

# The Single Plan for Student Achievement

**School:** Battles Elementary School  
**CDS Code:**  
**District:** Santa Maria-Bonita School District  
**Principal:** Carlee Gruver  
**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.

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

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**The District Governing Board approved this revision of the SPSA on June 21, 2017.**

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## School Vision and Mission

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

#### Vision

We are here to prepare children to be successful citizens.

#### Mission

Our mission is to teach, to learn and to facilitate learning in a cooperative and safe environment.

## School Profile

Battles Elementary School is located in the eastern region of Santa Maria and serves students in transitional kindergarten through sixth grade following a modified traditional calendar. Approximately 875 students attend Battles School including about 6.8% of students receiving special education services, 58.8 % qualifying for English Language Learner support, and 88.8% qualifying for free or reduced price meals.

#### District Core Values

1. We believe every person has value and potential.
2. We believe in the power of teaching.
3. We believe families are critical partners in a child's education.
4. We believe the greatest learning occurs in a safe environment.
5. We believe all students should be given the best education possible.
6. We believe in being advocates for our district's excellence.
7. We believe in dignity and respect for all.

## 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).

Students in Fifth grade take the California Healthy Kids Survey. There are also teacher surveys which are conducted on a frequent basis. The teacher surveys are used to help drive instruction and analyze ways for instruction to improve.

### Classroom Observations

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

Classroom observations are conducted on a regular basis. Classrooms are orderly and pleasing environments. Some areas for improvement are student collaboration and authentic learning opportunities.

### **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)

Students (3rd-6th) participate in CAASPP assessments at the end of the year. All students participate in district and site level assessments.

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

Teachers work collaboratively to analyze data and support students in improving. Intervention teacher and administrators also provide data for consideration.

#### **Staffing and Professional Development**

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

Staff members are highly qualified.

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

We have credentialed teachers and access to professional development.

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

Staff development is aligned to standards, student performance, and relate to teacher requests for professional development.

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

Our Intervention Teacher, District TOSA's, and outside experts provide assistance and support to teachers.

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

Teachers are given opportunities to collaborate by grade level. We are working on ways to increase the time teachers have to collaborate.

## Teaching and Learning

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

Curriculum and instruction are based on standards.

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

Teachers adhere to the instructional minute guidelines.

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

Intervention classes are provided for students needing additional support.

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

All students have access to appropriate instructional materials.

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)

Students have access to standards aligned materials and intervention materials as needed.

## Opportunity and Equal Educational Access

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

All students are given access to grade level curriculum and underachieving students are provided with additional support including instructional aide support, tutoring, and RtI.

14. Research-based educational practices to raise student achievement

Students are provided with appropriate support, materials, and practices.

## Parental Involvement

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

Parents are provided opportunities to collaborate at the school and district level.

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)

All SSC meetings are open to public comment.

## Funding

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

Services provided by categorical funds include: Instructional assistance, supplemental supplies and materials, technology.

18. Fiscal support (EPC)

Fiscal support is available to support student success.

**Description of Barriers and Related School Goals**

Some barriers that face students are learning a second language (Goal 2 and 1-6)), living in poverty (Goals 1-6), we also serve students who carry heavy trauma loads (Goals 5 and 1-6)

## 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                                | 153                    | 138     | 150                  | 134     | 148                       | 134     | 98.0                          | 97.1    |
| Grade 4                                | 126                    | 129     | 120                  | 125     | 120                       | 125     | 95.2                          | 96.9    |
| Grade 5                                | 148                    | 101     | 143                  | 98      | 143                       | 98      | 96.6                          | 97      |
| Grade 6                                | 123                    | 124     | 115                  | 119     | 115                       | 119     | 93.5                          | 96      |
| All Grades                             | 550                    | 492     | 528                  | 476     | 526                       | 476     | 96.0                          | 96.7    |

\* 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                              | 2359.6           | 2364.8  | 3                   | 4       | 13             | 16      | 27                    | 31      | 55                 | 49      |
| Grade 4                              | 2407.2           | 2415.6  | 3                   | 6       | 16             | 22      | 26                    | 27      | 55                 | 45      |
| Grade 5                              | 2439.9           | 2447.4  | 3                   | 6       | 17             | 24      | 21                    | 18      | 59                 | 51      |
| Grade 6                              | 2486.7           | 2476.9  | 8                   | 3       | 20             | 19      | 34                    | 35      | 38                 | 42      |
| All Grades                           | N/A              | N/A     | 4                   | 5       | 16             | 20      | 27                    | 28      | 52                 | 47      |

| Reading<br>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  | 7                | 4       | 37                    | 47      | 56               | 49      |  |
| Grade 4  | 4                | 6       | 38                    | 53      | 58               | 42      |  |
| Grade 5  | 5                | 5       | 34                    | 36      | 62               | 59      |  |
| Grade 6  | 8                | 4       | 40                    | 41      | 52               | 55      |  |
| All Grades   | 6                | 5       | 37                    | 45      | 57               | 51      |  |

| Writing<br>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   | 6                | 10      | 35                    | 40      | 59               | 49      |
| Grade 4   | 10               | 8       | 39                    | 47      | 51               | 45      |
| Grade 5   | 8                | 13      | 47                    | 41      | 45               | 46      |
| Grade 6   | 12               | 10      | 49                    | 45      | 39               | 45      |
| All Grades  | 9                | 10      | 42                    | 43      | 49               | 46      |



| Listening<br>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                | 4       | 55                    | 60      | 41               | 37      |
| Grade 4   | 3                | 2       | 65                    | 68      | 32               | 30      |
| Grade 5   | 1                | 7       | 64                    | 59      | 34               | 34      |
| Grade 6   | 7                | 6       | 64                    | 71      | 29               | 23      |
| All Grades  | 4                | 5       | 62                    | 65      | 34               | 31      |

| Research/Inquiry<br>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  | 5                | 7       | 40                    | 48      | 55               | 46      |
| Grade 4  | 5                | 4       | 50                    | 52      | 45               | 44      |
| Grade 5  | 6                | 13      | 55                    | 58      | 39               | 29      |
| Grade 6  | 17               | 9       | 59                    | 64      | 23               | 27      |
| All Grades   | 8                | 8       | 50                    | 55      | 42               | 37      |

**Conclusions based on this data:**

1. Overall, for the most grades there was an increase in the % of students in standards exceeded and standards met.
2. Many students below standard in listening and Research/Inquiry
3. 50% of our students are below standard in overall achievements in language arts

## 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                                | 153                    | 138     | 150                  | 136     | 150                       | 136     | 98.0                          | 98.6    |
| Grade 4                                | 126                    | 129     | 121                  | 128     | 120                       | 128     | 96.0                          | 99.2    |
| Grade 5                                | 148                    | 101     | 143                  | 100     | 143                       | 100     | 96.6                          | 99      |
| Grade 6                                | 123                    | 124     | 116                  | 120     | 116                       | 119     | 94.3                          | 96.8    |
| All Grades                             | 550                    | 492     | 530                  | 484     | 529                       | 483     | 96.4                          | 98.4    |

\* 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                              | 2376.7           | 2374.9  | 4                   | 4       | 11             | 20      | 31                    | 26      | 54                 | 50      |
| Grade 4                              | 2423.5           | 2421.9  | 0                   | 3       | 12             | 13      | 45                    | 38      | 43                 | 45      |
| Grade 5                              | 2428.8           | 2437.2  | 1                   | 3       | 6              | 8       | 24                    | 26      | 69                 | 63      |
| Grade 6                              | 2460.8           | 2434.9  | 3                   | 2       | 11             | 5       | 32                    | 22      | 53                 | 71      |
| All Grades                           | N/A              | N/A     | 2                   | 3       | 10             | 12      | 32                    | 28      | 55                 | 57      |

| 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                                       | 8                | 9       | 31                    | 35      | 61               | 57      |
| Grade 4                                       | 3                | 5       | 28                    | 29      | 68               | 66      |
| Grade 5                                       | 3                | 5       | 22                    | 22      | 75               | 73      |
| Grade 6                                       | 8                | 2       | 25                    | 22      | 67               | 76      |
| All Grades                                    | 5                | 5       | 27                    | 27      | 68               | 67      |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |         |                       |         |                  |         |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level  | % Above Standard |         | % At or Near Standard |         | % Below Standard |         |
|  | 2014-15          | 2015-16 | 2014-15               | 2015-16 | 2014-15          | 2015-16 |
| Grade 3  | 9                | 10      | 31                    | 35      | 61               | 55      |
| Grade 4  | 1                | 6       | 47                    | 43      | 53               | 51      |
| Grade 5  | 3                | 3       | 22                    | 24      | 75               | 73      |
| Grade 6  | 6                | 3       | 32                    | 24      | 62               | 74      |
| All Grades   | 5                | 6       | 32                    | 32      | 63               | 62      |

| Communicating Reasoning<br>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  | 5                | 10      | 45                    | 51      | 50               | 40      |
| Grade 4  | 2                | 5       | 52                    | 45      | 47               | 50      |
| Grade 5  | 0                | 2       | 31                    | 45      | 69               | 53      |
| Grade 6  | 3                | 5       | 48                    | 45      | 49               | 50      |
| All Grades   | 2                | 6       | 43                    | 47      | 54               | 48      |

**Conclusions based on this data:**

1. In “all grades students” maintained or improved in the areas of “% above standard” and “% at or near standard”  
In math, “communicating, reasoning” had the fewest not meeting the standard.
2. Problem solving concepts and procedures are areas of challenge for students
3. Too many students are in the “% below standard”

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     |   |       |       | 1              | 1     |       | 5            | 5     |       | 2                  | 5     |       | 5         | 4     |       |
|       |   |       |       | 8%             | 7%    |       | 38%          | 33%   |       | 15%                | 33%   |       | 38%       | 27%   |       |
| 1     | 1   | 1     |       | 17             | 8     |       | 50           | 24    |       | 23                 | 17    |       | 9         | 13    |       |
|       | 1%  | 2%    |       | 17%            | 13%   |       | 50%          | 38%   |       | 23%                | 27%   |       | 9%        | 21%   |       |
| 2     |   | 2     |       | 21             | 14    |       | 65           | 39    |       | 25                 | 13    |       | 8         | 5     |       |
|       |   | 3%    |       | 18%            | 19%   |       | 55%          | 53%   |       | 21%                | 18%   |       | 7%        | 7%    |       |
| 3     | 7   |       |       | 21             | 16    |       | 51           | 35    |       | 27                 | 18    |       | 3         | 14    |       |
|       | 6%  |       |       | 19%            | 19%   |       | 47%          | 42%   |       | 25%                | 22%   |       | 3%        | 17%   |       |
| 4     | 4   | 5     |       | 33             | 18    |       | 32           | 35    |       | 19                 | 13    |       | 4         | 3     |       |
|       | 4%  | 7%    |       | 36%            | 24%   |       | 35%          | 47%   |       | 21%                | 18%   |       | 4%        | 4%    |       |
| 5     | 5   | 1     |       | 46             | 7     |       | 35           | 23    |       | 4                  | 6     |       |           | 2     |       |
|       | 6%  | 3%    |       | 51%            | 18%   |       | 39%          | 59%   |       | 4%                 | 15%   |       |           | 5%    |       |
| 6     | 5   |       |       | 17             | 9     |       | 18           | 19    |       | 6                  | 4     |       | 3         | 1     |       |
|       | 10%   |       |       | 35%            | 27%   |       | 37%          | 58%   |       | 12%                | 12%   |       | 6%        | 3%    |       |
| Total | 22  | 9     |       | 156            | 73    |       | 256          | 180   |       | 106                | 76    |       | 32        | 42    |       |
|       | 4%  | 2%    |       | 27%            | 19%   |       | 45%          | 47%   |       | 19%                | 20%   |       | 6%        | 11%   |       |

**Conclusions based on this data:**

1. Primary students are in intermediate
2. Upper grades are in intermediate AND early advanced
3. We need to push for GROWTH to redesignate

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     |   |       |       | 2              | 2     |       | 16           | 17    |       | 30                 | 29    |       | 81        | 72    |       |
|       |   |       |       | 2%             | 2%    |       | 12%          | 14%   |       | 23%                | 24%   |       | 63%       | 60%   |       |
| 1     | 1   | 1     |       | 18             | 10    |       | 51           | 27    |       | 23                 | 18    |       | 14        | 17    |       |
|       | 1%  | 1%    |       | 17%            | 14%   |       | 48%          | 37%   |       | 21%                | 25%   |       | 13%       | 23%   |       |
| 2     |   | 2     |       | 21             | 14    |       | 66           | 40    |       | 25                 | 13    |       | 15        | 12    |       |
|       |   | 2%    |       | 17%            | 17%   |       | 52%          | 49%   |       | 20%                | 16%   |       | 12%       | 15%   |       |
| 3     | 7   |       |       | 21             | 16    |       | 51           | 35    |       | 28                 | 21    |       | 5         | 17    |       |
|       | 6%  |       |       | 19%            | 18%   |       | 46%          | 39%   |       | 25%                | 24%   |       | 4%        | 19%   |       |
| 4     | 5   | 5     |       | 33             | 18    |       | 32           | 35    |       | 19                 | 13    |       | 7         | 6     |       |
|       | 5%  | 6%    |       | 34%            | 23%   |       | 33%          | 45%   |       | 20%                | 17%   |       | 7%        | 8%    |       |
| 5     | 6   | 1     |       | 48             | 7     |       | 35           | 23    |       | 4                  | 6     |       | 2         | 5     |       |
|       | 6%  | 2%    |       | 51%            | 17%   |       | 37%          | 55%   |       | 4%                 | 14%   |       | 2%        | 12%   |       |
| 6     | 5   |       |       | 17             | 9     |       | 18           | 19    |       | 6                  | 4     |       | 5         | 4     |       |
|       | 10%   |       |       | 33%            | 25%   |       | 35%          | 53%   |       | 12%                | 11%   |       | 10%       | 11%   |       |
| Total | 24  | 9     |       | 160            | 76    |       | 269          | 196   |       | 135                | 104   |       | 129       | 133   |       |
|       | 3%  | 2%    |       | 22%            | 15%   |       | 38%          | 38%   |       | 19%                | 20%   |       | 18%       | 26%   |       |

**Conclusions based on this data:**

1. The majority of students are intermediate – they are closer to achieving redesignation
2. Overall scores dropped from 14-15 & 15-16
3. Few of our students are advanced

## School and Student Performance Data

### Title III Accountability (School Data)

| AMAO 1                       | Annual Growth |         |         |
|------------------------------|---------------|---------|---------|
|                              | 2013-14       | 2014-15 | 2015-16 |
| Number of Annual Testers     | 555           | 572     | 380     |
| Percent with Prior Year Data | 100.0%        | 100%    | 100.0%  |
| Number in Cohort             | 555           | 572     | 380     |
| Number Met                   | 333           | 318     | 172     |
| Percent Met                  | 60.0%         | 55.6%   | 45.3%   |
| NCLB Target                  | 59.0          | 60.5    | 62.0%   |
| Met Target                   | Yes           | 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 | 528                           | 136       | 561                     | 136       | 430                     | 73        |
| Number Met       | 106                           | 67        | 103                     | 65        | 61                      | 16        |
| Percent Met      | 20.1%                         | 49.3%     | 18.4%                   | 47.8%     | 14.2%                   | 21.9%     |
| NCLB Target      | 22.8                          | 49.0      | 24.2                    | 50.9      | 25.4%                   | 52.8%     |
| Met Target       | No                            | Yes       | No                      | No        | N/A                     | N/A       |

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

#### Conclusions based on this data:

1. We have a smaller cohort in '15-'16
2. The number of students meeting the target has declined
3. The target gets larger each year



## 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         |
| <b>NCLB Target</b>           | 59.0          | 60.5      | 62.0%      |
| <b>Met Target</b>            | <b>No</b>     | <b>No</b> | <b>N/A</b> |

| 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       |
| <b>NCLB Target</b> | 22.8                          | 49.0      | 24.2                    | 50.9      | 25.4%                   | 52.8%      |
| <b>Met Target</b>  | <b>No</b>                     | <b>No</b> | <b>No</b>               | <b>No</b> | <b>N/A</b>              | <b>N/A</b> |

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

#### Conclusions based on this data:

1. There are fewer students in the 2015-2016 cohort
2. The target is getting larger each year
3. We need to help a significant number of additional students improve to meet the target

## Planned Improvements in Student Performance

### School Goal #1

|   |
|---|
| <b>SUBJECT: English Language Arts</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers.<br>LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning.   |
| <b>SCHOOL GOAL #1:</b>  |
| Students (4th-6th) will demonstrate academic growth in English Language Arts by improving an average of 20 points per year on the ELA CAASPP. Individual student progress at this rate will result in our school average being in the "Standard's Met" Category by the end of the third year. 75% of students will be reading at or above grade level or showing a year's worth of growth according to the AR STAR , the QPS (Qualitative Phonics Screener), district benchmarks, and/or Running Records. |
| <b>Data Used to Form this Goal:</b>   |
| AR STAR results<br>Classroom Assessments<br>QPS<br>Running Records<br>Oral Reading Fluency (ORF)  |
| <b>Findings from the Analysis of this Data:</b>   |
| A percentage of students are two or more grade levels below their actual grade level based on AR STAR, Oral Reading Fluencies (as well as ELA Benchmarks and the Inside placement test when appropriate)  |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Monitor student progress multiple times per year using the AR Star and other measures   |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) |      |                |        |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
|  |          |                       | Description             | Type | Funding Source | Amount |

| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible   | Proposed Expenditure(s)   |  |                     |        |
|--|-----------|---|---|--|---------------------|--------|
|  |           |   | Description   | Type                                       | Funding Source      | Amount |
| Supplement the implementation CCSS in ELA, work collaboratively with colleagues to plan, analyze data from assessments, and to determine next steps in helping all students experience success | 2017-2020 | Principal, Teachers, Intervention Teacher, Classroom Teachers | Materials and technology (including licensing) will be purchased for ELA to ensure additional access to Common Core State Standards   | 4000-4999: Books And Supplies              | LCFF - Supplemental | 8,000  |
|  |           |   | Professional Development Opportunities and release time for teachers, administrators, and staff (Possibly to include: UDL, Whole Brain Teaching, work with Cal Poly professors, grade level collaboration, AVID, GATE, ten, conferences, workshops, Close Reading, Starfall, Soul Shoppe, etc.) | 1000-1999: Certificated Personnel Salaries | Title I             | 21,000 |
|  |           |   | AVID Elementary Site License  | 4000-4999: Books And Supplies              | District Funded     | 0      |
|  |           |   | Teacher Tutor(s) to support learning  | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 11,371 |
|  |           |   | Intervention Teachers(TOSA) to support the RtI Program (Possible strategies include, small group instruction, family literacy kits, daily practice, kindergarten acceleration, etc.   | 1000-1999: Certificated Personnel Salaries | District Funded     | 0      |
|  |           |   | Bilingual and Bicultural Instructional Aides to support learning in classrooms  | 2000-2999: Classified Personnel Salaries   | Title I             | 977    |
|  |           |   | Library Technician to Support Reading (Salary and additional time)  | 2000-2999: Classified Personnel Salaries   | LCFF - Base         | 21,315 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s)   |                               |                |        |
|--|----------|-----------------------|---|-------------------------------|----------------|--------|
|  |          |                       | Description   | Type                          | Funding Source | Amount |
|  |          |                       | Materials and technology (including licensing) will be purchased for ELA to ensure additional access to Common Core State Standards | 4000-4999: Books And Supplies | Title I        | 8,000  |

## Planned Improvements in Student Performance

### School Goal #2

|   |
|---|
| <b>SUBJECT: English Language Development</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| LEA GOAL: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.<br>LCAP GOAL: Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas. |
| <b>SCHOOL GOAL #2:</b>  |
| SCHOOL GOAL # 2: 75% of EL students will improve one CELDT (or replacement assessment) level per year or become redesignated based on district determined criteria.   |
| <b>Data Used to Form this Goal:</b>   |
| CELDT data (Or replacement assessment data)<br>Redesignation rates  |
| <b>Findings from the Analysis of this Data:</b>   |
| Students are improving from kinder – 6th grade. 55.7 % of students moved up at least one CELDT level  |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Yearly monitoring of CELDT (or replacement assessment) data. Weekly, monthly, and yearly monitoring of classroom data and teacher observation. (Report card grades)   |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) |      |                |        |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
|  |          |                       | Description             | Type | Funding Source | Amount |

| Actions to be Taken to Reach This Goal  | Timeline  | Person(s) Responsible                                    | Proposed Expenditure(s)  |  |                 |        |
|---|-----------|--|--|--|-----------------|--------|
|   |           |  | Description  | Type                                       | Funding Source  | Amount |
| Supplement the Implementation of CCSS in ELD, work collaboratively to support English Language Learners, analyze data to determine student needs, follow framework guidelines to implement both integrated and designated ELD time for students | 2017-2020 | Principal, Intervention Teacher, Project Clerk, Teachers | Supplemental materials and technology (including licensing) will be purchased to support English Language Acquisition (Imagine Learning Licenses, etc.)  | 4000-4999: Books And Supplies              | Title I         | 10,000 |
|   |           |  | Professional Development Opportunities and release time, extra time, and substitutes for teachers, administrators, and staff to get necessary training to be current on best practices in all learning areas (Possibly to include, UDL, Whole Brain Teaching, work with Cal Poly professors, grade level collaboration, AVID, GATE, conferences, ELD, workshops, etc.) | 1000-1999: Certificated Personnel Salaries | Title I         | 25,000 |
|   |           |  | Project Clerk Salary to enter and monitor data for CELDT and other assessments   | 2000-2999: Classified Personnel Salaries   | LCFF - Base     | 40,110 |
|   |           |  | Bilingual/Bicultural Aides to support student learning   | 2000-2999: Classified Personnel Salaries   | LCFF - Base     | 44,716 |
|   |           |  | ELD Intervention Teacher to support students in the acquisition of English (possible responsibilities to include small group instruction, work with  | 1000-1999: Certificated Personnel Salaries | District Funded | 0      |





## Planned Improvements in Student Performance

### School Goal #3

|  |
|--|
| <b>SUBJECT: Mathematics</b>  |
| <b>LEA/LCAP GOAL:</b>  |
| LEA GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers.<br>LCAP GOAL: Provide effective district/school wide support systems, procedures, materials and practices that support student learning.  |
| <b>SCHOOL GOAL #3:</b>   |
| SCHOOL GOAL # 3:Students (4th -6th) will demonstrate academic growth in mathematics by improving an average of 30 points per year on the Math CAASPP. Individual student progress at this rate will result in our school average being in the "Standard's Met" Category by the end of the third year. 75% of students will be performing at or above grade level according to site assessments and/or district benchmarks. |
| <b>Data Used to Form this Goal:</b>  |
| Formative Assessments<br>Teacher Surveys   |
| <b>Findings from the Analysis of this Data:</b>  |
| Teachers are noticing a shift in student thinking as it relates to new CCSS.   |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Monitor student progress using assessments and SBAC results, district and teacher created assessments.   |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) |      |                |        |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
|  |          |                       | Description             | Type | Funding Source | Amount |

| Actions to be Taken to Reach This Goal  | Timeline  | Person(s) Responsible        | Proposed Expenditure(s)  |  |                     |        |
|---|-----------|------------------------------|--|--|---------------------|--------|
|   |           |                              | Description  | Type                                       | Funding Source      | Amount |
| Supplement the implementation of CCSS in mathematics, work collaboratively with colleagues to plan, analyze data from assessments, and to determine next steps in helping all students experience success | 2017-2020 | Principal, teachers, parents | Supplemental materials and technology (including licensing) will be purchased to support mathematics and ensure all students will have additional access to Common Core State Standards. (May include Moby Max, Brain Pop, Reasoning Mind, Smarter Solving, Blueprint, etc.)   | 4000-4999: Books And Supplies              | Title I             | 5,000  |
|   |           |                              | Family Events such as parent conferences, Back to School Night, Open House, Family Math Nights, etc. to inform parents of how to help their children at home and how to support their child's education (Costs associated with childcare, food, translators, recognitions, outside presenters, etc. are included in these costs) | 2000-2999: Classified Personnel Salaries   | LCFF - Supplemental | 5,000  |
|   |           |                              | Professional Development Opportunities and release time, extra time, and substitutes for teachers, administrators, and staff to get necessary training to be current on best practices in all learning areas (Possibly to include in teaching excellence network), UDL, Whole Brain Teaching, work with Cal                      | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 5,620  |



## Planned Improvements in Student Performance

### School Goal #4

|   |
|---|
| <b>SUBJECT: Other Subjects (Social Studies, Science, PE, Arts)</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.<br>LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas. |
| <b>SCHOOL GOAL #4:</b>  |
| Battles students will improve in social studies, science, and physical education, as measured by the California Science Test (CAST), Physical Fitness Test (PFT), and school assessments. By June 2020, 75% of students in grade 5 will meet or exceed the science standards as measured by CAST and will score in the Healthy Fitness Zone (HFZ) for all six fitness areas measured by the Physical Fitness Test.  |
| <b>Data Used to Form this Goal:</b>   |
| 5th Grade Physical Fitness Testing Data   |
| <b>Findings from the Analysis of this Data:</b>   |
| Students need to continue to improve their physical health  |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Yearly monitoring of fitness testing and CAST results. Weekly and monthly monitoring of student progress by classroom teachers.   |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) |      |                |        |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
|  |          |                       | Description             | Type | Funding Source | Amount |

| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible                      | Proposed Expenditure(s)   |  |                     |        |
|--|-----------|--|---|--|---------------------|--------|
|  |           |  | Description   | Type   | Funding Source      | Amount |
| Provide supplemental physical education, fine arts, science, social studies opportunities for students | 2017-2020 | Principal, teachers, fine arts instructors | Purchase materials and technology (including licensing) to support physical fitness, visual and performing arts, science, and social studies.   | 4000-4999: Books And Supplies                        | LCFF - Supplemental | 10,030 |
|  |           |  | Extra-Curricular & Outside of Class Opportunities for Students (Possibly to include tutoring, sports, chess club, dancing (Ballet Folklorico), Math Super Bowl, Author-Go-Round, Battle of the Books, science fair, Math Olympics, Yoga, etc. | 1000-1999: Certificated Personnel Salaries           | LCFF - Base         | 5,000  |
|  |           |  | Fieldtrips, assemblies, and other opportunities for student learning (Possibly to include Cal Poly Learn By Doing Lab, 6th Grade Outdoor School, Soul Shoppe, Rancho El Chorro presentations, recycling fieldtrips, college visits, etc.)     | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 24,000 |
|  |           |  | Fine Arts teacher(s)  | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 15,000 |
|  |           |  | Professional Development Opportunities and release time, extra time, and substitutes for teachers, administrators, and staff  | 1000-1999: Certificated Personnel Salaries           | LCFF - Supplemental | 5,000  |

to get necessary training to be current on best practices in all learning





## Planned Improvements in Student Performance

### School Goal #5

|  |
|--|
| <b>SUBJECT: Support Services (Counseling, Safety, Nutrition, Health)</b>   |
| <b>LEA/LCAP GOAL:</b>  |
| LEA GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.<br>LCAP GOAL: Maintain a safe, secure, healthy and positive learning environment for all students and staff. |
| <b>SCHOOL GOAL #5:</b>   |
| Battles School will provide a safe learning environment, will maintain good attendance rates, and will implement strategies to promote good behavior, citizenship and health as measured by the Healthy Kids Survey.               |
| <b>Data Used to Form this Goal:</b>  |
| California Healthy Kids Survey   |
| <b>Findings from the Analysis of this Data:</b>  |
| Many students feel safe at school. An area where there is room for growth is in connectedness to school  |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Monitoring of Healthy Kids Survey. Daily, weekly, monthly, and yearly monitoring of attendance and other data about student well-being.  |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) |      |                |        |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
|  |          |                       | Description             | Type | Funding Source | Amount |

| Actions to be Taken to Reach This Goal                  | Timeline      | Person(s) Responsible                    | Proposed Expenditure(s)   |  |                     |        |
|---|---------------|--|---|--|---------------------|--------|
|   |               |  | Description   | Type   | Funding Source      | Amount |
| All students will be educated in in a safe environment. | 8/2015-6/2017 | Principal, Outreach Counselors, Teachers | Outreach Counselor(s)   | 5000-5999: Services And Other Operating Expenditures | District Funded     | 0      |
|   |               |  | Additional student supervisors for student safety   | 2000-2999: Classified Personnel Salaries             | LCFF - Base         | 17,618 |
|   |               |  | Purchase supplies and materials to maintain a safe and welcoming environment (Possibilities include, murals, school garden, family activities, etc.)  | 4000-4999: Books And Supplies                        | LCFF - Base         | 4,000  |
|   |               |  | Professional Development Opportunities and release time, extra time, and substitutes for teachers, administrators, students, and staff to get necessary training to be current on best practices in all learning areas (Possibly to include, PBIS, ten, UDL, Soul Shoppe, Whole Brain Teaching, work with Cal Poly professors, grade level collaboration, AVID, conferences, workshops, etc.) | 1000-1999: Certificated Personnel Salaries           | Title I             | 25,000 |
|   |               |  | Behavioral Support Aide to help students with appropriate behavior for learning   | 2000-2999: Classified Personnel Salaries             | LCFF - Base         | 53,286 |
|   |               |  | Fruit and snack bar for recess time   | 4000-4999: Books And Supplies                        | LCFF - Base         | 5,000  |
|   |               |  | Fieldtrips, assemblies, and other opportunities for student learning (Possibly to include Cal   | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 2,000  |



## Planned Improvements in Student Performance

### School Goal #6

|   |
|---|
| <b>SUBJECT: Parent Involvement</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| LCAP GOAL: Create a culture of respect and caring that supports positive relationships among all stakeholders.<br>LEA ACTION: Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents). |
| <b>SCHOOL GOAL #6:</b>  |
| Battles School will strengthen family and community involvement in a welcoming school climate to close achievement gaps.<br>75% of parents will attend at least one parent conference<br>50% of parents will attend at least one parent education/family fun event                            |
| <b>Data Used to Form this Goal:</b>   |
| Sign in Sheets<br>District Parent survey<br>Fliers for parent events<br>Family nights<br>Back to School Night<br>Open House<br>Awards Assemblies<br>Conferences<br>Class and school performances  |
| <b>Findings from the Analysis of this Data:</b>   |
|   |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Attendance Sheets for family events and conferences, surveys, and public comments at SSC and other meetings.  |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) |      |                |        |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
|  |          |                       | Description             | Type | Funding Source | Amount |

| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible     | Proposed Expenditure(s)  |  |                     |        |
|--|-----------|---------------------------|--|--|---------------------|--------|
|  |           |                           | Description  | Type   | Funding Source      | Amount |
| 8/2015-6/2017<br>Continue to provide opportunities for parents to be involved in school activities | 2017-2020 | Principal, staff, parents | Purchase materials and technology (including licensing) to support communication with families and to learn together   | 4000-4999: Books And Supplies                        | LCFF - Supplemental | 2,000  |
|  |           |                           | Substitute Teachers to allow for SST/IEP Meetings so parents can collaborate with teachers, administrators, specialists, and other experts to help their children be more successful                                   | 1000-1999: Certificated Personnel Salaries           | LCFF - Base         | 3,000  |
|  |           |                           | Community Liaison to help with communication with parents  | 2000-2999: Classified Personnel Salaries             | LCFF - Base         | 15,608 |
|  |           |                           | Extra Time for Interpreters, Childcare, Translating for school and family events   | 2000-2999: Classified Personnel Salaries             | LCFF - Base         | 10,000 |
|  |           |                           | Family Involvement Activities (Possibly to include: PIQE, parent teacher conferences, presentations, parent nights, math nights, literacy nights, guest speakers, newsletters, Open House, Back to School Night, etc.) | 4000-4999: Books And Supplies                        | LCFF - Base         | 5,000  |
|  |           |                           | Fieldtrips, assemblies, and other opportunities for student learning (Possibly to include Cal Poly Learn By Doing Lab, 6th Grade Outdoor   | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 2,000  |
|  |           |                           | School, Rancho El Chorro presentations, recycling fieldtrips.  |  |                     |        |





## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

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

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

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

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| <b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Professional Development</b>   |
| <b>SCHOOL GOAL #2:</b>   |
| LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high 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"> <li>District Instructional Team meetings to coordinate services and support the implementation of LEA, LCAP and School Single Plans.</li> <li>LEA Stakeholder Committee meetings to provide input, monitor implementation, and assess effectiveness of LEA and School Single Plans.</li> <li>Bi-annual leadership retreats for all district and school leaders interspersed with monthly meetings for professional development</li> </ul> | 2017-2020 | Superintendent<br>Assistant Superintendent of Instruction<br>Director of Curriculum and Instruction<br>Coordinator of Curriculum<br>TOSAs/Principals | District TOSAs' Salaries & Benefits (26.57% funded with Title I-PISA) | 1000-1999: Certificated Personnel Salaries | Title I Part A: Professional Development (PI Schools) | 132,540 |
|   |           |  | Extra time for teachers to attend professional development            | 1000-1999: Certificated Personnel Salaries | Title I Part A: Professional Development (PI Schools) | 91,000  |
|   |           |  | Extra time for classified staff to prepare training materials         | 2000-2999: Classified Personnel Salaries   | Title I Part A: Professional Development (PI Schools) | 940     |
|   |           |  | Books and training supplies   | 4000-4999: Books And Supplies              | Title I Part A: Professional Development (PI Schools) | 82,000  |

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

| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible  | Proposed Expenditure(s)   |  |  |         |
|--|-----------|--|---|--|--|---------|
|  |           |  | Description   | Type                                       | Funding Source                             | Amount  |
| <ul style="list-style-type: none"> <li>District Teachers on Special Assignment, intervention teachers and Lead Learners will be hired to provide training and coaching for teachers.</li> <li>Coordinator, MEPIC Clerk, and Account Clerk will be hired to organize professional development and provide clerical support for professional development.</li> <li>Lesson Study will be implemented focusing on ELA and math for collaborative planning and the enhancement of instructional delivery.</li> <li>During minimum days teachers and administrators meet to monitor student progress, using formative and summative assessments for strategic and intensive interventions during and outside the school day.</li> <li>Conference opportunities are provided on Common Core Standards, English Learner instruction, Professional Learning Communities, and offerings by Santa Barbara County Education Office.</li> </ul> | 2017-2020 | Superintendent Assistant<br>Superintendent of Instruction<br>Director of Curriculum and Instruction<br>Coordinator of Curriculum<br>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"> <li>Curriculum Subs are hired to release teachers for lesson study and collaborative planning .</li> <li>New Teachers participate in the Teacher Induction Program to focus on the California Standards of the Teaching Profession.</li> <li>District has a recruitment and retention plan that includes partnerships with local colleges and universities, posting all certificated and classified positions on Edjoin.org, local newspapers and internet websites, and creating a pool of highly qualified candidates (Curriculum subs, teacher tutors, LATs).</li> <li>Teachers and administrators are surveyed to identify areas of professional development need</li> <li>Site professional development plans are monitored yearly for alignment to district LEA Plan.</li> </ul> | 2017-2020 | Superintendent<br>Assistant Superintendent of Instruction<br>Director of Curriculum and Instruction<br>Coordinator of Curriculum<br>Curriculum TOSAs<br>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

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

| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible   | Proposed Expenditure(s)   |  |   |        |
|--|-----------|---|---|--|---|--------|
|  |           |   | Description   | Type   | Funding Source  | Amount |
| <p>1. Parent Involvement: The school will conduct the following activities to involve parents in the Title I Program:</p> <ul style="list-style-type: none"> <li>• Hold annual Title I parent meeting to inform parents about Title I programs and services available for their children.</li> <li>• Hold three annual parent meetings: Back to School Night, Open House and English Learner Orientation.</li> <li>• Hold meetings with School Site Council and English Learner Advisory Committee six times per year.</li> <li>• Hold parent conferences for all students and students “at-risk” three times per year.</li> <li>• Involve parents in planning, monitoring and evaluating programs, Title I Parent Involvement Policy, Parent Compact and School Plan</li> </ul> | 2017-2020 | School Administrators<br>Director of Consolidated Projects<br>English Learner Coordinator<br>Community Liaisons<br>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"> <li>Encourage parents to participate in school by attending parent meetings and volunteering in school, and participate in decision making by serving on district and school committees.</li> </ul>  | 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"> <li>Parent Project classes for parents of students at risk will be provided three times per year.</li> <li>Dare to Thrive (Atreviendose a Prosperar) Family Engagement program will be conducted at 10 schools every year.</li> <li>English as a Second Language classes will be provided for parents and children at 13 schools every year.</li> <li>Spanish Literacy classes will be provided for parents at two elementary schools every year.</li> <li>Parent Programs, Workshops and Family Conferences to enhance parenting skills, literacy, math, technology, and leadership (Love and Logic, Home Instruction for Parents of Preschool Youngsters, Mixteco Nurturing Parenting, Family Literacy/Math nights, Computer Literacy).</li> </ul> | 2017-2020 | School Administrators<br>Director of Consolidated Projects<br>English Learner Coordinator<br>Family Advocates<br>Community Liaisons<br>Teachers | <p>Contract with Fighting Back for Parent Project and Mixteco Nurturing Parenting classes</p> <p>Contract with Fighting Back for Dare to Thrive Family Engagement Program</p> <p>Provide ESL and Spanish Literacy classes for parents and children in partnership with Allan Hancock College</p> <p>Child care and interpreters for parent classes and parent orientation</p> <p>Trainings and conferences</p> | <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> | <p>LCAP Supplemental</p> <p>Title I Part A: Parent Involvement</p> <p>LCAP Supplemental</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> | <p>35,165</p> <p>50,000</p> <p>613,627</p> <p>7,500</p> <p>2,000</p> |

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

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

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

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

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

| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible   | Proposed Expenditure(s)  |  |                   |           |
|--|-----------|---|--|--|-------------------|-----------|
|  |           |   | Description  | Type   | Funding Source    | Amount    |
| <p>The district will support the implementation of academic and enrichment after school programs that promote student engagement and achievement, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Saturday School</li> <li>• Summer School</li> <li>• Intersession Programs</li> <li>• Before/After School Tutoring</li> <li>• Kinder Bridge</li> <li>• Arts</li> <li>• Band</li> <li>• Sports</li> <li>• English Language Development</li> <li>• Reading/Writing</li> <li>• Mathematics/Algebra JumpStart</li> <li>• Science</li> <li>• Social Studies</li> <li>• Technology/Computer</li> <li>• College and Career Readiness</li> <li>• Speech &amp; Debate Club</li> </ul> | 2017-2020 | Coordinator of ASES and After School Programs<br>School Principals<br>Assistant Principals<br>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

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

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

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



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #6

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

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

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

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #7

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

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

| Actions to be Taken to Reach This Goal  | Timeline  | Person(s) Responsible   | Proposed Expenditure(s)  |  |  |                       |
|---|-----------|---|--|--|--|-----------------------|
|   |           |   | Description  | Type   | Funding Source   | Amount                |
| <p>2. Provide the following high quality early childhood education programs and services for 3-5 year old homeless and foster children:</p> <ul style="list-style-type: none"> <li>• Head Start Program at Good Samaritan Shelter</li> <li>• Hygiene supplies, emergency clothing, books &amp; school supplies</li> </ul>   | 2017-2020 | Director of Consolidated Projects<br>Director of Pupil Services<br>Program Specialist<br>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"> <li>• Dental Access Resource</li> <li>• Santa Maria Healthy Start</li> <li>• School Supplies &amp; backpacks</li> <li>• Health and hygiene supplies</li> <li>• Immunization &amp; Referrals for health services</li> <li>• Emergency Food &amp; Clothing</li> <li>• Emergency Housing/Shelter</li> <li>• Transportation</li> <li>• Home Visits</li> <li>• Enrollment &amp; Records Assistance</li> <li>• Mental Health/Behavioral Support</li> <li>• Homeless Liaison Case Worker</li> <li>• Foster Youth Case worker</li> </ul> | 2017-2020 | Director of Consolidated Projects<br>Director of Pupil Services<br>Program Specialist<br>Migrant/Homeless Family Advocate | Contract with Fighting Back for full time Homeless Liaison (funded with Title I–Part A Homeless-Set Aside)<br>Contract with Fighting Back for part time Homeless Liaison (funded with McKinney-Vento Grant)<br>In kind expenses such as use of rooms and equipment | 5000-5999: Services And Other Operating Expenditures<br>5000-5999: Services And Other Operating Expenditures<br>0000: Unrestricted | Title I Part A: Disadvantaged Students<br>Other<br>In Kind | 45,500<br>39,396<br>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"> <li>• Parent Project for parents of students at risk</li> <li>• Family Engagement Program "Dare to Thrive"</li> <li>• Homeless/Foster Youth Parent Meetings</li> </ul> | 2017-2020 | Director of Consolidated Projects<br>Director of Pupil Services<br>Program Specialist<br>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<br>Program Specialist<br>Migrant/Homeless Family Advocate                                      | Program Specialist's salaries & benefits (20% funded with LCAP)  | 1000-1999: Certificated Personnel Salaries           | LCAP Supplemental                      | 26,644 |
|  |           |   | Migrant/Homeless Family Advocate's salaries & benefits (20% funded with McKinney-Vento)  | 2000-2999: Classified Personnel Salaries             | Other                                  | 15,607 |

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #8

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

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

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



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

| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible   | Proposed Expenditure(s)  |  |   |         |
|--|-----------|---|--|--|---|---------|
|  |           |   | Description  | Type                                     | Funding Source  | Amount  |
| <p>3. The district/school will promote parent, family and community engagement in the education of English learners:</p> <ul style="list-style-type: none"> <li>• Provide parental notifications to all parents and guardians of English learners within 30 days of enrollment and placement relevant to Title III.</li> <li>• Hire support staff to provide parent outreach and parent communication, and support EL monitoring and redesignation.</li> <li>• The district will provide family literacy nights at each school site to engage parents and children in reading activities.</li> <li>• Parents and children will participate in literacy activities at the Santa Maria City Public Library.</li> <li>• Parents will participate in meetings to be informed of their children's English learner status, the reclassification process, the relevance of A-G high school courses, and what parents can do at home to support their children's redesignation.</li> </ul> | 2017-2020 | English Learner Coordinator<br>Principals<br>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<br>Principals<br>District EL TOSAs<br>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                         | 229,653    | 0.00                               |
| LCFF - Supplemental                 | 119,021    | 0.00                               |
| Title I                             | 122,679    | 0.00                               |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
| District Funded                      | 0.00               |
| LCAP Supplemental                    | 0.00               |
| LCFF - Base                          | 229,653.00         |
| LCFF - Supplemental                  | 119,021.00         |
| Title I                              | 122,679.00         |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| <b>Object Type</b>                                   | <b>Total Expenditures</b> |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries           | 107,491.00                |
| 2000-2999: Classified Personnel Salaries             | 229,221.00                |
| 4000-4999: Books And Supplies                        | 62,641.00                 |
| 5000-5999: Services And Other Operating Expenditures | 49,000.00                 |
| 5800: Professional/Consulting Services And Operating | 23,000.00                 |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                                | Funding Source      | Total Expenditures |
|--|---------------------|--------------------|
| 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 Supplemental   | 0.00               |
| 1000-1999: Certificated Personnel Salaries | LCFF - Base         | 13,000.00          |
| 2000-2999: Classified Personnel Salaries   | LCFF - Base         | 202,653.00         |
| 4000-4999: Books And Supplies              | LCFF - Base         | 14,000.00          |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 21,991.00          |
| 2000-2999: Classified Personnel Salaries   | LCFF - Supplemental | 5,000.00           |
| 4000-4999: Books And Supplies              | LCFF - Supplemental | 20,030.00          |
| 5000-5999: Services And Other Operating    | LCFF - Supplemental | 49,000.00          |
| 5800: Professional/Consulting Services And | LCFF - Supplemental | 23,000.00          |
| 1000-1999: Certificated Personnel Salaries | Title I             | 72,500.00          |
| 2000-2999: Classified Personnel Salaries   | Title I             | 21,568.00          |
| 4000-4999: Books And Supplies              | Title I             | 28,611.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| <b>Goal Number</b> | <b>Total Expenditures</b> |
|--------------------|---------------------------|
| <b>Goal 1</b>      | 79,774.00                 |
| <b>Goal 2</b>      | 121,826.00                |
| <b>Goal 3</b>      | 17,620.00                 |
| <b>Goal 4</b>      | 107,621.00                |
| <b>Goal 5</b>      | 106,904.00                |
| <b>Goal 6</b>      | 37,608.00                 |

## 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 |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Carlee Gruver                               | X         |                   |                    |                            |                    |
| Angie Howell                                |           | X                 |                    |                            |                    |
| Colleen Campbell                            |           | X                 |                    |                            |                    |
| Susan Janssen                               |           | X                 |                    |                            |                    |
| Wendy Marin                                 |           |                   | X                  |                            |                    |
| Carmelina Morales Soriano                   |           |                   |                    | X                          |                    |
| Maria Ferreira                              |           |                   |                    | X                          |                    |
| Michael King                                |           |                   |                    | X                          |                    |
| Yesenia Espinoza                            |           |                   |                    | X                          |                    |
| Cynthia Gudino                              |           |                   |                    | X                          |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>3</b>          | <b>1</b>           | <b>5</b>                   |                    |

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature



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):

School 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 5-22-17.

Attested:

Carlee Gruver

Typed Name of School Principal



Signature of School Principal

Date

Maria Ferreira

Typed Name of SSC Chairperson



Signature of SSC Chairperson

Date