include the SMBSD adopted (17-18) ELA core materials (Benchmark Advance and Study Sync) and Go Math as the core ELA and math programs. Intervention materials, including intervention components of adopted core programs, will be used to support students below grade level in all subject areas.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The regular program is focused on quality instruction for all students with modifications for under-performing students as needed. Walk-To-Learn ELA model allows targeted assistance and comprehensible input. PE program (grades 3 - 6) allows small group instruction. Instructional aide schedule targets highest needs groups in ELA and math.

14. Research-based educational practices to raise student achievement

We regularly use research-based educational practices to raise student achievement. These practices are encouraged and supported through District level professional learning, as well as site level professional learning and grade level collaboration.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We offer many parent support programs include English as a Second Language, Spanish Literacy, and Dare to Thrive. Staff and community input shows that these are valued programs. There is great interest in supporting our parents with more Parenting Skills classes.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We have an active School Site Council composed of parents, classified staff members, and teachers who are involved in the creation, implementation, and evaluation of the SPSA and other school plans and ConApp programs.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The bulk of our funding is used to support under performing students to standards. These services include staff, professional learning, technology and enrichment activities (such as field trips and fine arts). A small portion of our budgets are spent on physical site improvements, which do not directly, but do indirectly support students attainment of standards.

18. Fiscal support (EPC)

Fiscal support is adequate to implement our plan.

## **Description of Barriers and Related School Goals**

Limited or ineffective professional development to support implementation of high quality, research-based instructional models.

Limited access to high quality faculty and staff to support implementation of high quality, research-based instructional models. Positions such as ELD TOSA and Bilingual Instructional Aides have remained open or experienced high turn over rates.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	186	128	181	125	178	125	97.3	97.7
Grade 4	101	163	99	157	99	157	98.0	96.3
Grade 5	140	130	135	124	134	124	96.4	95.4
Grade 6	130	118	126	116	126	116	96.9	98.3
All Grades	557	539	541	522	537	522	97.1	96.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2352.1	2350.7	6	2	8	10	22	22	64	66
Grade 4	2390.3	2410.8	4	11	11	11	18	20	67	58
Grade 5	2442.8	2442.2	2	6	14	17	30	28	53	49
Grade 6	2478.9	2472.7	2	0	22	19	42	40	33	41
All Grades	N/A	N/A	4	5	13	14	28	27	54	54

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	6	4	27	32	67	64	
Grade 4	3	11	36	34	61	55	
Grade 5	4	6	33	34	62	60	
Grade 6	2	3	41	41	56	55	
All Grades	4	7	34	35	62	58	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	3	33	32	60	65
Grade 4	8	8	32	41	59	52
Grade 5	7	12	46	45	45	43
Grade 6	6	5	63	48	32	47
All Grades	7	7	43	41	49	52

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	3	53	53	42	44
Grade 4	5	6	59	68	36	25
Grade 5	8	6	62	58	28	36
Grade 6	4	3	74	74	22	22
All Grades	6	5	61	63	33	32

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	2	35	58	59	40
Grade 4	10	12	35	50	55	38
Grade 5	10	15	60	51	31	35
Grade 6	6	10	57	69	37	21
All Grades	8	10	47	56	46	34

**Conclusions based on this data:**

1. Increased from 17% to 19% at or above standard from 14-15 to 15-16.
2. More than half our students are not meeting standards in ELA/Literacy.
3. Over time (cohort / grade analysis), students in each grade are increasing their achievement levels. We believe that with time and exposure to CCSS, students will continue this trend. Continued access to challenging texts (libraries, Achieve 300, etc) will increase students' opportunities for demonstrating effective communication skills and for investigating, analyzing, and presenting information.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	186	128	183	126	181	126	98.4	98.4
Grade 4	101	163	99	162	99	161	98.0	99.4
Grade 5	140	130	135	127	135	126	96.4	97.7
Grade 6	130	117	130	115	130	115	100.0	98.3
All Grades	557	538	547	530	545	528	98.2	98.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2380.4	2387.4	4	2	15	21	30	32	50	45
Grade 4	2415.2	2423.4	1	4	18	14	27	39	54	43
Grade 5	2441.8	2434.8	1	3	6	5	31	24	61	68
Grade 6	2460.2	2474.6	2	4	8	10	38	39	52	47
All Grades	N/A	N/A	2	3	12	13	32	34	54	51

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	10	32	35	58	55
Grade 4	9	7	23	32	68	61
Grade 5	3	2	29	14	67	83
Grade 6	3	7	26	25	71	68
All Grades	6	7	28	27	65	66

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	7	39	38	52	55
Grade 4	6	6	35	51	59	43
Grade 5	4	2	25	29	70	69
Grade 6	2	6	45	36	53	58
All Grades	6	6	36	39	58	55

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	10	54	53	36	37
Grade 4	5	4	36	46	59	50
Grade 5	2	2	33	38	64	60
Grade 6	3	3	51	52	46	44
All Grades	5	5	45	47	50	48

**Conclusions based on this data:**

1. Increased from 14% to 16% at or above standard from 14-15 to 15-16.
2. More than half our students are not meeting standards in mathematics.
3. Over time (cohort / grade analysis), more students in each grade (with the exception of 5th) are increasing their achievement levels. We believe that with time and exposure to CCSS, students will continue this trend. Continued access to challenging mathematical problems will increase students' opportunities for demonstrating effective understanding of concepts and procedures, problem solving and modeling, and communicating reasoning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							4 16%	6 18%		6 24%	9 26%		15 60%	19 56%	
1		2 2%		15 10%	5 4%		47 33%	21 16%		45 31%	40 31%		37 26%	60 47%	
2		2 1%		11 8%	3 2%		45 31%	52 37%		58 41%	51 36%		29 20%	34 24%	
3	7 4%	2 2%		21 12%	18 16%		54 31%	31 28%		50 28%	41 37%		45 25%	19 17%	
4	3 3%	2 1%		19 19%	20 15%		46 46%	64 47%		19 19%	29 21%		14 14%	20 15%	
5	3 3%	1 1%		40 35%	29 28%		51 44%	45 44%		14 12%	15 15%		7 6%	13 13%	
6	4 5%	3 4%		13 17%	21 27%		40 51%	40 52%		16 21%	5 6%		5 6%	8 10%	
<b>Total</b>	17 2%	12 2%		119 15%	96 13%		287 37%	259 35%		208 27%	190 26%		152 19%	173 24%	

**Conclusions based on this data:**

1. Percentage of students at Beginning and Early Intermediate levels stays steady over time, but there are reduction in the number of students at higher proficiency levels. This is due to re-designation of FEP students.
2. Many of our students are coming to us with little to no English skills.
3. Over time (cohort / grade analysis), more students are increasing their achievement levels. We believe that with time and exposure to CCSS and ELD, students will continue this trend. Continued access to ELD lessons will allow students to meet standards for Re-designation as Fluent English Proficient.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				3			16	12		32	26		134	150	
				2%			9%	6%		17%	14%		72%	80%	
1		2		15	5		49	24		49	43		40	67	
		1%		10%	4%		32%	17%		32%	30%		26%	48%	
2		2		12	3		45	52		58	52		37	39	
		1%		8%	2%		30%	35%		38%	35%		24%	26%	
3	7	2		21	19		55	32		50	43		48	24	
	4%	2%		12%	16%		30%	27%		28%	36%		27%	20%	
4	3	2		19	20		46	64		19	29		14	27	
	3%	1%		19%	14%		46%	45%		19%	20%		14%	19%	
5	3	1		40	29		51	47		14	15		8	21	
	3%	1%		34%	26%		44%	42%		12%	13%		7%	19%	
6	4	3		13	21		41	40		17	5		8	12	
	5%	4%		16%	26%		49%	49%		20%	6%		10%	15%	
Total	17	12		123	97		303	271		239	213		289	340	
	2%	1%		13%	10%		31%	29%		25%	23%		30%	36%	

**Conclusions based on this data:**

1. Percentage of students at Beginning and Early Intermediate levels is much larger than those at higher levels.
2. Many of our students are coming to us with little to no English skills (kindergartners and upper grade newcomers).
3. Over time (cohort / grade analysis), more students are increasing their achievement levels. We believe that with time and exposure to CCSS and ELD, students will continue this trend. Continued access to ELD lessons will allow students to meet standards for Re-designation as Fluent English Proficient.



## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	730	783	730
Percent with Prior Year Data	100.0%	100%	99.9%
Number in Cohort	730	783	729
Number Met	359	352	294
Percent Met	49.2%	45.0%	40.3%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	743	157	765	185	732	176
Number Met	72	56	81	53	54	49
Percent Met	9.7%	35.7%	10.6%	28.6%	7.4%	27.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1. Slight decline in performance trend of percent met with 5 or more years instruction indicates that our ELD programs are not accelerating students quickly or adequately over time.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	8528	8773	8,340
Percent with Prior Year Data	100.0		100
Number in Cohort	8527	8773	8,338
Number Met	4521	4377	3,919
Percent Met	53.0	49.9	47
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	7411	2771	7725	2810	7,697	2,501
Number Met	1013	1261	984	1181	813	793
Percent Met	13.7	45.5	12.7	42.0	10.6	31.7
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

#### Conclusions based on this data:

1. AMAO 1: The percentage of English learners making annual growth on the CELDT test has decreased in the last three years by 3% per year.
2. AMAO 2: The percentage of English learners with 5 or more years in US schools who have attained English proficiency has decreased in the last three years from 45.5% to 31.7%
3. AMAO 3: There is no state assessment data available to analyze the performance of English learners in ELA and math for the last three years.

## Planned Improvements in Student Performance

### School Goal #1

<b>SUBJECT: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning.
<b>SCHOOL GOAL #1:</b>
Adam School students will improve in English Language Arts, as demonstrated by an increase of 35 points per year on the ELA CAASPP schoolwide, so that the school average is in the “Standards Met” or level 3 category by the end of 2020. Students identified as being two years or more below grade level will decrease by 20% over the next three years as evidenced by the User 12 / ELA instructional level of Strategic or Benchmark. 50% of students in grades TK-6 will demonstrate academic growth in Reading/ELA as evidenced by district and school adopted formative and summative assessments. We intend that all students, including those with disabilities, low income (FRL, homeless, migrant), English learners, re-designated fluent English proficient, and foster youth have access to materials, technology and highly qualified teachers to provide them with the skills necessary to be college and career ready.
<b>STRATEGY:</b> Provide coaching, training, and support to all staff to assist in providing a school-wide high quality Multi Tiered System of Supports (MTSS), based on scientifically based research that addresses intensive, strategic, and benchmark/beyond students in reading / English language arts. Fully implement English-Language Arts adoption in grades TK-6 with fidelity. Fully implement MTSS in grades TK through 6. Fully implement Common Core State Standards (CCSS) with alignment across the grade, with fidelity. Provide professional development for all teachers and instructional assistants. Extend instructional time by providing additional intervention and academic / linguistic support to English learners and students performing below standards (EDP).
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Analysis of local ELA assessments and benchmarks and other formative and summative data, as appropriate.</li><li>• Analysis of current ELA (Walk to Learn) U12 groupings.</li><li>• Analysis of CAASPP test results.</li><li>• Classroom observations.</li></ul>

**Findings from the Analysis of this Data:**

- 81% of students in grades 1-6 are currently identified as Strategic or Benchmark ELA students. This is an increase of 6% over 15-16.
- 19% of students in grades 1 – 6 are currently enrolled in Intensive (Program 5) ELA programs. This is a decrease of 6% over 15-16.
- More than half our students are not meeting standards in ELA/Literacy on CAASPP assessments.
- ELA continues to be an area for focus for student instruction and professional development.

**How the School will Evaluate the Progress of this Goal:**

- Analyze CAASPP student scores in ELA for % of students who have increased scores from the previous year
- Analyze District ELA benchmarks for % of students achieving Proficient or Advanced levels
- Analyze U12 and Walk-to-Learn groupings for increases in Benchmark and Strategic (high) groups, and decreases in Intensive and Strategic (low) groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implement a school-wide reading/ELA program to address the needs of students identified as benchmark, strategic, intensive, and newcomer on the district/school benchmark assessments and ELA CAASPP.	2017-2020	District C & I Principal Assistant Principal Leadership team Intervention teachers Classroom teachers Support staff	Purchase ELA core, supplemental and ancillary reading materials, including SBE approved reading interventions.	4000-4999: Books And Supplies	District Funded	
			Purchase ELA core, supplemental and ancillary reading materials, including SBE approved reading interventions.	4000-4999: Books And Supplies	LCFF - Base	5,000
			Purchase ELA core, supplemental and ancillary reading materials, including SBE approved reading interventions.	4000-4999: Books And Supplies	LCFF - Supplemental	10,000
			Use Title I funds to supplement purchase of ELA core, supplemental and ancillary reading materials, including SBE approved reading interventions.	4000-4999: Books And Supplies	Title I	20,250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Focus high quality professional development for principals and teachers on the implementation of ELA adopted program at each level (newcomer, intensive, strategic, benchmark, beyond)	2017-2020	District C & I Principal Assistant Principal Leadership team Intervention teachers Classroom teachers	Purchase materials and supplies for training and conferences	4000-4999: Books And Supplies	LCFF - Base	5,000
			Allow for conference expenses including sub coverage	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000
			Allow for conference expenses including travel for certificated and classified staff	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,000
			Arrange for speakers and trainings, including stipends for presenters	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	5,000
			Use Title 1 funds to supplement conference expenses including sub coverage	1000-1999: Certificated Personnel Salaries	Title I	5,000
3. Provide time for collaboration among teachers to discuss student progress in programs; adopt policies and practices that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in school become proficient	2017-2020	District C & I Principal Assistant Principal Leadership team Intervention teachers Classroom teachers	Allow for release time / stipends for team work and collaboration	1000-1999: Certificated Personnel Salaries	Title I	3,000
4. Level and regroup students in reading / ELA on a regular basis for appropriate instructional interventions and universal access to CCSS ELA standards	2017-2020	Principal Assistant Principal Leadership team Intervention teachers Classroom teachers	Instructional time to monitor and adjust student ELA levels and groupings			0
			Stipends and release time for progress monitoring	1000-1999: Certificated Personnel Salaries	Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Provide students with rich and varied educational experiences. These will include field trips, fine arts activities, assemblies, and guest speakers which will be provided to front-load language arts skills in all curricular areas to transfer to ELA time. Encourage a school attitude of success in academics.	2017-2020	Principal Assistant Principal Leadership team Intervention teachers Classroom teachers	Speakers, field trips, assemblies, guest speakers, art and music lessons	5000-5999: Services And Other Operating Expenditures	LCFF - Base	10,000
			Speakers, field trips, assemblies, guest speakers, art and music lessons	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			Materials, supplies, certificates, and incentives	4000-4999: Books And Supplies	LCFF - Base	5,000
6. Provide a comprehensive Extended Day Program with opportunities for remediation, enrichment and the arts, and homework support	2017-2020	District ASES District Migrant District C & I Principal Assistant Principal Leadership team Intervention teachers Classroom teachers	ASES EDP		District Funded	
			Migrant EDP		District Funded	
			Teachers for Adam EDP	1000-1999: Certificated Personnel Salaries	LCFF - Base	6,000
			Support staff for Adam EDP	2000-2999: Classified Personnel Salaries	LCFF - Base	2,000
			Instructional materials, supplies, and books	4000-4999: Books And Supplies	LCFF - Base	2,000
Use Title 1 funds to supplement Teachers for Adam EDP	1000-1999: Certificated Personnel Salaries	Title I	10,000			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Provide opportunities for lower teacher to student ratios through programs and strategies, including rotations, Walk to Learn, TOSAs, LATs, teacher tutors, instructional assistants, and PE pull-out programs.	2017-2020	District C & I Principal Assistant Principal Leadership team Intervention teachers Classroom teachers Instructional Assistants	Salaries and benefits for intervention teachers to provide small group interventions.	1000-1999: Certificated Personnel Salaries	District Funded	
			Salaries and benefits for limited assignment teachers to provide small group interventions.	1000-1999: Certificated Personnel Salaries	LCFF - Base	40,000
			Salaries and benefits for teacher tutors teachers to provide small group interventions.	1000-1999: Certificated Personnel Salaries	District Funded	
			Salaries and benefits for teacher tutors teachers to provide small group interventions.	1000-1999: Certificated Personnel Salaries	Title I	40,000
			Salaries and benefits for bilingual instructional assistants to support instruction	2000-2999: Classified Personnel Salaries	District Funded	
			Salaries and benefits for bilingual instructional assistants to support instruction	2000-2999: Classified Personnel Salaries	LCFF - Base	85,000
7. Provide computer lab technician as support for the classroom and computer lab, with integration of software and maintenance of equipment, and to assist with technology instruction and core instruction through the use of technology	2017-2020	District C & I Principal Computer Lab Technician	Salary and benefits for computer lab technician	2000-2999: Classified Personnel Salaries	District Funded	
			Salary and benefits for computer lab technician	2000-2999: Classified Personnel Salaries	LCFF - Base	22,000
8. Provide a library media specialist to provide all students access to leveled texts and support the professional library	2017-2020	District C & I Principal Library Clerk	Salary and benefits for library media specialist	2000-2999: Classified Personnel Salaries	District Funded	
			Salary and benefits for library media specialist	2000-2999: Classified Personnel Salaries	LCFF - Base	22,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. Provide a project clerk to provide clerical support and data to help students master CCSS, ELA, EDP, and provide parent and community communication.	2017-2020	District C & I Principal Project Clerk	Salary and benefits for project clerk	2000-2999: Classified Personnel Salaries	District Funded	
			Salary and benefits for project clerk	2000-2999: Classified Personnel Salaries	LCFF - Base	43,000
10. Provide access to technology and software for every student and staff member to support, enhance and increase knowledge of content standards and to improve motivation in learning	2017-2020	District C & I Principal Assistant Principal Computer Lab Technician Leadership team Intervention teachers Classroom teachers	Purchase hardware, infrastructure, equipment, furniture and software (including Imagine Learning, StarFall, Reading Counts, Spelling City, BrainPop, and others)	4000-4999: Books And Supplies	LCFF - Base	14,822
			Purchase hardware, infrastructure, equipment, furniture and software	4000-4999: Books And Supplies	LCFF - Supplemental	30,781
			Use Title I funds to supplement LCFF funds for remaining balance needed for technology purchases	4000-4999: Books And Supplies	Title I	7,566



## Planned Improvements in Student Performance

### School Goal #2

<b>SUBJECT: English Language Development</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP GOAL: Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.
<b>SCHOOL GOAL #2:</b>
Adam School students will demonstrate growth in English Language Proficiency, as demonstrated by an increase in ELPAC proficiency levels and scores. We intend that all English learner students, including those with disabilities, low income (FRL, homeless, migrant), and foster youth have access to materials, technology and highly qualified teachers to provide them with the skills necessary to be college and career ready. 25% of English Learners will demonstrate progress in acquiring English Language Proficiency as evidenced in the results of the annual administration of ELPAC (show increase in overall score on the ELPAC). 10% of English Learners in 4 – 6 grade will demonstrate achievement in acquiring English Language Proficiency as evidenced by qualifying for Re-Designation as Fluent English Proficient.  STRATEGY: Develop a school-wide framework based on scientifically based research and provide coaching, training, and support to all staff to assist in providing high quality instruction that addresses English language skills of listening, speaking, reading, and writing to provide strategies that will address the specific academic issues of non-Fluent English Language Learners. Provide coaching, training, and support to all staff to assist in providing a school-wide high quality Multi Tiered System of Supports (MTSS), based on scientifically based research that addresses intensive and newcomer students in English Language Development. Fully implement ELD component of English-Language Arts adoption in grades TK-6 with fidelity. Fully implement MTSS in grades TK through 6. Fully implement Common Core State Standards (CCSS) with alignment across the grade, with fidelity. Provide professional development for all teachers and instructional assistants. Extend instructional time by providing additional intervention and academic / linguistic support to English learners (EDP).
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Analysis of CELDT data</li><li>• Analysis of local assessments and benchmarks and other formative and summative data, as appropriate</li><li>• Classroom observations</li></ul>

**Findings from the Analysis of this Data:**

- 59% of students are CELDT 1 or 2 overall on 15-16 CELDT, compared to 54.5% of students on 2014 CELDT
- 123 students were re-designated Fluent English Proficient in 2017, compared to 83 in 2016 and 62 in 2015
- Students need focused ELD instruction

**How the School will Evaluate the Progress of this Goal:**

- Analyze CELDT and ELPAC scores for % who have increased scores from previous year
- Analyze the number of students re-designated Fluent English Proficient

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implement a school-wide framework based on scientifically based research to assist in providing high quality instruction that addresses English language skills of listening, speaking, reading, and writing to provide strategies that will address the specific academic issues of non-Fluent English Language Learners.	2017-2020	District C & I Principal Assitant Principal Leadership Team Intervention Teachers Classroom teachers Support Staff	Purchase ELD supplemental and ancillary materials, including SBE approved interventions	4000-4999: Books And Supplies	District Funded	
			Purchase ELD supplemental and ancillary materials, including SBE approved interventions	4000-4999: Books And Supplies	LCFF - Base	3,000
			Purchase ELD supplemental and ancillary materials, including SBE approved interventions	4000-4999: Books And Supplies	LCFF - Supplemental	5,000
			Use Title I funds to supplement purchase of ELD supplemental and ancillary materials, including SBE approved interventions	4000-4999: Books And Supplies	Title I	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Provide high quality professional development in coaching, training, and support to all staff to assist in providing high quality instruction that addresses English language skills of listening, speaking, reading, and writing to provide strategies that will address the specific academic issues of non-Fluent English Language Learners.	2017-2020	District C & I Principal Assitant Principal Leadership Team Intervention Teachers Classroom teachers	Purchase materials and supplies for training and conferences	4000-4999: Books And Supplies	LCFF - Base	4,000
			Allow for conference expenses including sub coverage	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000
			Allow for conference expenses including travel for certificated and classified staff	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,000
			Arrange for speakers and training, including stipends for presenters	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	5,000
3. Provide time for collaboration among teachers to discuss student progress in programs; adopt policies and practices that have the greatest likelihood of ensuring that all students (and students in subgroups) enrolled in school become proficient	2017-2020	District C & I Principal Assitant Principal Leadership Team Intervention Teachers Classroom teachers	Allow for release time / stipends for team work and collaboration	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,500
4. Level and regroup students for ELD time on a regular basis for appropriate instructional interventions and universal access	2017-2020	Principal Assitant Principal Leadership Team Intervention Teachers Classroom teachers	Instructional time to monitor and adjust student ELD levels and groupings			0
			Stipends and release time for progress monitoring	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Provide students with rich and varied educational experiences. These will include field trips, fine arts activities, assemblies, and guest speakers which will be provided to front-load ELD skills.. Encourage a school attitude of success in academics.	2017-2020	Principal Assitant Principal Leadership Team Intervention Teachers Classroom teachers	Speakers, field trips, assemblies, guest speakers, art and music lessons  Inc. in Goal 1  Use Title I funds to supplement LCFF funds for remaining balance needed for speakers, field trips, assemblies, art, and music lessons  Inc. in Goal 1  Materials, supplies, certificates, and incentives  Inc. in Goal 1			
6. Provide a comprehensive Extended Day Program with opportunities for ELD remediation, enrichment, and homework support	2017-2020	District ASES District Migrant District C & I Principal Assistant Principal Leadership Team Intervention teachers Classroom teachers	ASES EDP  Migrant EDP  Teachers Adam EDP  Support staff for Adam EDP  Instructional materials, supplies, and books  Use Title 1 funds to supplement Teachers for Adam EDP	5000-5999: Services And Other Operating Expenditures  5000-5999: Services And Other Operating Expenditures  1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries  4000-4999: Books And Supplies  1000-1999: Certificated Personnel Salaries	District Funded  District Funded  LCFF - Base  LCFF - Supplemental  LCFF - Supplemental  Title I	8,500  5,000  2,000  6,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Provide opportunities for lower teacher to student ratios through programs and strategies, including rotations, Walk to Learn, TOSAs, LATs, teacher tutors, and instructional assistants	2017-2020	District C & I Principal Assitant Principal Leadership Team Intervention Teachers Classroom teachers Instructional assistants	Salaries and benefits for intervention teachers to provide small group interventions.  Inc. in Goal 1	2000-2999: Classified Personnel Salaries	District Funded	
			Salaries and benefits for limited assignment teachers to provide small group interventions.  Inc. in Goal 1			
			Salaries and benefits for teacher tutors to provide small group interventions.  Inc. in Goal 1			
			Salaries and benefits for bilingual instructional assistants to support instruction  Inc. in Goal 1			
8. Provide computer lab technician as support for the classroom and computer lab, with integration of software and maintenance of equipment, and to assist with technology instruction and core instruction through the use of technology	2017-2020	District C & I Principal Computer Lab technician	Salary and benefits for computer lab technician  Inc. in Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. Provide a library media specialist to provide all students access to leveled texts and support the professional library	2017-2020	District C & I Principal Library clerk	Salary and benefits for library media specialist  Inc. in Goal 1			
10. Provide a project clerk to provide clerical support and data to help students master CCSS, ELD, EDP, and provide parent and community communication.	2017-2020	District C & I Principal Project clerk	Salary and benefits for project clerk  Inc. in Goal 1			
11. Provide access to technology and software for every student and staff member to support, enhance and increase knowledge of content standards and to improve motivation in learning	2017-2020	District C & I Principal Assistant Principal Computer Lab technician Leadership Team Intervention teachers Classroom teachers	Purchase hardware, infrastructure, equipment, furniture and software  Inc. in Goal 1			

## Planned Improvements in Student Performance

### School Goal #3

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. LCAP GOAL: Provide effective district/school wide support systems, procedures, materials and practices that support student learning.
<b>SCHOOL GOAL #3:</b>
Adam School students will improve in mathematics, as demonstrated by an increase of 35 points per year on the Math CAASPP schoolwide, so that the school average is in the “Standards Met” or level 3 category by the end of 2020. 50% of students in grades 4 – 6 will demonstrate academic improvement in Mathematics as evidenced by the results of CAASPP Student Score Reports (increase in Mathematics overall score). 50% of students in grades 1-6 will demonstrate academic achievement in Mathematics as evidenced by scoring Proficient or Advanced on the End-of-Year District math benchmark test. We intend that all students, including those with disabilities, low income (FRL, homeless, migrant), English learners, re-designated fluent English proficient, and foster youth have access to materials, technology and highly qualified teachers to provide them with the skills necessary to be college and career ready.
<b>STRATEGY:</b> Provide coaching, training, and support to all staff to assist in providing a school-wide high quality Multi Tiered System of Supports (MTSS), based on scientifically based research that addresses providing a school-wide high quality Mathematics program on scientifically based research that addresses Common Core State Standards for Mathematics. Fully implement mathematics adoption in grades TK-6 with fidelity. Fully implement MTSS in grades TK through 6. Fully implement Common Core State Standards (CCSS) with alignment across the grade, with fidelity. Provide professional development for all teachers and instructional assistants. Extend instructional time by providing additional intervention and academic / linguistic support to English learners and students performing below standards (EDP).
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Analysis of local math assessments and benchmarks and other formative and summative data, as appropriate.</li><li>• Analysis of CAASPP test results.</li><li>• Classroom observations.</li></ul>

**Findings from the Analysis of this Data:**

- More than half our students did not meet standard for overall achievement on CAASPP in 15-16. Less than 20% Met or Exceeded overall standards for math.
- Math continues to be an area for focus for student instruction and professional development
- Consistent and accurate data is not available for local benchmark assessments. There is a need for formative and summative District benchmark assessments to be administered with consistency.

**How the School will Evaluate the Progress of this Goal:**

- Analyze CAASPP student scores in Math for % of students who have increased scores from the previous year
- Analyze District Math benchmarks for % of students achieving Proficient or Advanced levels

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implement a school-wide high quality Multi Tiered System of Supports (MTSS), based on scientifically based research that addresses providing a school-wide high quality Mathematics program that addresses Common Core State Standards for Mathematics.	2017-2020	District C & I Principal Assistant Principal Leadership Team Intervention teachers Classroom teachers Support staff	Purchase math core, supplemental, and ancillary materials, including SBE approved math interventions	4000-4999: Books And Supplies	District Funded	
			Purchase math core, supplemental, and ancillary materials, including SBE approved math interventions	4000-4999: Books And Supplies	LCFF - Base	1,000
			Purchase math core, supplemental, and ancillary materials, including SBE approved math interventions	4000-4999: Books And Supplies	LCFF - Supplemental	9,000
			Use Title I funds to supplement purchase math core, supplemental, and ancillary materials, including SBE approved math interventions	4000-4999: Books And Supplies	Title I	5,000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Focus high quality professional development for principals and teachers on the implementation of CCSS Math standards at each level	2017-2020	District C & I Principal Assistant Principal Leadership Team Intervention teachers Classroom teachers	Purchase materials and supplies for training and conferences	4000-4999: Books And Supplies	LCFF - Base	1,000
			Allow for conference expenses including sub coverage	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,000
			Allow for conference expenses including travel for certificated and classified staff	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,000
			Arrange for speakers and training, including stipends for presenters	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,000
3. Provide time for collaboration among teachers to discuss student progress in programs; adopt policies and practices that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in school become proficient	2017-2020	District C & I Principal Assistant Principal Leadership Team Intervention teachers Classroom teachers	Allow for release time / stipends for team work and collaboration	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Provide students with rich and varied educational experiences. These will include field trips, fine arts activities, assemblies, and guest speakers. Encourage a school attitude of success in academics.	2017-2020	Principal Assistant Principal Leadership Team Intervention teachers Classroom teachers	Speakers, field trips, assemblies, guest speakers, art and music lessons  Inc. in Goal 1  Use Title I funds to supplement LCFF funds for remaining balance needed for speakers, field trips, assemblies, guest speakers, are, and music lessons  Inc. in Goal 1  Materials, supplies, certificates, and incentives  Inc. in Goal 1			
5. Provide a comprehensive Extended Day Program with opportunities for math remediation, enrichment, the arts, and homework support	2017-2020	District ASES District Migrant District C & I Principal Assistant Principal Leadership Team Intervention Teachers Classroom teachers	ASES EDP  Migrant EDP  Teachers for Adam EDP  Support staff for Adam EDP  Instructional materials, supplies, and books	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries  4000-4999: Books And Supplies	District Funded  District Funded  LCFF - Base  LCFF - Base  LCFF - Base	5,000  1,000  1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Provide computer lab technician as support for the classroom and computer lab, with integration of software and maintenance of equipment, and to assist with technology instruction and core instruction through the use of technology	2017-2020	District C & I Principal Computer Lab technician	Salary and benefits for computer lab technician  Inc. in Goal 1			
7. Provide a library media specialist to provide all students access to leveled texts and support the professional library	2017-2020	District C & I Principal Library clerk	Salary and benefits for library media specialist  Inc. in Goal 1			
8. Provide a project clerk to provide clerical support and data to help students master CCSS Math, and provide parent and community communication.	2017-2020	District C & I Principal Project clerk	Salary and benefits for project clerk  Inc. in Goal 1			
9. Provide access to technology for every student and staff member to support, enhance and increase knowledge of content standards and to improve motivation in learning	2017-2020	District C & I Principal Assistant Principal Computer Lab technician Leadership Team Intervention teachers Classroom teachers	Purchase hardware, infrastructure, equipment, furniture and software  Inc. in Goal 1			

## Planned Improvements in Student Performance

### School Goal #4

<b>SUBJECT: Other Subjects (Social Studies, Science, PE, Arts)</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.
<b>SCHOOL GOAL #4:</b>
Adam School students will improve in Social Studies, Science and Physical Education, as measured by the California Science Test (CAST), Physical Fitness Test (PFT), and school assessments. 100% of students will participate in appropriate other subjects during the school day, including social studies, Science, PE, and arts. By June 2020, 75% of students in grade 5 will meet or exceed the science standards as measured by the CAST. By June 2020, all fifth grade students will score in the Healthy Fitness Zone (HFZ) for all six fitness areas measured by the Physical Fitness Test. All students in grades TK-6 will demonstrate academic growth in Social Studies, Science, Physical Education, Arts and Technology as evidenced by school adopted formative and summative assessments. We intend that all students, including those with disabilities, low income (FRL, homeless, migrant), English learners, re-designated fluent English proficient and foster youth have access to experiential learning, materials, technology and highly qualified teachers to provide them with a deep understanding of history/social studies, science, physical education, arts and technology to be college and career ready.
<b>STRATEGY:</b> Ensure an adequate and appropriate amount of instructional time is allocated to other subjects, including social studies, science, PE, and arts. Fully implement Common Core State Standards (CCSS) Provide professional development for all teachers and instructional assistants Provide rich and varied supplemental educational and enrichment experiences
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Review of instructional minutes and instructional minute guidelines</li><li>• Review of CAST data, PFT, and other school assessments</li></ul>

**Findings from the Analysis of this Data:**

- ELA and Mathematics instruction can encroach on other subjects
- It is necessary to create supports and schedules that ensure instructional time in other subjects

**How the School will Evaluate the Progress of this Goal:**

- Analyze Teachers' Instructional Minutes reports
- Analyze CAST, PFT, and other school assessment data
- Analyze observations and anecdotal data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Ensure an adequate and appropriate amount of instructional time is allocated to other subjects, including social studies, science, PE, and arts by analyzing classroom schedules on a regular basis for appropriate instructional subject-minute compliance	2017-2020	Principal Assistant Principal Classroom Teachers	Monitor and adjust classroom instructional minute schedules			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Provide rich and varied supplemental educational and enrichment experiences to support student learning in history/social studies, science, physical education, arts and technology.	2017-2020	District C & I Principal Assistant Principal Classroom Teachers	Speakers, field trips, assemblies, guest speakers, art and music lessons			
			Inc. in Goal 1			
			Contract with Children's Creative Project to provide visual and performing arts lessons for all students	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
			Additional contract with Children's Creative Project to provide visual and performing arts lessons for all students	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	15,000
3. Provide materials and supplies for all subject areas	2017-2020	Principal Assistant Principal Classroom Teachers	Purchase supplemental instructional materials, supplies and equipment, including PE equipment, art supplies, e-books, science materials, magazines and instructional software.	4000-4999: Books And Supplies	LCFF - Base	5,000
			Use Title 1 funds to supplement purchase of supplemental materials, supplies, and equipment	4000-4999: Books And Supplies	Title I	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Provide physical education instruction	2017-2020	District C & I Principal PE specialist Teacher Tutor Classroom Teachers SMHS students	Salaries and benefits for PE Specialists	1000-1999: Certificated Personnel Salaries	District Funded	
			Salaries and benefits for PE teacher tutor	1000-1999: Certificated Personnel Salaries	District Funded	
			Supplement salaries and benefits for PE teacher tutor extra time beyond District funding	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000
			Arrange for SMHS guest PE instructors		In Kind	0

## Planned Improvements in Student Performance

### School Goal #5

<b>SUBJECT: Support Services (Counseling, Safety, Nutrition, Health)</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning. LCAP GOAL: Maintain a safe, secure, healthy and positive learning environment for all students and staff.
<b>SCHOOL GOAL #5:</b>
Adam School students will demonstrate improvement in social and learning outcomes, as demonstrated by the California Healthy Kids Survey, student attendance, and student discipline records. Adam School will provide a safe learning environment and will maintain good attendance rates, and will implement strategies to promote good behavior, citizenship and health.  By June 2020, 75% of students in grade 5 will report high/moderate levels of engagement and support on the 15 key indicators of School Engagement and Supports, School Safety, Disciplinary Environment and Lifetime Substance Use School measured by the California Healthy Kids Survey. By June 2020, student attendance rates will increase by an average of 0.1% per year schoolwide. Student suspension rates will remain below 5% by 2020. We intend to address the needs of all students, including the health, behavioral and social/emotional needs of students with disabilities, low income (FRL, homeless, migrant), English learners, re-designated fluent English proficient and foster youth that interfere with their learning and impede them to be college and career ready.
<b>STRATEGY:</b>
Provide a school climate that encourages student attendance and engagement through learning supports and health-related supports, while minimizing/mitigating non-academic learning barriers such as substance abuse, bullying and violence, poor physical/mental health, and lack of access to protective factors for students. Implement the California Multi-Tiered System of Supports (MTSS) to provide schoolwide and classroom research-based positive behavioral and socio-emotional supports for all students, including students of poverty, students with disabilities, English learners, and students from all ethnicities. Foster and support a school-wide program of support for community based learning and connectedness through programs such as Positive Behavior Interventions and Supports (PBIS) program and other social-justice informed initiatives. Contract with Santa Maria Youth and Family for Outreach Consultant to provide comprehensive social emotional development support and individualized interventions for struggling students.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• District and school Attendance rates</li><li>• CA Healthy Kids Survey results</li><li>• Student attitudes toward school (anecdotal data)</li></ul>



**Findings from the Analysis of this Data:**

- 2015-2016 Final Attendance for Adam was 97.99% (third highest in District)
- 2014-2015 Final Attendance for Adam was 97.65% (second highest in District)
- 2013-2014 Final Attendance for Adam was 97.67% (third highest in District)
- District average was 96.91% (15-16), 96.95% (14-15), 97.005% (13-14), 96.82% (12-13), 96.87% (11-12)
- 46% of students report high academic motivation (CHKS), up from 44% on last survey
- 95% of students feel that the school treats the students with respect (CHKS), up from 92% on last survey
- 33% of students report meaningful participation with adults in school (CHKS), down from 88% on last survey
- 79% of students feel safe at school most or all of the time (CHKS), down from 86% on last survey

**How the School will Evaluate the Progress of this Goal:**

- Analyze District and school attendance rates
- Analyze CA Healthy Kids Survey results and Feeder Cluster student survey results on connectedness
- Analyze observations and anecdotal data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implement a Multi-Tiered System of Supports (MTSS) to provide school-wide and classroom research-based positive behavioral and socio-emotional supports for all students, including students of poverty, students with disabilities, English learners, and students from all ethnicities. Provide a variety of activities with staff supervision to help students adapt to school environment, and adjust to all phases of individual growth and how it relates to academic performance, to include extra-curricular activities, sports, and clubs. Foster and support a school-wide program of support for community based learning and connectedness through programs such as Positive Behavior Interventions and Supports (PBIS) program and other social-justice informed initiatives.	2017-2020	Principal Assistant Principal MTSS Team Psychologist ORC Classroom Teachers	Provide for Outreach Consultant	5000-5999: Services And Other Operating Expenditures	District Funded	
			Provide school psychologist	1000-1999: Certificated Personnel Salaries	District Funded	
			Provide stipends and release time for activities, sports, and clubs	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000
			Allow for conference expenses including sub coverage for MTSS team to attend professional development, conferences, and collaboration	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000
			Allow for conference expenses including travel for MTSS team to attend professional development, conferences, and collaboration	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	10,000
			Arrange for speakers and training, including stipends for presenters for MTSS team professional development	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	15,000
			Purchase materials and supplies for a comprehensive Social Emotional Learning curriculum including materials, supplies, certificates, and incentives	4000-4999: Books And Supplies	LCFF - Supplemental	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Provide programs to help students adapt to school environment, and adjust to all phases of academic growth, to include Behavior Support Plans, Too Good for Drugs, DARE, assemblies and programs	2017-2020	Principal Assistant Principal MTSS Team Psychologist ORC Classroom Teachers	Programs, speakers, field trips, assemblies, guest speakers	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500

## Planned Improvements in Student Performance

### School Goal #6

<b>SUBJECT: Parent Involvement</b>
<b>LEA/LCAP GOAL:</b>
LCAP GOAL: Create a culture of respect and caring that supports positive relationships among all stakeholders. LEA ACTION: Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents).
<b>SCHOOL GOAL #6:</b>
Adam School will maintain high levels of parent involvement, as demonstrated by the California Family Engagement Framework Rubric. By June 2020, Adam School will demonstrate a Basic or Progressive Implementation Level of the 18 principles within the five action areas outlined in the California Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access and Equity). We intend to partner with families, district, school and community, to address the needs of students with disabilities, low income (FRL, homeless, migrant), English learners, re-designated fluent English proficient and foster youth to support students to be college and career ready.  STRATEGY: Implement a comprehensive family engagement program to promote family, school and community partnerships based on the California Family Engagement Framework. Provide a school climate that encourages parent engagement through educational and beneficial programs and events for parents and families. Provide opportunities for family and community engagement, including parent events, family events, conferences, and classes.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Parent conference attendance reporting forms</li><li>• Parent event sign in sheets</li><li>• Parent Project and other like programs attendance reports</li><li>• Analysis of calendar of meetings, agendas, minutes, and sign-in sheets</li><li>• CA Healthy Kids Survey results</li></ul>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• More than 95% of parents attended at least one parent conference in 15-16. Many teachers had more than 100% participation due to ELA parents.</li><li>• 94.6% of parents attended Open House in 2015-16</li><li>• 59% of parents attended Back to School Night in 2016-2017</li><li>• More than 95% of parents attended at least one parent conference in 16-17. Many teachers had more than 100% participation due to ELA parents.</li></ul>

**How the School will Evaluate the Progress of this Goal:**

- Analyze California Family Engagement Framework Rubric
- Analyze CA Healthy Kids Survey and Cluster Feeder survey results
- Analyze conference reporting sheets and sign ins for family events
- Analyze observations and anecdotal data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implement a comprehensive family engagement program to promote family, school and community partnerships based on the California Family Engagement Framework. Hold parents events such as assemblies, Parent Project, Dare to Thrive, family fun nights, Back to School night, Open House, School Site Council, and others.	2017-2020	District Principal Assitant Principal Classroom Teachers Support staff	Plan and conduct parent events; provide stipends for planning time	1000-1999: Certificated Personnel Salaries	Title I	3,000
			Provide information (letters, flyers, calls) on events	4000-4999: Books And Supplies	Title I	1,000
			Provide child care	2000-2999: Classified Personnel Salaries	Title I	3,000
			Provide interpreters for all parent events	2000-2999: Classified Personnel Salaries	Title I	10,000
			Provide materials and supplies for parent events	4000-4999: Books And Supplies	Title I	2,000
2. Hold parent conferences annually for all students and an additional conference for "at-risk" students.	2017-2020	Principal Classroom Teachers	Provide interpreters for all parent conferences	2000-2999: Classified Personnel Salaries	LCFF - Base	28,500
			Provide translation of all written communication to parents	2000-2999: Classified Personnel Salaries	Title I	1,000
3. Involve all parents in the planning, review, and evaluation of programs (through SSC, ELAC, PTC, and others).	2017-2020	Principal SSC PTA	Provide child care for all parent and stakeholder meetings	2000-2999: Classified Personnel Salaries	Title I	3,000
			Provide group translating for parent education events	2000-2999: Classified Personnel Salaries	Title I	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Establish protocols, resources, and support for parents including bi-lingual staff, child care, and outreach. Provide parents with free access to school facilities, child care, translation, materials and resources to facilitate their involvement at school.	2017-2020	Principal Project Clerk Community Liaison Classroom teachers Classified staff	Provide Project Clerk to facilitate parent communication			
			Inc. in Goal 1			
			Provide Community Liaison to facilitate parent communication			
			Inc. in Goal 1			
			Provide extra time as needed for Community Liaison to facilitate parent communication	4000-4999: Books And Supplies	Title I	20,000
Provide bi-lingual student agendas and folders to all students to facilitate home-to-school communication	4000-4999: Books And Supplies	Title I	6,000			

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Health and Safety Programs</b>
<b>SCHOOL GOAL #1:</b>
LEA GOAL: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LCAP GOAL: Maintain a safe, secure, healthy and positive learning environment for all students and staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. A variety of services will be provided for students to help them adapt to school environment, and adjust to all phases of individual growth and how it relates to academic performance. The following programs will be implemented during the school day and after school: <ul style="list-style-type: none"> <li>• Extra-Curricular Activities</li> <li>• Too Good for Drugs Program</li> <li>• Positive Behavior Programs and Strategies (including PBIS)</li> <li>• Second Step Antibullying Program</li> <li>• Student Connections (Teen Court, Foster Youth liaison)</li> <li>• Project Alert (Junior High)</li> <li>• Opportunity Classes (Junior High)</li> <li>• Fitzgerald Classes (8th grade)</li> <li>• Family Therapy Counseling (250 hrs per Junior High)</li> </ul>	2017-2020	Director of Pupil Services	Contract with Fighting Back	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	429,650
			PBIS Training and Resources	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	82,000
			Student Connections (Second Step, Teen Court, Foster Youth Liaison)	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	90,423
			Opportunity Classes (Junior High)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	500,000
			Fitzgerald Classes (8th grade)	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	365,980
			MFT Counseling	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	65,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. The following staff will be hired to contribute to safe, healthy school environments conducive to learning:</p> <ul style="list-style-type: none"> <li>• Program Specialist for School Based Services and Family Engagement</li> <li>• Outreach Counselors who will work with students on school related issues and adjustment to all phases of school.</li> <li>• School Psychologists</li> <li>• Health Assistants</li> <li>• District Family Outreach Advocate</li> <li>• UCSB Academic Outreach Counselors</li> <li>• Healthy Start Advocates &amp; Coordinator</li> <li>• School Nurses</li> <li>• Student Supervisors</li> <li>• BCBA Behavioral Support Specialists</li> <li>• School Resource Officers</li> <li>• Truancy Mentors (contract with Fighting Back)</li> <li>• CalSoap Tutors (partnership with Allan Hancock College)</li> <li>• Night Custodians for Extended Day and Family Engagement Activities</li> </ul>	2017-2020	Director of Pupil Services	Outreach Counselors' salaries & benefits	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	621,869
			Program Specialist's salaries & benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	134,156
			Health Assistants' salaries & benefits	2000-2999: Classified Personnel Salaries	LCAP Supplemental	472,911
			Family Outreach Advocate's salaries & benefits	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	80,000
			Healthy Start Advocates & Coordinator's salaries & benefits	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	526,883
			UCSB Academic Outreach Counselors	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	103,000
			Student Supervisors' and Night Custodians' salaries & benefits.	2000-2999: Classified Personnel Salaries	LCAP Supplemental	310,198
			BCBA Behavioral Specialists	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	220,000
			School Resource Officers	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	200,000
			CalSoap Tutors	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	171,804



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Professional Development</b>
<b>SCHOOL GOAL #2:</b>
<p>LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Innovative Leadership: District will continue to provide the following activities to promote collaborative leadership and improve student achievement:</p> <ul style="list-style-type: none"> <li>District Instructional Team meetings to coordinate services and support the implementation of LEA, LCAP and School Single Plans.</li> <li>LEA Stakeholder Committee meetings to provide input, monitor implementation, and assess effectiveness of LEA and School Single Plans.</li> <li>Bi-annual leadership retreats for all district and school leaders interspersed with monthly meetings for professional development</li> </ul>	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum TOSAs/Principals	District TOSAs' Salaries & Benefits (26.57% funded with Title I-PISA)	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	132,540
			Extra time for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	91,000
			Extra time for classified staff to prepare training materials	2000-2999: Classified Personnel Salaries	Title I Part A: Professional Development (PI Schools)	940
			Books and training supplies	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	82,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>School and teacher leaders' monthly meetings within cluster groups to examine and plan effective strategies to improve student achievement.</li> <li>Outside consultants to provide training and coaching for district and school leaders on Professional Learning Communities, Leadership, Research-Based Instructional Strategies, and State Common Core Standards.</li> </ul>	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum Curriculum TOSAs Principals	Professional Development, Conferences and Outside Consultants	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	400,000
			Use Title I-PISA funds to supplement cost for Professional Development, Conferences & Presenters	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	143,800
2. Innovative Instructional Delivery: <ul style="list-style-type: none"> <li>Minimum days will be allocated on a weekly basis for professional development and collaborative grade level meetings:</li> <li>Continue to provide administrative, certificated and classified staff with professional development that supports State Standards in all academic areas, provides best practices, and supports the needs and program needs of school sites from preschool through 8th grade, including but not limited to, Math, ELA, ELD, Science, Social Studies, GATE, AVID, Dual Language Immersion, STEM, PE, Technology, Special Education, Preschool, Robotics and Visual and Performing Arts.</li> </ul>	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum Curriculum TOSAs Principals	District TOSAs' salaries and benefits (73.42% funded with Title II)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	348,014
			District TOSAs' salaries and benefits (5 staff funded with LCAP)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	609,048
			Site Intervention Teachers' salaries and benefits (91% funded with LCAP)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	1,783,635
			Site Intervention Teachers' salaries and benefits (9% funded with Title II)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	174,142
			Prof. Dev. Physical Education Specialists' salaries and benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	1,419,985
			Professional Development, Conferences and Outside Consultants	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	260,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>District Teachers on Special Assignment, intervention teachers and Lead Learners will be hired to provide training and coaching for teachers.</li> <li>Coordinator, MEPIC Clerk, and Account Clerk will be hired to organize professional development and provide clerical support for professional development.</li> <li>Lesson Study will be implemented focusing on ELA and math for collaborative planning and the enhancement of instructional delivery.</li> <li>During minimum days teachers and administrators meet to monitor student progress, using formative and summative assessments for strategic and intensive interventions during and outside the school day.</li> <li>Conference opportunities are provided on Common Core Standards, English Learner instruction, Professional Learning Communities, and offerings by Santa Barbara County Education Office.</li> </ul>	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum TOSAsPrincipals	Lead Learners' salaries and benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	430,503
			Coordinator's salaries and benefits (25% funded with Title II)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	42,835
			Clerks' salaries and benefits (Part-time clerk II and 10% Account Clerk III funded with Title II)	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	26,292

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Curriculum Subs are hired to release teachers for lesson study and collaborative planning .</li> <li>New Teachers participate in the Teacher Induction Program to focus on the California Standards of the Teaching Profession.</li> <li>District has a recruitment and retention plan that includes partnerships with local colleges and universities, posting all certificated and classified positions on Edjoin.org, local newspapers and internet websites, and creating a pool of highly qualified candidates (Curriculum subs, teacher tutors, LATs).</li> <li>Teachers and administrators are surveyed to identify areas of professional development need</li> <li>Site professional development plans are monitored yearly for alignment to district LEA Plan.</li> </ul>	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum Curriculum TOSAs Principals	Curriculum Subs' salaries and benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	549,938
			Training materials and supplies	4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	4,500
			Use of rooms, equipment and facilities.	0000: Unrestricted	In Kind	0

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Family and Community Involvement</b>
<b>SCHOOL GOAL #3:</b>
LCAP GOAL: Create a culture of respect and caring that supports positive relationships among all stakeholders. LEA ACTION: Involvement of staff, parents, and community (including notification procedures, parent outreach and interpretation of student assessment results to parents).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Parent Involvement: The school will conduct the following activities to involve parents in the Title I Program:</p> <ul style="list-style-type: none"> <li>• Hold annual Title I parent meeting to inform parents about Title I programs and services available for their children.</li> <li>• Hold three annual parent meetings: Back to School Night, Open House and English Learner Orientation.</li> <li>• Hold meetings with School Site Council and English Learner Advisory Committee six times per year.</li> <li>• Hold parent conferences for all students and students “at-risk” three times per year.</li> <li>• Involve parents in planning, monitoring and evaluating programs, Title I Parent Involvement Policy, Parent Compact and School Plan</li> </ul>	2017-2020	School Administrators Director of Consolidated Projects English Learner Coordinator Community Liaisons Teachers	Parent Rights and Responsibilities Handbook.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	19,200
			School Accountability Report Cards.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	6,000
			Parent materials, books, equipment, software, reprographics and supplies.	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	89,286
			Child care and interpreters for parent meetings	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,856
			Mailing and reprographics costs for family packets	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	5,750
			Snacks and supplies for parent trainings and meetings	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	6,230
			Contract with Santa Barbara County Education Office	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	11,500
			Translation of School Single Plans	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	20,693

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Encourage parents to participate in school by attending parent meetings and volunteering in school, and participate in decision making by serving on district and school committees.</li> </ul>						
<p>2. Parent Education: The district/school will provide the following parent education programs to prepare parents to be involved in their children’s education:</p> <ul style="list-style-type: none"> <li>Parent Project classes for parents of students at risk will be provided three times per year.</li> <li>Dare to Thrive (Atreviendose a Prosperar) Family Engagement program will be conducted at 10 schools every year.</li> <li>English as a Second Language classes will be provided for parents and children at 13 schools every year.</li> <li>Spanish Literacy classes will be provided for parents at two elementary schools every year.</li> <li>Parent Programs, Workshops and Family Conferences to enhance parenting skills, literacy, math, technology, and leadership (Love and Logic, Home Instruction for Parents of Preschool Youngsters, Mixteco Nurturing Parenting, Family Literacy/Math nights, Computer Literacy).</li> </ul>	2017-2020	School Administrators Director of Consolidated Projects English Learner Coordinator Family Advocates Community Liaisons Teachers	<p>Contract with Fighting Back for Parent Project and Mixteco Nurturing Parenting classes</p> <p>Contract with Fighting Back for Dare to Thrive Family Engagement Program</p> <p>Provide ESL and Spanish Literacy classes for parents and children in partnership with Allan Hancock College</p> <p>Child care and interpreters for parent classes and parent orientation</p> <p>Trainings and conferences</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP Supplemental</p> <p>Title I Part A: Parent Involvement</p> <p>LCAP Supplemental</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>35,165</p> <p>50,000</p> <p>613,627</p> <p>7,500</p> <p>2,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>District-wide parent Orientation to prepare parents prior to SSC/ELAC elections every two years.</li> <li>District-wide training for SSC/ELAC members every two years.</li> </ul>						
<p>3. Parent Resources: The District/school will provide resources, and trainings to maximize outreach efforts and services for parents of students at risk:</p> <ul style="list-style-type: none"> <li>A Director of Consolidated Projects and Assistant Administrator will be hired to support the implementation of parent involvement policies and categorical program activities as outlined in the LEA and School Single Plans.</li> <li>A Secretary and support staff will be hired to provide clerical support to the district and schools in the implementation of parent involvement policies and categorical program activities as outlined in the LEA and School Single Plans.</li> </ul>	2017-2020	School Administrators English Learner Coordinator Director of Consolidated Projects Family Advocates Community Liaisons Teachers	<p>Categorical Program Administrators' salaries &amp; benefits (25% Director and 10% Assistant Administrator funded with LCFF-Base).</p> <p>Categorical Program Administrators' salaries &amp; benefits (25% Director and 5% Assistant Administrator funded with Title I)</p> <p>CPO Secretary, Account Clerk, Clerk III and Clerk IV's salaries &amp; benefits (50% funded with LCFF-Base)</p> <p>CPO Secretary and Account Clerk's salaries &amp; benefits (50% funded with Title I)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>LCAP Base</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCAP Base</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>63,206</p> <p>56,291</p> <p>150,770</p> <p>80,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Three full time district bilingual translators (English/Spanish) and two district trilingual translators (English/Spanish/Mixteco) will be hired at the district to provide written translations and interpretation for families who speak a language other than English.</li> <li>A full time Bilingual Community Liaison will be hired at each school to connect families with school, encourage attendance at parent education events, refer them to district/school programs, and connect them with community organizations to access resources available.</li> <li>A full time Bilingual Community Liaison will be hired at the district to connect families with the school district, schools and community and support the implementation of family engagement programs.</li> <li>A Family Advocate will be hired for each Junior High and feeder group cluster (4 total) to assist with parent outreach and support services for students at risk.</li> </ul>	2017-2020	School Administrators English Learner Coordinator Director of Consolidated Projects Family Advocates Community Liaisons Teachers	Full Time Bilingual/Trilingual Translators' salaries & benefits.	2000-2999: Classified Personnel Salaries	LCAP Supplemental	320,386
			Full time Community Liaisons' salaries & benefits (46.15% funded by District LCAP).	2000-2999: Classified Personnel Salaries	LCAP Supplemental	622,220
			Family Advocates' salaries & benefits.	2000-2999: Classified Personnel Salaries	LCAP Supplemental	245,175



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>A Project Clerk will be hired at each school to assist with categorical programs, parent outreach and identification/reclassification of English Learners, Migrant, Emergency Immigrant and Homeless students.</li> <li>The school will use various means to provide parents with timely information, such as letters, flyers, handouts, audiovisuals, phone calls, home visits, and informational meetings.</li> <li>The Parent Square Automated Phone Call System will be used to ensure that all parents receive information and reminders about school events, parent meetings, and student activities.</li> <li>Community Liaisons and Project Clerks will receive ongoing training on outreach strategies and services available for EL's and parent events.</li> <li>The school will disseminate information related to district/school, parent programs, parent meetings, committee meetings, school board meetings, and other activities in a form and language that parents understand. All information will be provided in English and the parents' primary language.</li> </ul>	2017-2020	School Administrators English Learner Coordinator Director of Consolidated Projects Family Advocates Community Liaisons Teachers	Project Clerks' salaries & benefits (16.7% funded with LCFF-Base)	2000-2999: Classified Personnel Salaries	LCAP Base	207,034
			Project Clerks' salaries & benefits (16.7% funded with Title I)	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	207,034
			ParentSquare	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	39,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Special accommodations and materials will be provided for persons with disabilities, parents who speak a language other than English, migratory farm workers, socioeconomic disadvantaged, and others.</li> <li>The school will provide parents with free access to school facilities, child care, translation, materials and resources to facilitate their involvement at school. Interpreters and child care will be provided for all parent meetings.</li> </ul>	2017-2020	School Administrators English Learner Coordinator Director of Consolidated Projects Family Advocates Community Liaisons Teachers	In kind expenses such as use of rooms and equipment.	0000: Unrestricted	In Kind	0

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in After School Programs</b>
<b>SCHOOL GOAL #4:</b>
<p>LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The district will support the implementation of academic and enrichment after school programs that promote student engagement and achievement, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Saturday School</li> <li>• Summer School</li> <li>• Intersession Programs</li> <li>• Before/After School Tutoring</li> <li>• Kinder Bridge</li> <li>• Arts</li> <li>• Band</li> <li>• Sports</li> <li>• English Language Development</li> <li>• Reading/Writing</li> <li>• Mathematics/Algebra JumpStart</li> <li>• Science</li> <li>• Social Studies</li> <li>• Technology/Computer</li> <li>• College and Career Readiness</li> <li>• Speech &amp; Debate Club</li> </ul>	2017-2020	Coordinator of ASES and After School Programs School Principals Assistant Principals Deans	Crossing Guards and Transportation for after school programs at 16 elementary schools	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	75,000
			After school programs at 4 junior high schools	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	100,000
			District Extended Day Programs (Saturday School, Summer School, Winter Intersession, Kinder Bridge, Algebra Jumpstart, Newcomer classes)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	1,100,000

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in After School Education &amp; Safety Program (ASES)</b>
<b>SCHOOL GOAL #5:</b>
<p>LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</p> <p>LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas. Maintain a safe, secure, healthy and positive learning environment for all students and staff.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. The ASES grant funds after school programs at 15 elementary school sites, 4 junior high sites and two off-site locations at Los Adobes de Maria &amp; Evans Park. The district provides additional funding to expand the ASES program at 3 elementary schools and one off-site campus. The ASES program is implemented in partnership with local community organizations. A variety of academic and enrichment activities are provided to students after school:</p> <ul style="list-style-type: none"> <li>Students in grades TK-6 are served from dismissal until 6:00 pm, 177 days per year, and attend a minimum of 5 days per week for a total of 15 hours.</li> <li>Students in grades 7-8 are served from dismissal until 6:30 pm, 177 days per year, and attend a minimum of 3 days per week for a total of 9 hours.</li> </ul>	2017-2020	Coordinator of ASES and After School Programs	Coordinator's salaries and benefits	1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	130,600
			Secretary and Clerk III's salaries and benefits	2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	136,945
			Instructional materials and supplies	4000-4999: Books And Supplies	After School and Education Safety (ASES)	55,864
			Contract with Community Agencies	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	1,463,607
			Indirect Cost	7000-7439: Other Outgo	After School and Education Safety (ASES)	39,817

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. The ASES Program includes two main program elements every day:</p> <ul style="list-style-type: none"> <li>• Educational and Literacy: provide homework assistance and tutoring to help students meet state standards in language arts, math, social studies and science.</li> <li>• Educational Enrichment: provide enrichment activities that reinforce and complement the school's academic program and core curriculum, such as visual and performing arts, music, physical education, health, nutrition, career awareness, community-service and youth development.</li> <li>• All TK-6 students receive a nutritious snack and a small dinner daily.</li> <li>• All 7-8 grade students will receive a small dinner daily.</li> <li>• The ratio of students to ASES staff will be 20:1</li> <li>• ASES staff receive on-going professional development related to effective practices in working with students.</li> <li>• A teacher from each school site is hired to serve as ASES Academic Liaison to support the communication between the school site and ASES program, provide support to align the after school program with the instructional day, and mentor ASES staff.</li> </ul>	2017-2020	Coordinator of ASES and After School Programs	Contract with community agencies to offer the ASES program at Jimenez School to serve 80 students, expand ASES programs at Bruce and Tunnell schools to increase from 80 to 100 students at each site, and serve 20 additional students at Los Adobes de Maria.	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	192,500

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #6

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Migrant Education Program (MEP)</b>
<b>SCHOOL GOAL #6:</b>
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide the following supplemental educational programs for migrant students in grades K-8 to help them meet common core standards in English language arts, math, social studies and science, and college and career readiness standards: <ul style="list-style-type: none"> <li>• Migrant Extended Day</li> <li>• Migrant After School Tutoring/Homework</li> <li>• Migrant Saturday School</li> <li>• Migrant Summer School</li> <li>• Migrant Distance Learning</li> <li>• Science Camp Keep Program</li> <li>• Speech &amp; Debate</li> <li>• UCSB Summer Algebra Academy</li> <li>• Social Studies/Civics Close Up</li> <li>• STEM College Residential</li> </ul>	2017-2020	Director of Consolidated Projects and Migrant Education Assistant Administrator for Migrant and Consolidated Projects Migrant Program Specialist Migrant Family Advocate Migrant Health Clerk Principals Assistant Principals	Migrant Extended Day & After School Tutoring	1000-1999: Certificated Personnel Salaries	Migrant Ed	1,263,944
			Migrant Saturday School	1000-1999: Certificated Personnel Salaries	Migrant Ed	242,078
			Migrant Summer School & Distance Learning	1000-1999: Certificated Personnel Salaries	Migrant Ed	367,212
			Science Camp Keep	5000-5999: Services And Other Operating Expenditures	Migrant Ed	21,100
			Speech & Debate	5000-5999: Services And Other Operating Expenditures	Migrant Ed	33,997
			Summer College Residential Programs	5000-5999: Services And Other Operating Expenditures	Migrant Ed	188,850
			Social Studies/Civics Close Up	5000-5999: Services And Other Operating Expenditures	Migrant Ed	94,989

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Provide the following high quality early childhood education programs for 3-5 year old migrant children to support the development of the whole child in the areas of language development, social/emotional, cognitive/literacy, gross/fine motor skills and health/safety :</p> <ul style="list-style-type: none"> <li>• School Readiness Home Education</li> <li>• Migrant Preschool Twilight Centers</li> <li>• Migrant Preschool Saturday Academy</li> <li>• Migrant Summer School Readiness Program</li> <li>• Migrant Family Biliteracy Program</li> </ul>	2017-2020	Director of Consolidated Projects and Migrant Education Assistant Administrator for Migrant and Consolidated Projects Migrant Program Specialist Migrant Family Advocate	MESRP Home Education	1000-1999: Certificated Personnel Salaries	Migrant Ed	220,908
			Migrant Preschool Twilight Centers	1000-1999: Certificated Personnel Salaries	Migrant Ed	273,139
			MESRP Saturday Academy	1000-1999: Certificated Personnel Salaries	Migrant Ed	20,703
			MESRP Summer Academy	1000-1999: Certificated Personnel Salaries	Migrant Ed	29,827
			Migrant Family Biliteracy Program	1000-1999: Certificated Personnel Salaries	Migrant Ed	38,702
<p>3. Provide professional development for educators and student services staff on research-based strategies, common core standards, MEP curriculum, and needs of migrant students.</p>	2017-2020	Director of Consolidated Projects and Migrant Education Assistant Administrator for Migrant and Consolidated Projects Migrant Program Specialist Migrant Preschool Teachers	In kind expenses such as use of rooms and equipment - General funds, MESRP & Title I- Part C Indirect Cost	0000: Unrestricted	In Kind	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4. Provide support programs to migrant students from age 3 through eighth grade to help them overcome barriers that may be interfering with their education:</p> <ul style="list-style-type: none"> <li>Dental, Vision and Health Screening (3-5 y/o)</li> <li>Dientes Sanos/Healthy Teeth Program</li> <li>Migrant Dental Clinic</li> <li>Emergency Medical/Dental Services</li> <li>Emergency Clothing</li> <li>Behavioral/Social Emotional Support Services</li> </ul>	2017-2020	Director of Consolidated Projects and Migrant Education Assistant Administrator for Migrant and Consolidated Projects Migrant Program Specialist Migrant Health Clerk Migrant Family Advocate	Health Screening	2000-2999: Classified Personnel Salaries	Migrant Ed	20,050
			Dientes Sanos/Fluoride & Varnish	2000-2999: Classified Personnel Salaries	Migrant Ed	13,218
			Migrant Dental Clinic	5000-5999: Services And Other Operating Expenditures	Migrant Ed	21,851
			Emergency Medical/Dental	5000-5999: Services And Other Operating Expenditures	Migrant Ed	13,000
			Emergency Clothing	5000-5999: Services And Other Operating Expenditures	Migrant Ed	13,951
			Behavioral Support Services	5000-5999: Services And Other Operating Expenditures	Migrant Ed	45,801
<p>5. Provide research-based programs to migrant families to promote parent involvement and parent leadership:</p> <ul style="list-style-type: none"> <li>State Migrant Parent Conference</li> <li>Regional Migrant Family Literacy Conference</li> <li>State Migrant Parent Advisory Committee (SPAC) meetings</li> <li>Regional Migrant Parent Advisory Committee (RAC) meetings</li> <li>PAC Family Literacy Nights</li> </ul>	2017-2020	Director of Consolidated Projects and Migrant Education Assistant Administrator for Migrant and Consolidated Projects Migrant Program Specialist Migrant Family Advocate Migrant Health Clerk	Annual State Migrant Parent Conference	5000-5999: Services And Other Operating Expenditures	Migrant Ed	30,590
			Annual Regional Migrant Conference	1000-1999: Certificated Personnel Salaries	Migrant Ed	27,180
			SPAC meetings	5000-5999: Services And Other Operating Expenditures	Migrant Ed	5,482
			RAC meetings	2000-2999: Classified Personnel Salaries	Migrant Ed	5,089
			PAC Family Literacy Nights	2000-2999: Classified Personnel Salaries	Migrant Ed	31,828



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #7

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in McKinney-Vento Homeless Program</b>
<b>SCHOOL GOAL #7:</b>
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide the following supplemental educational programs and services for homeless and foster youth to help them meet common core standards in English language arts and math: <ul style="list-style-type: none"> <li>• After School Tutoring</li> <li>• Saturday School</li> <li>• Summer School</li> <li>• Hygiene supplies, emergency clothing, books &amp; school supplies</li> <li>• Homeless Foster Youth Mentor/Tutor</li> </ul>	2017-2020	Director of Consolidated Projects Director of Pupil Services Program Specialist Migrant/Homeless Family Advocate	Saturday School (funded with McKinney-Vento Grant)	1000-1999: Certificated Personnel Salaries	Other	24,001
			Summer School (funded with McKinney-Vento Grant)	1000-1999: Certificated Personnel Salaries	Other	9,116
			Emergency clothing, books & school supplies (funded with McKinney-Vento Grant)	4000-4999: Books And Supplies	Other	62,968
			Contract with Fighting Back for after school program at Good Samaritan Homeless Shelter (funded with McKinney-Vento Grant)	5000-5999: Services And Other Operating Expenditures	Other	10,000
			In kind expenses such as use of rooms and equipment	0000: Unrestricted	In Kind	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Provide the following high quality early childhood education programs and services for 3-5 year old homeless and foster children:</p> <ul style="list-style-type: none"> <li>• Head Start Program at Good Samaritan Shelter</li> <li>• Hygiene supplies, emergency clothing, books &amp; school supplies</li> </ul>	2017-2020	<p>Director of Consolidated Projects  Director of Pupil Services  Program Specialist  Migrant/Homeless  Family Advocate</p>	Contract with Fighting Back Santa Maria Valley	0000: Unrestricted	District Funded	0
<p>3. Partner with community agencies to provide support services for homeless and foster youth to help them overcome barriers that are interfering with their education:</p> <ul style="list-style-type: none"> <li>• Dental Access Resource</li> <li>• Santa Maria Healthy Start</li> <li>• School Supplies &amp; backpacks</li> <li>• Health and hygiene supplies</li> <li>• Immunization &amp; Referrals for health services</li> <li>• Emergency Food &amp; Clothing</li> <li>• Emergency Housing/Shelter</li> <li>• Transportation</li> <li>• Home Visits</li> <li>• Enrollment &amp; Records Assistance</li> <li>• Mental Health/Behavioral Support</li> <li>• Homeless Liaison Case Worker</li> <li>• Foster Youth Case worker</li> </ul>	2017-2020	<p>Director of Consolidated Projects  Director of Pupil Services  Program Specialist  Migrant/Homeless  Family Advocate</p>	<p>Contract with Fighting Back for full time Homeless Liaison (funded with Title I–Part A Homeless-Set Aside)</p> <p>Contract with Fighting Back for part time Homeless Liaison (funded with McKinney-Vento Grant)</p> <p>In kind expenses such as use of rooms and equipment</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>0000: Unrestricted</p>	<p>Title I Part A: Disadvantaged Students</p> <p>Other</p> <p>In Kind</p>	<p>45,500</p> <p>39,396</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Provide research-based programs for homeless and foster families to support their children's education: <ul style="list-style-type: none"> <li>• Parent Project for parents of students at risk</li> <li>• Family Engagement Program "Dare to Thrive"</li> <li>• Homeless/Foster Youth Parent Meetings</li> </ul>	2017-2020	Director of Consolidated Projects Director of Pupil Services Program Specialist Migrant/Homeless Family Advocate	Contract with Fighting Back for Parent Project and Family Engagement Program "Dare to Thrive" (included in Centralized Goal 3)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Disadvantaged Students	0
			Interpreters, child care and supplies for Homeless/Foster Youth meetings	2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	2,000
			In kind expenses such as use of rooms and equipment	0000: Unrestricted	In Kind	0
5. Provide professional development for educators and support staff to heighten their understanding and sensitivity to the needs of homeless and foster children and youth, including the specific needs of runaways.	2017-2020	Director of Pupil Services Program Specialist Migrant/Homeless Family Advocate	Program Specialist's salaries & benefits (20% funded with LCAP)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	26,644
			Migrant/Homeless Family Advocate's salaries & benefits (20% funded with McKinney-Vento)	2000-2999: Classified Personnel Salaries	Other	15,607

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #8

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Learner &amp; Immigrant Programs</b>
<b>SCHOOL GOAL #8:</b>
LEA GOAL: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
LCAP GOAL: Develop and enhance programs and services that support English language learners becoming proficient in all academic areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. The district will provide effective staff professional development:</p> <ul style="list-style-type: none"> <li>Teachers will receive further professional development with emphasis on the best teaching practices for English Language Development. The district will utilize local resources and hire outside agencies to lead this work.</li> <li>Professional development will be provided to all bilingual instructional assistants on how to support newcomers, long-term English learners, and English learners in general in the language acquisition process.</li> <li>Professional development will be provided to extended day teachers who will work specifically on the development of reading and writing skills for newcomers and long-term English learners during intervention programs outside of the regular school day.</li> </ul>	2017-2020	English Learner Coordinator Principals District EL TOSAs Site EL Coaches	Local conferences on-site and outside the district	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	100,000
			Local conferences for classified staff	2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	10,000
			On-site Professional Development for Extended Day	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	8,952
			District professional development	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	50,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. The district will provide the following services and staff to ensure English proficiency and academic achievement of English learners:</p> <ul style="list-style-type: none"> <li>• Purchase supplemental materials to support the ELD instruction for English learners, long-term English learners and newcomers.</li> <li>• Purchase assessments to monitor the academic growth and language development of all English learners.</li> <li>• Hire a District English Learner Coordinator to oversee the implementation of the English Learner Master Plan and English Language Development Program at each school site.</li> <li>• Hire two District Teachers on Special Assignment (TOSA) to support teachers in the instruction of Designated ELD and provide professional development districtwide.</li> <li>• Hire an English Learner Coach/Intervention Teacher for each elementary site to assist with on-site professional development and ELD instruction, and support the Response to Intervention for English learners and newcomers.</li> <li>• Hire a certificated Limited Assignment Teacher for each junior high school to support ELD/ELA interventions and small group instruction.</li> </ul>	2017-2020	English Learner Coordinator ASES Coordinator PrincipalsDistrict EL TOSAsSite EL Coaches	Supplemental materials & supplies	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	101,200
			ELD Assessments	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	20,000
			Imagine Learning Instructional software	4000-4999: Books And Supplies	LCAP Supplemental	250,000
			English Learner Coordinator's salaries & benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	153,641
			English Learner TOSAs' salaries & benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	243,620
			English Learner Coaches/Intervention Teachers' salaries & benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	2,037,366
			Limited Assignment Teachers' salaries & benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	132,180

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Hire two certificated teacher tutors for each elementary school to support ELD/ELA interventions and small group instruction.</li> <li>Hire bilingual instructional assistants for each transitional kindergarten, kindergarten, first grade, second grade and third grade classes to provide instructional support for English learners and students at risk.</li> <li>Hire twenty bilingual instructional assistants to provide extra support to newcomers and long-term English learners.</li> <li>Funds will be set aside for school sites to conduct their own extended day programs for English learners, with emphasis on reading and writing for newcomers and long-term English learners.</li> <li>Provide extended day classes with emphasis on reading and writing for long-term English learners in partnership with ASES.</li> </ul>	2017-2020	English Learner Coordinator Principals District EL TOSAs Site EL Coaches	Teacher Tutors' salaries & benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	896,865
			Bilingual Instructional Assistants' salaries & benefits for primary grades	2000-2999: Classified Personnel Salaries	LCAP Supplemental	3,474,343
			Bilingual Instructional Assistants' salaries & benefits for newcomers and LTELs	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	320,000
			Teachers' salaries & benefits for site extended day programs	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	230,000
			Teachers' salaries & benefits for ASES LTEL program	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	175,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. The district/school will promote parent, family and community engagement in the education of English learners:</p> <ul style="list-style-type: none"> <li>• Provide parental notifications to all parents and guardians of English learners within 30 days of enrollment and placement relevant to Title III.</li> <li>• Hire support staff to provide parent outreach and parent communication, and support EL monitoring and redesignation.</li> <li>• The district will provide family literacy nights at each school site to engage parents and children in reading activities.</li> <li>• Parents and children will participate in literacy activities at the Santa Maria City Public Library.</li> <li>• Parents will participate in meetings to be informed of their children's English learner status, the reclassification process, the relevance of A-G high school courses, and what parents can do at home to support their children's redesignation.</li> </ul>	2017-2020	English Learner Coordinator Principals District EL TOSAs	Project Clerks' salaries & benefits (7% funded with Title III-LEP)	2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	100,000
			Interpreters & child care for parent meetings	2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	5,000
			Books, supplies & snacks for parent literacy nights	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	20,000
4. Provide enhanced instructional opportunities for immigrant children and youth, including supplementary materials to accelerate their language acquisition.	2017-2020	English Learner Coordinator Principals District EL TOSAs Site EL Coaches	Purchase Imagine Learning software	4000-4999: Books And Supplies	Title III Immigrant Education Program	13,489

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	360822	0.00
LCFF - Supplemental	148281	0.00
Title I	159316	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
In Kind	0.00
LCFF - Base	360,822.00
LCFF - Supplemental	148,281.00
Title I	159,316.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	166,000.00
2000-2999: Classified Personnel Salaries	246,500.00
4000-4999: Books And Supplies	178,419.00
5000-5999: Services And Other Operating Expenditures	26,500.00
5800: Professional/Consulting Services And Operating	51,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	In Kind	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	60,500.00
2000-2999: Classified Personnel Salaries	LCFF - Base	221,500.00
4000-4999: Books And Supplies	LCFF - Base	46,822.00
5000-5999: Services And Other Operating	LCFF - Base	21,000.00
5800: Professional/Consulting Services And	LCFF - Base	11,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	36,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	61,781.00
5000-5999: Services And Other Operating	LCFF - Supplemental	5,500.00
5800: Professional/Consulting Services And	LCFF - Supplemental	40,000.00
1000-1999: Certificated Personnel Salaries	Title I	69,500.00
2000-2999: Classified Personnel Salaries	Title I	20,000.00
4000-4999: Books And Supplies	Title I	69,816.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	428,419.00
<b>Goal 2</b>	54,000.00
<b>Goal 3</b>	35,000.00
<b>Goal 4</b>	30,000.00
<b>Goal 5</b>	40,500.00
<b>Goal 6</b>	80,500.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rosario Avendano				X	
Alejandra Carrillo				X	
Amy Dolan-Asistin		X			
Magda Eaker		X			
Valerie Echeverria			X		
Jose Fulgencio				X	
Laurie Graack	X				
Elsa Hernandez				X	
Jana Hunstad Sarver		X			
Carmela Mora				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

X Gifted and Talented Education Program Advisory Committee

*M. Eaker*

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

Leadership Team, Maureen Staunton

*[Handwritten Signature]*

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 19, 2017.

Attested:

Ms. Laurie Graack

\_\_\_\_\_  
Typed Name of School Principal

*Ms. Graack*

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Alejandra Carrillo

\_\_\_\_\_  
Typed Name of SSC Chairperson

*Mrs Carrillo*

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date