

The Single Plan for Student Achievement

School: Alvin Avenue School
CDS Code: Santa Maria Bonita
District: Santa Maria-Bonita School District
Principal: Ann McDaniel
Revision Date:

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.

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School Vision and Mission

Alvin Avenue School's Vision and Mission Statements

Our school mission is simple but clear, "Our mission at Alvin is to prepare all students to be successful in college and in life." This mission is backed up by our school vision, which focuses directly on the things that matter at Alvin School:

Our Vision: What Matters at Alvin School

- Time Matters

We are responsible for making every second count.

- Instruction Matters

We are responsible for relevant and meaningful learning experiences.

- Growth Matters

We are responsible for setting and working toward measurable goals.

- Engagement Matters

We are responsible for collaboration, participation, and putting forth our best effort.

- Respect Matters

We are responsible for treating our staff, students, and property with respect and consideration.

- Success Matters

We are responsible for doing whatever it takes to ensure academic achievement for all.

- TIGERS MATTER!

Finally, our school motto emphasizes the need for all on campus to accept responsibility for our actions: "Your Choices + Your Actions = Your Future. Choose Your Future!"

School Profile

Alvin Avenue School is a K-6 elementary school with a student population of approximately 1030 students. We also house a state pre-school with 48 students. We currently have the largest student population in the district.

83.71% of our English language learners speak Spanish as a primary language, while 15.34% speak Mixteco. 93.5% of our students are Hispanic or Latino, and 94.5% are economically disadvantaged.

Our staff includes two administrators, 35 TK-6 full-time teachers, three state preschool teachers, a full-time Outreach Consultant, a Reading Intervention teacher and ELD Intervention teacher, one full-time RSP teacher and one itinerant RSP teacher, and numerous support staff. We share a PE teacher with another site, and share a school psychologist and SLP teacher with other sites.

While we remained in Program Improvement status under NCLB, we did make significant growth on our API – between 2008 and 2013, our API increased from 625 to 710 (85 points). We continue to focus on academic growth as measured by the CAASPP as well as district and site assessments. In 2015-2016, our students scored above the district average in Mathematics as measured by the SBAC.

Here at Alvin, we have placed a focus on college and career readiness, and include multiple activities and actions to build a student focus on college as a goal. In 2016, we were recognized as a California Blue Ribbon School for our model program, "College Starts Here: On the Path to College and Career Readiness."

Starting in 2017, we have added a focus on cultural awareness and social justice. 2016-2017 is our planning year for PBIS, and our first year of implementation will be 2017-2018. We have renamed PBIS "Tiger Pride," and our Tiger Pride team meets monthly to address behavior and positive support systems. Our efforts are based on research that clearly shows a need for our students to feel connected (affiliation) with the school and staff before they are able to fully succeed academically (achievement). We will also be looking at membership in the Teaching Excellence Network, which will support our students through building culturally responsive practices at Alvin, develop a network of support with other similar schools, and provide resources to support academic growth for all.

Alvin is sending 20 teachers/administrators to the AVID Summer Institute in June/July 2017, and will become an AVID elementary school. The resources and strategies learned and implemented will support our students in their academic achievement.

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).

Teacher Survey regarding focus area for professional learning in the upcoming year.

Student Surveys: (1) social emotional survey of students grades 3-6; and (2) basic information student surveys (interests, family, etc.) to support teacher-student relationship building

Classroom Observations

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

Both the Principal and Assistant Principal will make regular informal classroom observations throughout the year, visiting every classroom a minimum of three times a month (full months of school). In short months, a minimum of two visits will be made. This does not include formal observations of teachers as required by Human Resources.

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)

Data from the SBAC, as well as district and site assessments, is analyzed and used to inform and modify instruction at all grade levels.

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

We routinely analyze data to inform instruction and professional learning. This data includes Achieve 3000 and Accelerated Reader Lexile and growth data and Go Math chapter assessments. We will be adding trimester writing samples by grade level to inform growth in the area of writing K-6.

Staffing and Professional Development

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

100% of our certificated staff is highly qualified.

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

Teacher professional learning is an ongoing process, limited only by the substitute teacher shortage and resulting lack of opportunity for teachers to participate in professional learning off campus.

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

Staff development at the site level is aligned to ELA, ELD, and Math, as well as engagement strategies, classroom management, and social justice.

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

Two intervention teachers are utilized on site to coach and support teachers grades K-6.

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

Teacher collaboration by grade level is a regular part of our Thursday staff meeting practice.

Teaching and Learning

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

Instruction and instructional materials are aligned to California content standards.

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

Teachers align instruction to required instructional minutes.

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

Through June 2017, students are leveled for ELD and ELA instruction grades 1-6. Math intervention occurs by grade level. Beginning in August 2017, students will receive ELA intervention daily with an intervention teacher and will continue to be leveled for appropriate ELD instruction.

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

Standards-based instructional materials are available in the area of mathematics, and a new ELA adoption will be implemented in 2017-2018, which is standards-based. The district makes all decisions about adoptions and will be looking to align new adoptions to the MGSS and History/Social Studies standards.

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)

See number 11.

Opportunity and Equal Educational Access

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

Services are provided through leveled instruction and appropriate intervention. Extended-day programs will be initiated to further support underperforming students.

14. Research-based educational practices to raise student achievement

Teachers are provided with research-based professional learning, including Professional Learning Communities workshops.

Parental Involvement

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

Resources include Fighting Back Santa Maria, district Homeless Liaison, ASES, Migrant EDP, etc. Teaching Excellence Network to be added in 2017-2018.

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)

The Alvin School Site Council and ELAC participate in planning and use of funding.

Funding

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

Services include extended day programs and the hiring of teacher tutors and paraprofessionals to support underperforming students.

18. Fiscal support (EPC)

Fiscal support is provided through the school district in the form of Title 1, LCFF, and LCAP funding.

Description of Barriers and Related School Goals

There are barriers that exist which we are focused on addressing. The first is the number of second language learners at Alvin. Increased emphasis on English language development will benefit these students in all curricular areas (LCAP Goal #2).

A second barrier is the need for increased social/emotional support of all students (LCAP Goal #3). We are addressing this in a number of ways. We will be administering surveys to students to determine their needs and concerns. We have begun the PBIS implementation process, and our PBIS (Tiger Pride) team meets monthly. We are focused on building strong relationships with students, specifically recognizing their need for affiliation before maximum achievement can occur. We will be bringing in staff development in this area, including presentations from Just Communities and membership in the Teaching Excellence Network. Supporting this need in connection to our Alvin parents (LCAP Goal #4), we will also have Just Communities provide PIDA classes at Alvin for English, Spanish, and Mixtecan speaking parents.

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	128	136	124	134	123	134	96.9	98.5
Grade 4	156	122	150	120	150	120	96.2	98.4
Grade 5	144	153	139	147	139	147	96.5	96.1
Grade 6	109	140	106	133	106	133	97.2	95
All Grades	537	551	519	534	518	534	96.6	96.9

* 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	2344.6	2371.8	4	10	7	15	25	25	63	50
Grade 4	2394.9	2397.4	3	4	17	17	21	22	59	58
Grade 5	2429.9	2436.2	1	2	16	22	29	20	54	56
Grade 6	2492.7	2486.4	4	2	25	26	40	44	31	29
All Grades	N/A	N/A	3	4	16	20	28	27	53	48

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	4	8	28	34	67	57
Grade 4	7	7	39	42	55	52
Grade 5	2	7	37	33	60	61
Grade 6	5	7	48	46	47	47
All Grades	4	7	38	38	58	54

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	2	8	27	40	71	52
Grade 4	5	3	41	35	55	63
Grade 5	4	5	46	43	49	52
Grade 6	8	5	62	59	30	36
All Grades	5	5	43	44	52	51

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	3	6	57	56	40	38
Grade 4	3	8	59	57	38	35
Grade 5	6	5	57	59	37	37
Grade 6	5	6	66	74	29	20
All Grades	4	6	59	61	36	33

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	4	21	37	43	59	37
Grade 4	5	13	47	46	48	42
Grade 5	8	18	55	46	37	35
Grade 6	21	16	57	61	23	23
All Grades	9	17	49	49	42	34

Conclusions based on this data:

1. Growth occurred from 2014-2015 in the 'exceeded' and 'standard met' categories, while the number of students who nearly met or did not meet standard during this time period decreased. In particular, the number of students who did not meet standard in ELA decreased by 5% from 2014-2015 to 2015-2016.
2. More than 50% of tested students scored below standard in reading and writing. While the percentage decreased slightly, these are clearly the two primary two areas on which we need to focus our efforts.
3. The greatest number of students scoring above standard did so in the area of Research/Inquiry; grade 3 showed the best results.

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	128	136	125	135	125	135	97.7	99.3
Grade 4	156	122	152	122	152	122	97.4	100
Grade 5	144	153	141	151	140	151	97.9	98.7
Grade 6	109	140	107	137	107	137	98.2	97.9
All Grades	537	551	525	545	524	545	97.8	98.9

* 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	2384.3	2398.3	6	10	12	17	30	27	52	45
Grade 4	2443.6	2444.8	8	6	19	24	42	41	31	30
Grade 5	2433.8	2440.1	1	4	6	7	27	30	65	60
Grade 6	2471.5	2461.8	5	2	14	12	32	35	50	50
All Grades	N/A	N/A	5	6	13	14	33	33	49	47

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	7	19	34	28	58	53
Grade 4	20	12	26	38	54	50
Grade 5	4	8	18	21	78	72
Grade 6	7	7	36	28	57	65
All Grades	10	11	28	28	62	60

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	6	11	30	45	65	44
Grade 4	5	8	48	47	47	45
Grade 5	2	5	21	25	77	71
Grade 6	8	3	38	42	53	55
All Grades	5	7	34	39	60	54

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	18	52	61	39	21
Grade 4	11	11	51	51	38	39
Grade 5	3	5	31	36	66	59
Grade 6	8	3	47	59	45	38
All Grades	8	9	45	51	47	40

Conclusions based on this data:

1. Slight growth was made in the number of students at the 'exceeded' and 'standard met' levels, with only a small decrease (2%) in the number of students scoring 'standard not met.'
2. Third grade showed significantly higher growth in the number of students above standard in all areas of mathematics (12%, 5%, and 9% respectively).
3. Sixth grade showed a decrease in the number of students above standard, which is a concern (no change, -5%, -5%). Overall, the highest number of students at, near, or above standard was in the area of 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							3 21%	2 7%		1 7%	6 22%		10 71%	19 70%	
1	1 1%			10 8%	5 5%		26 20%	29 28%		50 38%	32 31%		45 34%	38 37%	
2		1 1%		9 8%	10 8%		39 35%	51 39%		41 37%	45 34%		21 19%	24 18%	
3		2 2%		7 7%	5 5%		44 42%	36 34%		31 30%	40 38%		22 21%	23 22%	
4	4 4%			23 21%	14 15%		49 44%	54 58%		20 18%	16 17%		15 14%	9 10%	
5	3 3%			29 31%	28 31%		37 39%	36 40%		15 16%	17 19%		11 12%	10 11%	
6		3 4%		12 25%	14 19%		23 48%	31 43%		7 15%	12 17%		6 13%	12 17%	
Total	8 1%	6 1%		90 15%	76 12%		221 36%	239 38%		165 27%	168 27%		130 21%	135 22%	

Conclusions based on this data:

1. Between 2014 - 2015 and 2015 - 2016, the number of incoming kindergartens scoring at Level 3 decreased 14% while 15% more scored at Level 2. This indicates that incoming kindergartners entered with significantly less English language.
2. The number of students scoring at Level 4 decreased 3% while the percentage of students at Level 5 did not change.
3. Grade 4 had the greatest decrease in the number of students scoring at Level 1.

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				1 1%			6 4%	6 4%		19 13%	18 11%		125 83%	133 85%	
1	1 1%			10 7%	5 5%		28 20%	29 27%		51 37%	33 31%		49 35%	41 38%	
2		1 1%		9 8%	10 7%		39 35%	51 38%		41 37%	45 33%		23 21%	29 21%	
3		2 2%		7 7%	5 5%		46 43%	36 33%		31 29%	40 36%		23 21%	27 25%	
4	4 4%			23 20%	14 15%		50 44%	54 56%		20 18%	17 18%		17 15%	11 11%	
5	3 3%			30 31%	28 29%		38 39%	36 37%		15 15%	18 19%		12 12%	15 15%	
6		4 5%		12 24%	14 17%		23 47%	31 38%		7 14%	12 15%		7 14%	20 25%	
Total	8 1%	7 1%		92 12%	76 10%		230 30%	243 31%		184 24%	183 23%		256 33%	276 35%	

Conclusions based on this data:

1. 85% of all incoming kindergartners scored at Level 1 in 2015-2016. This is an area we need to focus on in order to ensure these students move up at least one level in 2016-2017.
2. The 2014-2015 kindergartners made significant movement out of Level 1 (83% down to 38% in first grade).
3. Grades 5 and 6 showed a concerning percentage of students whose CELDT scores dropped between 2014-2015 and 2015-2016; sixth grade in particular showed a drop of 7% in the number of students at Level 4 and an 11% increase in the number of students at Level 1. This trend must be reversed.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	563	614	624
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	563	614	624
Number Met	321	244	279
Percent Met	57.0%	39.7%	44.7%
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	571	135	614	141	611	152
Number Met	68	45	53	42	40	40
Percent Met	11.9%	33.3%	8.6%	29.8%	6.5%	26.3%
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
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

- 152 students can be identified as Long Term English Learners. Strategies need to be in place to address the needs of LTELs.
- Targets were not met in 2013-14 or 2014-15.
- While not yet meeting targets, the number of students meeting the NCLB target has increased per the data above.

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
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

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

SUBJECT: English Language Arts
LEA/LCAP GOAL:
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.
SCHOOL GOAL #1:
70% of students in grades 3-6 will demonstrate academic growth in ELA as evidenced through SBAC assessment results. Students in these grades will demonstrate a growth in Lexile level as demonstrated through Achieve 3000 data and/or Accelerated Reader. Students in grades 1-2 will demonstrate a growth in Lexile level as demonstrated through Accelerated Reader. The number of students performing at the "standard met" level will increase by 3% or more each year. The number of students performing at the "standards nearly met" level will increase by 5% each year (as measured by the SBAC). STRATEGY: Students will be provided with standards-aligned materials and programs to support mastery of ELA standards. Data from the above named sources, along with data from SBAC interim assessments, Benchmark and Study Sync assessments, and the QPS (grades K-2) will be used to measure growth. Standards-aligned professional development will be provided to support classroom instruction and best practices. A PLC model of collaboration will continue to be implemented site-wide to support this goal.
Data Used to Form this Goal:
SBAC results Accelerated Reader data Achieve 3000 data Site writing samples
Findings from the Analysis of this Data:
While we made significant growth in our API between 2008 and 2013, we still have a disproportionate number of students below a level of proficiency in ELA. Our goal is to move all students towards mastery of CCSS-ELA.
How the School will Evaluate the Progress of this Goal:
Analyze SBAC data and evaluate growth from one year to the next Analyze Accelerated Reader and Achieve 3000 Lexile changes from August to June. Benchmark and Study Sync assessments Site and district writing sample scores will also be examined.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implement the following programs to support mastery of the CCSS-ELA: Benchmark ELA (grades TK-5) Study Sync (grade 6)	July 1, 2017 - June 30, 2020	Principal Classroom teachers Intervention teacher	Implement the 2017 ELA adopted programs Purchase class sets of selected books included as excerpts in the anthology to supplement the ELA program.	4000-4999: Books And Supplies	Title I	5,000
2. Program 4 ELA Adoption will be utilized in an intervention setting to support students who are performing two or more years below grade level	July 1, 2017 - June 30, 2020	Principal Classroom teachers Intervention teacher	Purchase supplemental ancillary materials to support implementation of the Program 4 adoption for students two or more years below grade level	4000-4999: Books And Supplies	Title I	2,000
3. Utilize Achieve 3000 program to support reading comprehension and writing skills	July 1, 2017 - June 30, 2020	Principal Classroom teachers Intervention teacher	Achieve 3000 licenses purchased through 2020.	4000-4999: Books And Supplies	LCAP Base	0
4. Implement No Red Ink web-based grammar and writing skills program to support skills development and practice grades 1-6	July 1, 2017 - June 30, 2020	Principal Classroom teachers Intervention teacher	Purchase No Red Ink web-based grammar and writing skills program	4000-4999: Books And Supplies	LCFF - Base	12,000
5. Purchase Accelerated Reader and AR STAR licenses grades 1-6 and for kindergarteners ready for AR as determined by classroom teachers	July 1, 2017 - June 30, 2020	Principal Classroom teachers Intervention teacher	Purchase Accelerated Reader / AR STAR licenses grades 1-6 and for kindergarteners ready for AR as determined by classroom teachers	4000-4999: Books And Supplies	Title I	4,500
6. Participate in America's Battle of the Books at the site level; participate in district and county Battle of the Books events (students grades 4-6).	July 1, 2017 - June 30, 2020	Principal BOB teacher coaches	Books, registration fees, and t-shirts will be provided for Battles of the Books.	4000-4999: Books And Supplies	Title I	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Supplemental and ancillary materials, books, web-based programs, and supplies will be purchased to support CCSS-ELA for all students.	July 1, 2017 - June 30, 2020	Principal	Purchase supplemental materials, books, and supplies as needed to support ELA programs and instruction.	4000-4999: Books And Supplies	Title I	50,000
8. Continuous training and support will be provided to build capacity for best instructional practices in ELA. Attendance at appropriate conferences, collaboration with other sites, and professional development provided by outside consultants will be included to support our ELA programs and the CCSS. Training for GATE teachers will be provided.	July 1, 2017 - June 30, 2020	Principal	Conference registration fees, travel, lodging, substitute coverage, and support materials will be funded for professional development	5000-5999: Services And Other Operating Expenditures	Title I	9,000
			Outside consultants will be contracted to provide professional development. Materials and supplies will be purchased for professional development.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	18,383
9. Intervention teacher will be utilized to support ELA instruction, leveling, and coaching of site teachers	July 1, 2017 - June 30, 2020	Intervention teacher	Provide ELA coaching, organize leveled ELA classes, work with students. District funded.	1000-1999: Certificated Personnel Salaries	District Funded	0
10. Leadership team will meet as a study group to establish goals and evaluate progress	July 1, 2017 - June 30, 2020	Principal Leadership team	Set site goals, evaluate progress EWAs as needed	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000
11. Time for grade level and ELA collaboration will be provided following a PLC model.	Thursdays (early release days) July 1, 2017 - June 30, 2020	Principal	Develop SMART goals, analyze data, plan interventions. Books for professional learning will be provided	4000-4999: Books And Supplies	LCFF - Base	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
12. LATs and/or teacher tutors will be hired to support leveled ELA instruction and provided targeted learning	July 1, 2017 - June 30, 2020	Principal	Hire Limited Assignment Teachers and/or Teacher Tutors (3 – 4 hour part-time positions) to provide leveled ELA interventions	1000-1999: Certificated Personnel Salaries	Title I	0
13. Bilingual instructional assistants will be hired to support instruction	July 1, 2017 - June 30, 2020	Principal	Hire bilingual instructional assistants for grades 2-3; additional time for ELL support in grades 3-6	2000-2999: Classified Personnel Salaries	Title I	50,000
14. Extended Day Programs will be provided to target specific ELA student needs.	July 1, 2017 - June 30, 2020	Principal	Credentialed staff will be hired to provide extended day programs to target specific ELA student needs.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,000
			Classified support staff will be hired to provide extended day programs to target specific ELA student needs.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,000

Planned Improvements in Student Performance

School Goal #2

SUBJECT: English Language Development
LEA/LCAP GOAL:
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.
SCHOOL GOAL #2:
70% of English language learners will demonstrate progress in acquiring English language proficiency as evidenced in the results of the 2016 and 2017 CELDT. The percentage of students achieving reclassification will increase by 10% each year as measured by the CELDT/ELPAC. STRATEGY: Students at a CELDT 1 level and all newcomers will receive a minimum of 30 minutes a day direct instruction to support beginning English. All English language learners will receive designated ELD instruction using a variety of materials and strategies. Integrated ELD will occur throughout the day.
Data Used to Form this Goal:
CELDT/ELPAC data Accelerated Reader and Achieve 3000 Lexile data
Findings from the Analysis of this Data:
2015 - 2016 Total Students: 786 Beginning: 34.77% Early Intermediate: 23.22% Intermediate: 30.96% Early Advanced 9.90% Advanced 0.89% 2016 - 2017 Total Students: 788 Beginning: 28.81% Early Intermediate 19.42% Intermediate 32.99% Early Advanced 16.24% Advanced 2.54% Change - Beginning: -5.96% Early Intermediate: -3.81% Intermediate: 2.03% Early Advanced: 6.36% Advanced 1.65%
How the School will Evaluate the Progress of this Goal:
Analysis of CELDT/ELPAC data Analysis of AR and Achieve 3000 Lexile data will be used as well to consider reclassification of students to FEP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Hire bilingual instructional assistants to support newcomer and CELDT 1 ELD.	July 1, 2017 - June 30, 2020	Principal	Two bilingual instructional assistants utilized to provide direct instruction to CELDT 1s	2000-2999: Classified Personnel Salaries	LCFF - Base	30,000
2. Provide materials, supplies, texts, books, technology and assessments that support English learners, including (but not limited to) those listed in this goal.	July 1, 2017 - June 30, 2020	Principal	Purchase appropriate ELD materials, texts, programs, including those listed in this goal	4000-4999: Books And Supplies	LCFF - Base	15,000
			Use Title I funds to supplement the purchase of supplementary ELD materials, texts, programs, including those listed in this goal	4000-4999: Books And Supplies	Title I	1,957
3. Imagine Learning licenses will be utilized to supplement ELD instruction	July 1, 2017 - June 30, 2020	CPO	Lifetime Imagine Learning licenses have been purchased by the district	4000-4999: Books And Supplies	District Funded	0
4. EL Achieve kits will be utilized as appropriate to support learning	July 1, 2017 - June 30, 2020	Intervention Teacher	Existing site EL Achieve kits will be utilized (inc. in Goal 1)	4000-4999: Books And Supplies	LCFF - Base	0
5. Supplemental materials will be purchased as needed to address EL students' needs not addressed through the Benchmark Advance/Study Sync ELD components	July 1, 2017 - June 30, 2020	Principal	Supplemental materials or programs will be purchased as needed to support the ELD Standards	4000-4999: Books And Supplies	LCFF - Base	13,000
6. Incorporate designated ELD instructional time into the ELA time frame with a focus on academic vocabulary development and writing	July 1, 2017 - June 30, 2020	Principal, Intervention Teacher, classroom teachers	ELA time will be organized to include designated ELD instruction. Instruction will include a focus on academic vocabulary development and grade level appropriate writing skills	0000: Unrestricted	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Opportunities for staff development, conference attendance, etc. will be provided in the area of ELD.	July 1, 2017 - June 30, 2020	Principal	Registration, per diem, accommodations, travel, and substitute coverage will be covered for professional development conference/workshop attendance. Outside consultants will be contracted to support professional development. Materials and supplies will be provided for professional development.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	22,000

Planned Improvements in Student Performance

School Goal #3

SUBJECT: Mathematics
LEA/LCAP GOAL:
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.
SCHOOL GOAL #3:
60% of all students will demonstrate growth in Mathematics as evidenced by SBAC assessment results. The number of students performing at the "standard met" level will increase 3% each year. The number of students performing at the "standard nearly met" level will increase 5% each year (as measured by the SBAC). STRATEGY: Go Math!, Number Talks, Factswise and other instructional strategies will be utilized daily to deliver standards-based mathematics instruction. Formative assessments, chapter tests, and facts tests (including SBAC interim assessments) will be used to assess progress and plan appropriate intervention.
Data Used to Form this Goal:
SBAC data Go Math chapter test data Factswise fact fluency data Math facts data
Findings from the Analysis of this Data:
Factswise, Number Talks, and other supplemental materials are needed to fill the gaps in the adopted mathematics program. Our growth in the area of mathematics is gradual and needs to be increased. Students in grades 3-6 are mastering all key math facts, but tend to lose automaticity with subtraction facts in grades 5 and 6.

How the School will Evaluate the Progress of this Goal:

Go Math! Formative assessments
 Math facts fluency data, including Factwise
 SBAC interim assessments
 SBAC summative assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. CCSS math materials and supplies (including manipulatives) will be provided to all classes	July 1, 2017 - June 30, 2020	Principal	Supplemental math materials and supplies (including computer programs) will be purchased to support CCSS for all students.	4000-4999: Books And Supplies	LCFF - Base	8,000
2. Programs such as Moby Max Math will be used to support CCSS mastery	July 1, 2017 - June 30, 2020	Principal, teachers	Teachers will utilize supplemental programs in the classroom to support math standards mastery	4000-4999: Books And Supplies	LCFF - Base	5,000
3. Grade level collaboration will focus on best practices, strategies to successfully deliver math instruction to students, analysis of assessment data, and planning of appropriate interventions	July 1, 2017 - June 30, 2020	Principal, grade level teams	Time will be designated on Thursday for grade level collaboration. Release time will be provided to support collaboration and observation of grade level instruction for teachers at every grade level.	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Opportunities for staff development, conference attendance, etc. will be provided in the area of Mathematics.	July 1, 2017 - June 30, 2020	Principal	Registration, per diem, accommodations, travel, and substitute coverage will be covered for professional development conference/workshop attendance. Outside consultants will be contracted to support professional development. Materials and supplies will be provided for professional development.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	12,000
5. Extended Day Programs will be provided to support students needing extra assistance in the area of Mathematics.	July 1, 2017 - June 30, 2020	Principal	EWAs will be funded for EDP teachers. Materials and supplies will be purchased for EDP programs	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF - Base Title I	15,000 3,000

Planned Improvements in Student Performance

School Goal #4

SUBJECT: Other Subjects (Social Studies, Science, PE, Arts, AVID)
LEA/LCAP GOAL:
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.
SCHOOL GOAL #4:
Students will receive instruction in Social Studies, Science, the Arts, and Physical Education according to instructional minute guidelines. 50% of students in Grade 5 will demonstrate growth on the state physical fitness test. Students in grades 2-6 will learn keyboarding skills to support use of technology and success on the SBAC. Alvin will participate in AVID training and become a fully-implemented AVID elementary school site. Administrators and teachers will attend the Summer Institute annually. AVID strategies will be implemented school-wide. Alvin will continue to provide access to college awareness through field trips, Career Days, guest speakers, and college research projects. STRATEGY: Students in grades 5 and 6 will receive PE instruction twice a week from a credentialed PE teacher. Students at other grade levels will participate in PE regularly, provided by the classroom teacher. Computer programs will be utilized to teach necessary keyboarding skills to all students in grades 2-6. Technology will be utilized effectively in all curricular areas grades TK-6.
Data Used to Form this Goal:
State PE testing results Teacher observation of student keyboarding skills
Findings from the Analysis of this Data:
Our student scores have improved in PE, but a full-time PE teacher would be able to support student health and wellness as well as prepare fourth graders to take the fifth grade state PE test. Student success on computer-driven assessments is impacted by their limited ability to type effectively; their thought processes are interrupted by limited keyboarding skills.

How the School will Evaluate the Progress of this Goal:

Analysis of results of state PE testing

Data from Typing Club program

AVID implementation data (beginning 2017 - 2018)

Survey(s) regarding student interest in and knowledge of college as a long-term goal

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. PE time will be scheduled for all 5th and 6th graders twice weekly. If approved by the district, a full-time PE teacher will be hired to provide PE to grades 4-6 (100 minutes per week) as well as health and nutrition instruction. The PE teacher will also organize and run intramurals at lunchtime as schedule permits.	July 1, 2017 - June 30, 2020	Principal	PE classes for 5th and 6th graders will be scheduled twice a week with the PE teacher. Health and nutrition lessons will also be provided on a monthly basis by the PE teacher. If district LCAP plan is approved, a full-time PE teacher will also provide PE instruction for 4th grade. For all grades 4-6, 100 minutes of PE a week will be provided.	1000-1999: Certificated Personnel Salaries	LCFF - Base	0
			Appropriate equipment and supplies will be purchased to support physical education for all students.	4000-4999: Books And Supplies	LCFF - Supplemental	3,000
2. Provide a track for running, track team, etc.	Bond passed in 2014. We are hopeful the district will provide our track in 2017 - 2018.	District bond funds	Installation of the track will rely on district funding through the recent bond measure. Amount unknown at this time	0000: Unrestricted	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Registration and bus transportation fees will be paid for Alvin students participating in district team sports	July 1, 2017 - June 30, 2020	Principal	Buses will be provided to transport students to sporting events, including the district track meet. Fees will be paid to the Boys and Girls Club, etc. for team participation in flag football, soccer, uniforms, etc. (annually)	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,000
4. Lessons in the fine arts will be provided to all students.	July 1, 2017 - June 30, 2020	District Curriculum Dept.	Lessons will be provided through district funds (10 lessons each in two disciplines). An art budget for supplies will be provided by the district.	4000-4999: Books And Supplies	District Funded	0
			Additional art supplies will be purchased to support art instruction as needed.	4000-4999: Books And Supplies	LCFF - Base	1,000
5. Computer programs (such as Typing Club) will be used to provide keyboarding instruction.	July 1, 2017 - June 30, 2020	Principal, computer lab tech	Appropriate computer and/or web-based programs will be purchased as needed to support keyboarding, word processing, and other technology skills.	4000-4999: Books And Supplies	LCFF - Supplemental	1,938
6. Classroom magazines (such as Scholastic News) and computer programs (such as BrainPop Jr.) will be purchased to support Social Studies and Science instruction.	July 1, 2017 - June 30, 2020	Principal	Classroom magazines will be ordered in June for use during the school year; titles will be selected by grade level teams. The subscription for BrainPop and Brain Pop Jr. will be renewed annually.	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
7. Rich and varied educational experiences (including field trips, Career Day, college trips) will be provided	July 1, 2017 - June 30, 2020	Principal	Students in grades 3-6 will visit one college each year (3rd – Hancock, 4th – Cal Poly, 5th – UCSB, 6th – USC). Buses and tour/parking fees will be funded. Students in all classes will be provided one field trip a trimester, not including college trips and walking trips). Busing will be provided as needed.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	18,000
8. Access to technology for students and staff will be provided to build and support knowledge of content and improve motivation in learning. Technology (including devices, hardware, software, etc.) will be provided to support standards-based instruction in all curricular areas.	July 1, 2017 - June 30, 2020	Principal Teachers Computer lab tech District tech support	Lumens, projectors, Chromebooks (including cart), iPads, iPad minis, printers, etc. will be purchased to support student access to technology and standards-based learning and assessment. Chromebooks will be provided for all classes grades 2-6. iPads will be provided for TK-1. Upgrades, repairs, and routine maintenance on equipment will be included.	4000-4999: Books And Supplies	LCFF - Supplemental	48,000
9. A focus on college readiness and college as a goal will be provided for all students, particularly those in grades 3-6.	July 1, 2017 - June 30, 2020	Principal Teachers	Materials and supplies will be purchased to support a focus on college readiness and college as a goal.	4000-4999: Books And Supplies	Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. GATE clusters/classrooms will continue to be in place and utilize GATE strategies to support our GATE-identified students. Professional development for GATE teachers will be provided to support this model.	July 1, 2017 - June 30, 2020	Principal GATE teachers	Registration, per diem, accommodations, travel, and substitute coverage will be covered for professional development conference/workshop attendance.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,000
11. AVID training and attendance at Summer Institutes will be provided for teachers and staff. Additional AVID workshops, site visitations, etc. will be funded to support full implementation.	July 1, 2017 - June 30, 2020	Principal	Registration, per diem, accommodations, travel, and substitute coverage will be covered for professional development conference/workshop attendance and site visitations.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	22,000
			Materials and supplies will be provided to support implementation of AVID.	4000-4999: Books And Supplies	LCFF - Base	5,000
12. Pyjama Drama or other dramatic arts will be provided to primary students to promote the fine arts and self-expression.	July 1, 2017 - June 30, 2020	Principal	Outside consultants will be hired to provide the dramatic arts to kindergarten and other primary classes.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,000

Planned Improvements in Student Performance

School Goal #5

SUBJECT: Support Services (Counseling, Safety, Nutrition, Health)
LEA/LCAP GOAL:
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.
SCHOOL GOAL #5:
All students will be educated in learning environments that are safe, drug free, and conducive to learning. School-wide student attendance will improve by an average of 0.1% per year, and/or exceed an average of 98.0% per year. The number of students who report being bullied at school will decreased by 2% each year. PBIS ("Tiger Pride") will be fully implemented beginning with Year 1 planning 2016 - 2017. The number of suspensions and referrals will decrease by 10% or more each year. STRATEGY: Counseling and health and safety programs will be provided to support student health and safety on campus. Consequences for unsafe conduct and behavior, including bullying, will be issued consistently. Attendance incentives will be provided to support high attendance. Administration will work closely with the district office and outside agencies to support student attendance and safety.
Data Used to Form this Goal:
Healthy Kids Survey Attendance data (Aeries) Suspension data (UMIRS) PBIS data
Findings from the Analysis of this Data:
As of April 2107, 0.017% of 1023 students (18) have been suspended for a total of 40 suspension incidents. Tracking of referrals issued by teachers began in 2017 and show that 35.2% of site referrals are issued in grade five, followed by grade four with 22.5%. 57.3% of referrals are issued for classroom infractions, followed by 30.3% for playground/yard infractions. Site attendance average for December/January 2016-17: 97.7%
How the School will Evaluate the Progress of this Goal:
Analysis of suspension data Analysis of attendance data Analysis of Healthy Kids Survey results Analysis of PBIS data: Suspensions (on and off campus), office referrals, teacher referrals, referrals to counseling

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A full-time Outreach Consultant will be 50% funded by the site to provide counseling and group mediation for students.	July 1, 2017 - June 30, 2020	District/site	A fulltime ORC will be on site to provide counseling and opportunities for peer mediation, small group activities, etc.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	26,000
Encouragement and endorsement of student efforts and achievements will be provided	July 1, 2017 - June 30, 2020	Principal	Recognition will include certificates, dog tags, college t-shirts, Be parties, lunch with the Principal, Student of the Month, assemblies, etc.	4000-4999: Books And Supplies	LCFF - Base	7,000
Attendance incentives will be provided (including dog tags, trophies, etc.)	July 1, 2017 - June 30, 2020	Principal	Attendance incentives will be purchased.	4000-4999: Books And Supplies	LCFF - Supplemental	3,000
A full-time Community Liaison will be 50% funded by the site for the purposes of parent communication in regards to attendance and other school connectedness concerns	July 1, 2017 - June 30, 2020	Site	A 6.5 hour Community Liaison will be available to contact parents regarding attendance, etc.	2000-2999: Classified Personnel Salaries	LCFF - Base	13,500
Provide a Truancy mentor for student with chronic attendance issues	July 1, 2017 - June 30, 2020	District/Fighting Back SM	A Truancy mentor, provided through Fighting Back Santa Maria, will be utilized to support student truancy issues	5000-5999: Services And Other Operating Expenditures	District Funded	0
A computer tech and library media clerk will be 50% funded to support student access of technology and library materials.	July 1, 2017 - June 30, 2020	Principal	The full-time computer lab tech and library tech are funded equally by the site and by the district.	2000-2999: Classified Personnel Salaries	Title I	36,000
A full-time Project Clerk will be 50% funded by the site to support student learning, data acquisition, etc.	July 1, 2017 - June 30, 2020	Principal	Annual salary paid in half by site for a full-time Project Clerk.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	40,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS, Social Justice, and other social-emotional programs (e.g. Second Step) will be implemented to support student behavior, safety, and emotional well-being.	July 1, 2017 - June 30, 2020	Principal and PBIS team	Outside presenters will be contracted to provide professional learning and student support services in the areas of student behavior, safety, social justice, and relationship building. Books, materials, and supplies will be purchased to support PBIS and Social Justice.	5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies	LCFF - Base LCFF - Supplemental	23,000 5,000
Continuous professional development in the area of PBIS/Social Justice will be provided through staff attendance at appropriate conferences and workshops.	July 1, 2017 - June 30, 2020	Principal	Conference registration fees, travel, lodging, substitute coverage, and support materials will be funded.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	25,000
Membership in the Teaching Excellence Network will support the Social Justice goal.	July 1, 2017 - June 30, 2020	Principal	Membership fees and other required expenses will be funded for TEN. Conference registration fees, travel, lodging, substitute coverage, and support materials for TEN will be funded.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	30,000
Implement SWIS (School Wide Information System) Suite: a web-based information system which will be used to collect, summarize, and use student behavior data for decision making. SWIS is a component of PBIS implementation.	July 1, 2017 - June 30, 2020	Principal and PBIS team	SWIS licensing will be funded on an annual basis.	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
Health and Nutrition education will be provided for all students.	July 1, 2017 - June 30, 2020	Principal	Appropriate programs, materials, and supplies will be purchased to support Health and Nutrition education.	4000-4999: Books And Supplies	LCFF - Supplemental	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EWAs for certificated and/or classified staff will be provided to support health and nutrition education and projects.	July 1, 2017 - June 30, 2020	Principal	Extra work agreements will be utilized to provide certificated support to health and nutrition education, projects, and activities.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500
			Extra work agreements will be utilized to provide classified support to health and nutrition education, projects, and activities.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,000
Implement strategies and/or programs for a safe school environment will include: DARE, Red Ribbon Week, Outreach activities, Fighting Back Santa Maria presentations for parents, staff, and students, anti-bullying or positive behavior assemblies, Childsafe, etc.	July 1, 2017 - June 30, 2020	Principal	Supplies and materials will be purchased to support a safe school environment.	4000-4999: Books And Supplies	LCFF - Supplemental	500
			Outside consultants will be utilized to provide presentations, assemblies, etc. that support a safe school environment.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,000

Planned Improvements in Student Performance

School Goal #6

SUBJECT: Parent Involvement and Education
LEA/LCAP GOAL:
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).
SCHOOL GOAL #6:
Increase parent involvement in school events, programs and activities, including parent conferences, classes, and learning nights. STRATEGY: Parents will be invited to numerous school functions and activities to promote parent involvement. Participation on field trips and volunteering in the classroom will be encouraged, Parent education programs will be provided to keep parents abreast of changes in educational policies and student learning.
Data Used to Form this Goal:
Parent surveys SSC discussion items
Findings from the Analysis of this Data:
Parents are interested in parent education programs and participating in school events.
How the School will Evaluate the Progress of this Goal:
Parent surveys Attendance at various school events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide information (Connect Ed, newsletters, flyers, etc.) and incentives to encourage parent participation in school events.	July 1, 2017 - June 30, 2020	Administrators Office staff	Set up Connect Ed messages, send home flyers, etc.	4000-4999: Books And Supplies	LCFF - Base	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide staff, child care, materials and supplies for parent education classes and family learning nights.	July 1, 2017 - June 30, 2020	Administrators Appropriate personnel	Arrange childcare and interpreters.	2000-2999: Classified Personnel Salaries	LCFF - Base	1000
			Provide materials and supplies for parent education and family nights.	4000-4999: Books And Supplies	LCFF - Base	2000
Contact all parents with information about parent conferences in the fall and spring.	July 1, 2017 - June 30, 2020	Teachers with support of bilingual office staff	Send home flyers or contact parents in person or by phone.	4000-4999: Books And Supplies	LCFF - Base	100
Hold SSC and ELAC bi-annual elections as well as a minimum of six SSC/ELAC meetings per year.	July 1, 2017 - June 30, 2020	Principal, AP	Elections are organized in conjunction with the district; parents and staff members serve a two-year term. Bi-annually.	4000-4999: Books And Supplies	LCFF - Base	100
			Ballots	4000-4999: Books And Supplies	LCFF - Base	25
Invite parents to participate in school functions and activities throughout the year, including family learning nights, Back to School Night, Open House, etc.	July 1, 2017 - June 30, 2020	Principal, AP, office staff	Parents will be invited to attend school events and notified by flyers and/or Parent Square calls.	4000-4999: Books And Supplies	LCFF - Base	100
Provide interpreters for parent conferences, SSTs, IEPs, etc. as needed	July 1, 2017 - June 30, 2020	Principal, office staff	The office staff will arrange for interpreters to be available for parent conferences, SSTs, IEPs as needed.	2000-2999: Classified Personnel Salaries	LCFF - Base	7,000
Provide PIDA parent education classes through Just Communities in Santa Barbara to support parent involvement.	July 1, 2017 - June 30, 2020	Principal	PIDA (Parent Involvement through Dialogue and Action) 18-hour evening programs (nine weeks long) will be provided in English, Spanish, and Mixtecan throughout the school year.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	24,000

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Health and Safety Programs
SCHOOL GOAL #1:
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"> • Extra-Curricular Activities • Too Good for Drugs Program • Positive Behavior Programs and Strategies (including PBIS) • Second Step Antibullying Program • Student Connections (Teen Court, Foster Youth liaison) • Project Alert (Junior High) • Opportunity Classes (Junior High) • Fitzgerald Classes (8th grade) • Family Therapy Counseling (250 hrs per Junior High) 	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"> • Program Specialist for School Based Services and Family Engagement • Outreach Counselors who will work with students on school related issues and adjustment to all phases of school. • School Psychologists • Health Assistants • District Family Outreach Advocate • UCSB Academic Outreach Counselors • Healthy Start Advocates & Coordinator • School Nurses • Student Supervisors • BCBA Behavioral Support Specialists • School Resource Officers • Truancy Mentors (contract with Fighting Back) • CalSoap Tutors (partnership with Allan Hancock College) • Night Custodians for Extended Day and Family Engagement Activities 	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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Professional Development
SCHOOL GOAL #2:
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.
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
<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"> District Instructional Team meetings to coordinate services and support the implementation of LEA, LCAP and School Single Plans. LEA Stakeholder Committee meetings to provide input, monitor implementation, and assess effectiveness of LEA and School Single Plans. Bi-annual leadership retreats for all district and school leaders interspersed with monthly meetings for professional development 	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"> School and teacher leaders' monthly meetings within cluster groups to examine and plan effective strategies to improve student achievement. 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. 	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"> Minimum days will be allocated on a weekly basis for professional development and collaborative grade level meetings: 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. 	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"> District Teachers on Special Assignment, intervention teachers and Lead Learners will be hired to provide training and coaching for teachers. Coordinator, MEPIC Clerk, and Account Clerk will be hired to organize professional development and provide clerical support for professional development. Lesson Study will be implemented focusing on ELA and math for collaborative planning and the enhancement of instructional delivery. 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. Conference opportunities are provided on Common Core Standards, English Learner instruction, Professional Learning Communities, and offerings by Santa Barbara County Education Office. 	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum TOSAs Principals	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"> Curriculum Subs are hired to release teachers for lesson study and collaborative planning . New Teachers participate in the Teacher Induction Program to focus on the California Standards of the Teaching Profession. 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). Teachers and administrators are surveyed to identify areas of professional development need Site professional development plans are monitored yearly for alignment to district LEA Plan. 	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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Family and Community Involvement
SCHOOL GOAL #3:
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"> • Hold annual Title I parent meeting to inform parents about Title I programs and services available for their children. • Hold three annual parent meetings: Back to School Night, Open House and English Learner Orientation. • Hold meetings with School Site Council and English Learner Advisory Committee six times per year. • Hold parent conferences for all students and students “at-risk” three times per year. • Involve parents in planning, monitoring and evaluating programs, Title I Parent Involvement Policy, Parent Compact and School Plan 	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	LCAP Base	19,200
			School Accountability Report Cards.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	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 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"> 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. 	2017-2020					
<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"> Parent Project classes for parents of students at risk will be provided three times per year. Dare to Thrive (Atreviendose a Prosperar) Family Engagement program will be conducted at 10 schools every year. English as a Second Language classes will be provided for parents and children at 13 schools every year. Spanish Literacy classes will be provided for parents at two elementary schools every year. 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). 	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"> District-wide parent Orientation to prepare parents prior to SSC/ELAC elections every two years. District-wide training for SSC/ELAC members every two years. 	2017-2020					
<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"> 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. 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. 	2017-2020	School Administrators English Learner Coordinator Director of Consolidated Projects Family Advocates Community Liaisons Teachers	<p>Categorical Program Administrators' salaries & benefits (25% Director and 10% Assistant Administrator funded with LCFF-Base).</p> <p>Categorical Program Administrators' salaries & benefits (25% Director and 5% Assistant Administrator funded with Title I)</p> <p>CPO Secretary, Account Clerk, Clerk III and Clerk IV's salaries & benefits (50% funded with LCFF-Base)</p> <p>CPO Secretary and Account Clerk's salaries & 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"> 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. 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. 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. 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. 	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"> 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. 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. 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. Community Liaisons and Project Clerks will receive ongoing training on outreach strategies and services available for EL's and parent events. 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. 	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"> 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. 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. 	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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in After School Programs
SCHOOL GOAL #4:
<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"> • Saturday School • Summer School • Intersession Programs • Before/After School Tutoring • Kinder Bridge • Arts • Band • Sports • English Language Development • Reading/Writing • Mathematics/Algebra JumpStart • Science • Social Studies • Technology/Computer • College and Career Readiness • Speech & Debate Club 	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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in After School Education & Safety Program (ASES)
SCHOOL GOAL #5:
<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 & 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"> 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. 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. 	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"> • Educational and Literacy: provide homework assistance and tutoring to help students meet state standards in language arts, math, social studies and science. • 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. • All TK-6 students receive a nutritious snack and a small dinner daily. • All 7-8 grade students will receive a small dinner daily. • The ratio of students to ASES staff will be 20:1 • ASES staff receive on-going professional development related to effective practices in working with students. • 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. 	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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Migrant Education Program (MEP)
SCHOOL GOAL #6:
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"> • Migrant Extended Day • Migrant After School Tutoring/Homework • Migrant Saturday School • Migrant Summer School • Migrant Distance Learning • Science Camp Keep Program • Speech & Debate • UCSB Summer Algebra Academy • Social Studies/Civics Close Up • STEM College Residential 	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"> • School Readiness Home Education • Migrant Preschool Twilight Centers • Migrant Preschool Saturday Academy • Migrant Summer School Readiness Program • Migrant Family Biliteracy Program 	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		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"> • Dental, Vision and Health Screening (3-5 y/o) • Dientes Sanos/Healthy Teeth Program • Migrant Dental Clinic • Emergency Medical/Dental Services • Emergency Clothing • Behavioral/Social Emotional Support Services 	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"> • State Migrant Parent Conference • Regional Migrant Family Literacy Conference • State Migrant Parent Advisory Committee (SPAC) meetings • Regional Migrant Parent Advisory Committee (RAC) meetings • PAC Family Literacy Nights 	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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in McKinney-Vento Homeless Program
SCHOOL GOAL #7:
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"> • After School Tutoring • Saturday School • Summer School • Hygiene supplies, emergency clothing, books & school supplies • Homeless Foster Youth Mentor/Tutor 	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"> • Head Start Program at Good Samaritan Shelter • Hygiene supplies, emergency clothing, books & school supplies 	2017-2020	Director of Consolidated Projects Director of Pupil Services Program Specialist Migrant/Homeless Family Advocate	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"> • Dental Access Resource • Santa Maria Healthy Start • School Supplies & backpacks • Health and hygiene supplies • Immunization & Referrals for health services • Emergency Food & Clothing • Emergency Housing/Shelter • Transportation • Home Visits • Enrollment & Records Assistance • Mental Health/Behavioral Support • Homeless Liaison Case Worker • Foster Youth Case worker 	2017-2020	Director of Consolidated Projects Director of Pupil Services Program Specialist Migrant/Homeless Family Advocate	Contract with Fighting Back for full time Homeless Liaison (funded with Title I-Part A Homeless-Set Aside) Contract with Fighting Back for part time Homeless Liaison (funded with McKinney-Vento Grant) In kind expenses such as use of rooms and equipment	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 0000: Unrestricted	Title I Part A: Disadvantaged Students Other In Kind	45,500 39,396 0

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"> • Parent Project for parents of students at risk • Family Engagement Program "Dare to Thrive" • Homeless/Foster Youth Parent Meetings 	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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Learner & Immigrant Programs
SCHOOL GOAL #8:
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"> 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. 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. 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. 	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"> • Purchase supplemental materials to support the ELD instruction for English learners, long-term English learners and newcomers. • Purchase assessments to monitor the academic growth and language development of all English learners. • 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. • Hire two District Teachers on Special Assignment (TOSA) to support teachers in the instruction of Designated ELD and provide professional development districtwide. • 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. • Hire a certificated Limited Assignment Teacher for each junior high school to support ELD/ELA interventions and small group instruction. 	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"> Hire two certificated teacher tutors for each elementary school to support ELD/ELA interventions and small group instruction. 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. Hire twenty bilingual instructional assistants to provide extra support to newcomers and long-term English learners. 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. Provide extended day classes with emphasis on reading and writing for long-term English learners in partnership with ASES. 	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"> • Provide parental notifications to all parents and guardians of English learners within 30 days of enrollment and placement relevant to Title III. • Hire support staff to provide parent outreach and parent communication, and support EL monitoring and redesignation. • The district will provide family literacy nights at each school site to engage parents and children in reading activities. • Parents and children will participate in literacy activities at the Santa Maria City Public Library. • 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. 	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	338,458	0.00
LCFF - Supplemental	151,938	0.00
Title I	167,457	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCAP Base	0.00
LCFF - Base	338,458.00
LCFF - Supplemental	151,938.00
Title I	167,457.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	28,500.00
2000-2999: Classified Personnel Salaries	181,500.00
4000-4999: Books And Supplies	206,470.00
5000-5999: Services And Other Operating Expenditures	149,000.00
5800: Professional/Consulting Services And Operating	92,383.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating	District Funded	0.00
4000-4999: Books And Supplies	LCAP Base	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	19,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	51,500.00
4000-4999: Books And Supplies	LCFF - Base	70,575.00
5000-5999: Services And Other Operating	LCFF - Base	106,000.00
5800: Professional/Consulting Services And	LCFF - Base	91,383.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	44,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	63,438.00
5000-5999: Services And Other Operating	LCFF - Supplemental	34,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	0.00
2000-2999: Classified Personnel Salaries	Title I	86,000.00
4000-4999: Books And Supplies	Title I	72,457.00
5000-5999: Services And Other Operating	Title I	9,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	165,883.00
Goal 2	81,957.00
Goal 3	45,000.00
Goal 4	114,938.00
Goal 5	215,500.00
Goal 6	34,575.00

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
Ann McDaniel	X				
James Barnett			X		
Mary Beedle		X			
Carolyn Benitez		X			
Bonnie McPeters		X			
Stephanie Macias			X		
Elena Enriquez				X	
Karina Jaimes				X	
Gabriela Millan				X	
Alicia Olivera				X	
Maria Valente				X	
Numbers of members of each category:	1	3	2	5	

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



X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

X 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

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 26, 2015.

Attested:

Ann McDaniel

Typed Name of School Principal

Signature of School Principal

Date

Elena Enriquez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date