

The Single Plan for Student Achievement

School: Bonita School
CDS Code: 42-69120-6045272
District: Santa Maria-Bonita School District
Principal: Aaron Shrogin
Revision Date: April 28, 2017

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

Bonita 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 by providing powerful, active and intentional instruction.

School Profile

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.

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 .

Bonita School is one of 20 schools in the S.M.B.S.D., of which 4 are junior high schools and 15 are elementary schools. Bonita School has been at its present location since 1903 and has evolved through every configuration of grades from K-12, to K-8 and is now a K-6 elementary school. Bonita School currently offers a demographic of 98% Hispanic, 90% English Learner and 98% Socioeconomically Disadvantaged. Bonita School's current enrollment is 585 students. Grade level enrollments break down as follows: Kindergarten-99 students (17%), 1st grade-71 students (12%), 2nd grade-82 students (14%), 3rd grade-84 students (14.5%), 4th grade-84 students (14.5%), 5th grade-85 students (14%) and 6th grade-82 students (14%). The Bonita certificated staff has been an extremely stable team for many years now who are focused on the children and their social, emotional and academic success. Bonita averages 97.5% attendance annually and a suspension rate of 2.9% annually. The Bonita School staff is dedicated to providing the highest quality education for our students in the safest academic environment possible.

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).

Healthy Kids' Survey (5th Grade)

Classroom Observations

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

Both the Principal and the Assistant Principal share evaluation and classroom observation responsibilities. See following lists.

Principal:

Bonita School – Principal's Record – 2016-17

Walkthrough Observations:

Wed August 31, 2016 7:35-8:25 Stamford Observation
Wed August 31, 2016 8:30-9:40 Ouellette Observation
Wed August 31, 2016 10:45-11:40 Burt Observation
Wed August 31, 2016 11:40-12:20 DeRuyter Observation
Fri September 9, 2016 10:45-11:30 McMullen Observation
Fri September 9, 2016 8:50-9:50 Gilbert Observation
Fri September 9, 2016 8:00-8:45 Simmer Observation
Fri September 9, 2016 9:50-10:30 Suyeyasu Observation
Mon September 19, 2016 7:50-9:40 Vavroch Observation
Mon September 19, 2016 10:45-11:50 Moore Observation
Mon September 19, 2016 11:50-12:20 Rangel Observation
Thur September 9, 2016 10:35-11:20 Aparicio Observation
Thur September 9, 2016 1:20-1:50 Kleinsmith Observation
Fri September 15, 2016 8:00-8:50 Perlette Observation
Thur September 15, 2016 9:00-9:50 Gilbert Observation
Thur September 15, 2016 10:45-11:50 Stamford Observation

Formal Observations:

Mon Oct 31, 2016 10:45 – 11:40 Aparicio Observation
Thu Nov 3, 2016 10:00 – 11:00 Observation-Salazar
Wed Nov 16, 2016 7:40 – 10:40 McMullen Observation
Thu Nov 17, 2016 7:40 – 9:20 Suyeyasu Observation
Thu Dec 1, 2016 8:00 – 9:20 Perlette Observation
Tue Dec 6, 2016 10:40 – 12:40 Odom Observation
Tue Dec 13, 2016 11:00 – 12:40 Stamford Observation
Wed Feb 22, 2017 7:40 – 9:10 Vavroch Observation
Thu Feb 23, 2017 7:50 – 8:55 Magdaleno Math Observation
Wed Mar 15, 2017 7:30 – 9:30 Tacy ELA Observation
Tue Mar 28, 2017 9:20 – 11:40 Magdaleno Observation

Assistant Principal's Observations:

Corri Villasenor: 11/9/16, 3/30/17

Mary Douma: 11/4/16

Karen deGoede: 11/17/16

Fuller: 10/19/16, 10/26/16, 11/17/16, 11/18/16

Ashely Kleinsmith: 12/1/16

Andrew McLaughlin: 11/15/16

Lauren Rawls: 11/1/16, 2/9/17, 3/8/17, 3/30/17

Anne Maddox: 11/3/16

Blackwell: 10/10/16, 10/21/16, 11/28/16, 12/9/16, 12/13/16

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)

At Bonita School we have been involved in mathematics' professional development for 9 straight years and the past three have been focused on Common Core Mathematics' curricula. All site and district assessments are managed by the school administration and all student data reports are prepared by the school principal, reviewed, annotated and then shared with the classroom teachers. This decade focus on student assessment data has helped to train the Bonita School staff to be keenly aware of how to read data reports for their students' and classes' standards', cluster and skill mastery. This professional training has carried over into all curricular areas.

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

Many staff use curriculum-embedded assessments in their classrooms as a regular part of their instructional routine.

Staffing and Professional Development

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

All staff at Bonita school 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)

Bonita school has spent 9 years in a mathematics' program focus working with an independent mathematics' provider to improve our mathematics' instruction and Common Core understanding. This year we contracted with CAFE to enhance and expand our skills at delivering quality designated and integrated ELD programs school wide. Next year, our school district will be providing language arts' professional development for our new English language arts adoption.

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

Our ten years of mathematics initiative and this year's professional development work with CAFE have focused on the new mathematics' and ELD state standards and increasing our understanding of common core instructional methodology.

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

Our mathematics and ELD professional development has all been provided by outside coaches to support classroom instructors professional growth.

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

Certificated staff at Bonita School is given a minimum of one staff meeting day a month to collaborate as a grade level. Our goal is to provide two whenever possible.

Teaching and Learning

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

Bonita School currently uses the SWUN Math Program TK-6 school-wide. We are in our 4th year of this Common Core state aligned program which is revised and updated every school year to stay current and relevant. This year our school district will adopt a new ELA/ELD core curriculum adoption. This program will be new and aligned to the new CC ELA state standards. In Science and Social Studies we have begun to do the necessary work to switch all school curricula to a full alignment with the New Generation State Science Standards and the new state approved CC Social Studies' standards.

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

Our school district, Santa Maria-Bonita School District releases recommended instructional minutes and Bonita School conforms to those recommendations with their daily schedule.

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

Intervention support is handled in two different ways onsite at Bonita School. Students who are identified as two years or more below grade level; expectations in English language arts' instruction are formally enrolled in intensive ELA instructional sections (grades 2nd-6th). For all other student intervention needs, Intervention courses at an elementary level are generally handled as pull-out intervention support as needed throughout the school day, either provided by classroom teacher in small groups, classroom aides, when possible, or teacher tutors in small group intervention support.

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

All core instructional materials at Bonita School are standards-based 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)

There are a variety of formal intervention materials being used by the Bonita School Intervention Team which are SBE approved materials and there are other intervention curricula used informally in classrooms by teachers.

Opportunity and Equal Educational Access

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

Our base English Language arts program is specifically designed to meet the needs of our most needy students. TK-1st grade classroom instruction is 'in house' but all teachers focus on identifying the struggling students, offering them in-class intervention support and referring them out to site committees for review and continued support. In grade 2nd-6th, intensive English language arts' sections have student specifically targeted and enrolled to offer them the missing instruction needed to bring them back towards grade level academic expectations. All struggling Bonita School students are brought forward to the Bonita School Student Study Team for support and guidance. The Bonita School SST then makes recommendations to a variety of resources for student support as needed. When students qualify for Special Education identification and support, the school administration works closely with the school Special Education staff to ensure these students are getting the most 'mainstream' experience from the general education classes possible with Special Education program support to allow them to be successful at school.

14. Research-based educational practices to raise student achievement

- 1) Bonita School continues to be involved in ongoing professional development. Since 2007-08 Bonita School has contracted with SWUN Math Inc. for mathematics' program support, coaching and training. Bonita School is now entering its fourth year of Common Core Mathematics' professional support through SWUN Math Inc.
- 2) Bonita School just completed a year long professional development contract with the California Association for Bilingual Education (CABE), for English Language Development professional training which included language objectives' focus training, lesson planning, and lesson delivery.
- 3) The Santa Maria-Bonita School District will be offering professional development for all Bonita School staff in the new state approved English language arts adoption for the coming 2017-18 school year.
- 4) Professional development for strategies that support Bonita School's English learners and implementation of the California State English language development frameworks.

Parental Involvement

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

Parent, family and Community member involvement is a renewed area of focus for Bonita School this year. Our school management team is reviewing and interpreting the new California Family Engagement Framework Rubric. Our goal is to understand the expectations which correspond to this new state document and how our school can begin to successfully meet the 18 principles itemized within the five areas outlined in the California Family Engagement Framework Rubric (Build Capacity, Demonstrate Leadership, Resources, Monitor Progress, Access and Equity).

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)

Bonita School management continues to be openly transparent and inclusive. All major school and program decisions are shared and discussed with staff, School Site Council and English Language Advisory Committee. The same presentations and documentation are presented to all contributing stakeholders. Consensus is generally always the deciding factor in decision making.

Funding

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

Bonita School's base program is designed to support all students at achieving grade level expectations. Support for under performing students is built in throughout the entire program. This support is initially evidenced in the enrollment in our intensive English language arts' class sections. Students who are not formally enrolled in intensive ELA sections will still receive program support if identified by their classroom instructors as needing additional support. This can be provided in during the day in-class, or during the day pull-out intervention sections or in the extended day format as is available. In addition, as students are identified as struggling they are referred to the Bonita School Student Study Team, which is the first step in the Rti support to identify and provide additional support as needed. When appropriate, Bonita Students may be tested for inclusion in the Special Education Program.

18. Fiscal support (EPC)

Initial Budget Projections - Bonita School - 2017-18 school year:

1) 9077-	\$222,242.00
2) Site 0971-	89,761.00
3) District 0971-	94,647.00
4) 3010-	95,849.00
Total-	\$502,499.00

Description of Barriers and Related School Goals

Although dedicated to their learning, the Bonita students face many challenges. On average, 98% of the Bonita students have family incomes that rank them below the poverty line. 90% of our students are at least bilingual learners coming to us with Spanish as their primary language and of those about 10-15% are trilingual having come from Mixtec speaking regions of Mexico. About 85% of our students' families work in the agriculture industry in the fields, coolers or nurseries. The economic drivers that power agribusiness and the seasonal nature of the employment create a transiency rate at Bonita which ranges from 15-20% annually. Although our parent demographic is very supportive of the school, Bonita has one of the lowest parent education averages in the school district and this creates challenges at the homes for students to receive academic support. Nutrition information is lacking in the students' home communities and diets are not as healthful and nutritious as they could be. For the most part, our students receive adequate medical and dental support but there are factions of our student body who, for a variety of reasons, need support with these basic medical needs. In spite of these challenges, the Bonita students continue to show regular steady academic growth on all mathematics and English language arts' site, district and state assessments.

The Bonita School staff is committed to providing the best, most complete education for our student's development of social, emotional, health and academic needs in the safest environment possible.

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	88	81	86	79	86	79	97.7	97.5
Grade 4	95	72	94	68	94	68	98.9	94.4
Grade 5	86	73	84	73	84	73	97.7	100
Grade 6	79	67	76	65	76	65	96.2	97
All Grades	348	293	340	285	340	285	97.7	97.3

* 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	2327.4	2363.1	1	6	6	11	12	27	81	56
Grade 4	2375.6	2386.8	3	1	10	9	17	24	70	66
Grade 5	2422.2	2464.0	2	12	7	19	29	27	62	41
Grade 6	2455.6	2451.7	3	2	12	11	37	37	49	51
All Grades	N/A	N/A	2	6	9	13	23	28	66	53

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	4	24	37	72	59
Grade 4	2	0	29	38	69	62
Grade 5	2	15	26	33	71	52
Grade 6	7	2	25	37	68	62
All Grades	4	5	26	36	70	59

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	4	24	33	73	63
Grade 4	5	1	33	40	62	59
Grade 5	5	18	39	45	56	37
Grade 6	4	3	47	38	49	58
All Grades	4	7	36	39	60	54

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	10	50	51	48	39
Grade 4	1	4	49	66	50	29
Grade 5	4	7	55	58	42	36
Grade 6	0	3	67	58	33	38
All Grades	2	6	55	58	44	36

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	11	28	47	70	42
Grade 4	5	1	35	46	60	53
Grade 5	10	18	49	56	42	26
Grade 6	8	9	47	54	45	37
All Grades	6	10	39	51	54	39

Conclusions based on this data:

1. All data categories; overall and by sub-category show growth into the 'Exceeded' and 'At' standard categories. There is growth in the 'Near standard' category and a significant decrease in the 'Not At Standard' categories. The Bonita students showed strong academic growth in English language arts at a 7.0% schoolwide increase in students scoring 'At Standard' or above. In addition, Bonita moved 23.0% of students who had inhabited the 'Standard Not Met' category in 2015-16 into the 'Standard Nearly Met' category in 2016-17.
2. Overall in CAASPP ELA, there was a 13% decrease in the percentage of students inhabiting the 'Not At' standard category and these 13% of student were then redistributed between the other three categories, Exceeded', 'At' and 'Near' standard.
3. All categories showed a strong growth in academic performance in the 2015-16 CAASPP ELA administration as compared to the 2014-15 CAASPP ELA.

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	88	81	88	81	88	81	100.0	100
Grade 4	95	72	94	72	94	72	98.9	100
Grade 5	86	73	85	73	85	73	98.8	100
Grade 6	79	67	79	67	79	67	100.0	100
All Grades	348	293	346	293	346	293	99.4	100

* 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	2374.9	2395.3	3	7	13	19	33	33	51	41
Grade 4	2406.7	2425.4	5	4	7	10	30	49	57	38
Grade 5	2438.5	2469.5	2	12	9	10	24	34	65	44
Grade 6	2473.7	2453.3	6	3	13	12	30	27	51	58
All Grades	N/A	N/A	4	7	10	13	29	36	56	45

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	14	36	30	57	57
Grade 4	9	11	20	28	71	61
Grade 5	11	16	21	26	68	58
Grade 6	13	12	25	27	62	61
All Grades	10	13	26	28	65	59

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	12	22	36	74	52
Grade 4	3	4	23	40	73	56
Grade 5	1	10	33	41	66	49
Grade 6	5	4	44	28	51	67
All Grades	3	8	30	37	66	56

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	15	52	67	41	19
Grade 4	5	7	41	51	53	42
Grade 5	2	11	38	36	60	53
Grade 6	8	6	43	43	49	51
All Grades	5	10	44	50	51	40

Conclusions based on this data:

1. An analysis of scale score growth shows on average the Bonita students' mathematics' scale score grew 12.4 points and the average Bonita students' English language arts' scale score grew 21.2 points. However, in both cases those average scores for the 4 testing cohorts were driven down by a drop in 6th grade scale scores in both mathematics and English language arts.
2. The Bonita students showed strong academic growth in Mathematics at a 5.0% schoolwide increase in students scoring 'At Standard' or above. In addition, Bonita moved 19.0% of students who had inhabited the 'Standard Not Met' category in 2015-16 into the 'Standard Nearly Met' category in 2016-17.
3. If 6th grade is factored out of the schoolwide average, then the average Bonita student showed a 23.3 points growth in scale score in mathematics and a 29.6 points growth in scale score in English language arts. Since those 6th graders are now not at Bonita any longer, this bodes well for Bonita's CAASPP performance this year.

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 10%					4 20%	1 10%		6 30%	5 50%		10 50%	3 30%	
1		3 4%		4 5%	7 10%		20 26%	18 26%		36 47%	15 21%		16 21%	27 39%	
2				7 7%	1 1%		37 36%	23 32%		39 38%	22 31%		20 19%	25 35%	
3	1 1%			4 5%	8 12%		29 36%	20 29%		30 37%	33 48%		17 21%	8 12%	
4	6 7%	3 5%		14 16%	11 18%		37 42%	22 36%		23 26%	17 28%		9 10%	8 13%	
5	2 3%	4 8%		19 24%	14 27%		37 47%	15 29%		11 14%	13 25%		9 12%	6 12%	
6		2 4%		12 26%	11 21%		22 47%	24 45%		11 23%	9 17%		2 4%	7 13%	
Total	9 2%	13 3%		60 12%	52 13%		186 38%	123 32%		156 32%	114 30%		83 17%	84 22%	

Conclusions based on this data:

1. 2015-16 CELDT AMAO 1 results showed a decrease in AMAO 1 scores but the Bonita School 2015-16 AMAO 2 showed an increase from 8.1% to 8.6% schoolwide.
2. 2016-17 AMAO 1 percentage score for Bonita- 50.1% of students meeting the target. This was up 8.0% over last year's total from 42.1%. In AMAO 2, Bonita also saw an increase, raising this measure from a schoolwide score of 10.5% up 1.9% from last year's 8.6% for Bonita students who had less than 5 years of instruction in English.
3. Bonita School's 2016-17 50.1% AMAO 1 performance placed them in 6th position when ranked against the 16 SMBSD elementary schools.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		1					7	7		20	13		71	61	
		1%					7%	9%		20%	16%		72%	74%	
1		3		4	7		20	18		36	15		19	32	
		4%		5%	9%		25%	24%		46%	20%		24%	43%	
2				7	1		37	24		40	22		20	27	
				7%	1%		36%	32%		38%	30%		19%	36%	
3	1			5	8		29	20		31	33		19	11	
	1%			6%	11%		34%	28%		36%	46%		22%	15%	
4	6	3		14	11		37	23		23	17		11	12	
	7%	5%		15%	17%		41%	35%		25%	26%		12%	18%	
5	3	4		20	14		37	15		11	13		10	6	
	4%	8%		25%	27%		46%	29%		14%	25%		12%	12%	
6		2		12	11		22	24		11	9		3	10	
		4%		25%	20%		46%	43%		23%	16%		6%	18%	
Total	10	13		62	52		189	131		172	122		153	159	
	2%	3%		11%	11%		32%	27%		29%	26%		26%	33%	

Conclusions based on this data:

1. Bonita School EL students showed growth in both AMAO2 categories; for students who had been in US instruction less than 5 years and for students who had been in US instruction for more than 5 years.
2. Bonita School EL students showed a 3.9% drop in the number of students who successfully met AMAO1.
3. At the beginning of the 2015-16 school year, due to school boundary changes, Bonita School absorbed 110 new students (roughly 20% of the school's enrollment). Bonita School also lost about 95 students to other schools. The incoming students were new to Bonita and had not had the benefit of our school program during previous school years.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	455	494	386
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	455	494	386
Number Met	181	227	162
Percent Met	39.8%	46.0%	42.0%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	466	95	463	114	374	93
Number Met	28	27	36	33	32	29
Percent Met	6.0%	28.4%	7.8%	28.9%	8.6%	31.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. Although the state of California AMAO 2 target was not met, Bonita School English Learners who took the CELDT over the three school years these data includes, showed consistent academic growth for students enrolled in English instruction for less than 5 years; the three year data - 6.0% students met targets to 7.8% student met targets to 8.6% student met targets in the school years, 2013-14, 2014-15 and 2015-16 respectively.
2. Although the state of California AMAO 2 target was not met, Bonita School English Learners who took the CELDT over the three school years this data includes, showed consistent academic growth for students enrolled in English instruction for more than 5 years from; 28.4% students met targets to 28.9% student met targets to 31.2% student met targets in the school years, 2013-14, 2014-15 and 2015-16 respectively.

3. For Bonita School English learners who took the CELDT in the three years included in this data sample on the state of California's AMAO 1 target, scores of 39.8%, 46.0% and 42.0% were achieved in the school years of 2013-14, 2014-15 and 2015-16 respectively.

School and Student Performance Data

Title III Accountability (District Data)

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

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

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

Conclusions based on this data:

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

Planned Improvements in Student Performance

School Goal #1

SUBJECT: English Language Arts
LEA/LCAP GOAL:
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning.
SCHOOL GOAL #1:
Bonita School students will show academic growth in English language arts as demonstrated on a variety of measures. For the four CAASPP testing cohorts, (3rd, 4th, 5th and 6th grades), our target is to show a 5 point growth school-wide in the percentage of students who enter the 'At Standard' and 'Exceeded Standard' category and a minimum of 45 points of scale score growth school-wide in the average scale score for Bonita School students in each of the 3 testing cohorts, which have at least two years of CAASPP data. For students in grades TK through 2nd, academic growth for these students will be evidenced on district and school adopted formative and summative assessments. It is our goal that all students, students with disabilities, foster home, homeless, FRL, Migrant, GATE, EDY and EL) all have access to materials, technology and highly qualified teachers to provide them with the skills necessary to be college and career ready.
Data Used to Form this Goal:
Data from 2017, 2018, 2019 and 2020 CAASPP administration.
Findings from the Analysis of this Data:
Bonita School students showed a 7.0% growth over 2015 CAASPP ELA results overall in students who surpassed the 'At Standard' cut-point and ended up in the 'At Standard', or the "Exceeded Standard" ELA proficiency category in 2016. In addition, Bonita School moved 18.7% of all students who had inhabited the 'Not At Standard' category in 2015 into the 'Near Standard' category in 2016.
How the School will Evaluate the Progress of this Goal:
The data from CAASPP 2015 and 2016 when analyzed demonstrates substantive academic growth in ELA proficiency levels as demonstrated by CAASPP results; schoolwide Bonita raised it's ELA CAASPP proficiency from 11.0% to 18.0% (almost 1 in every 5 Bonita students) overall and moved 18.7% of students who had inhabited the lowest CAASPP ELA proficiency category, 'Not At Standard' to the 'Near Standard' category (almost 1 in every 5 Bonita students). The particularly strong movement out of the lowest CAASPP ELA proficiency category suggests that Bonita School's leveled ELA program provided to the intensive students (grade level homeroom students leveled between language arts' instructional sections) is effective at building language capacity in our most challenged students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Purchase supplemental and ancillary materials to support students identified as benchmark, strategic, intensive, including SBE approved reading interventions for students performing two grade levels or below and core replacement (Program 5) programs. Purchase alternative curricula as needed to supplement instruction for intensive students, library books, supplemental and ancillary materials to support students identified as benchmark, strategic, intensive, including SBE approved reading interventions for students identified as benchmark and beyond, GATE.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Purchase supplemental and ancillary reading program materials.	4000-4999: Books And Supplies	LCFF - Base	11,000.00
2. Focus professional development for administrators, teachers and coaches for the implementation of CCSS ELA standards at each level, (intensive, strategic, benchmark, GATE), attending conferences and training as needed.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Professional development funds as needed for training and implementation of CCSS.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00
3. Provide students with rich and varied educational experiences. These will included but not be limited to school library visits, field trips, fine arts, activities, assemblies, presentations, and guest speakers.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Provide students with experiences to enhance CCSS and educational program goals.	5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
4. Funds may be used to hire substitute teachers as needed to relieve classroom, intervention and coach teaching positions as needed for collaboration, professional development or to attend conferences and workshops.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Funds to hire substitute teachers or other certificated staff as needed.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2800.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Hire Limited Assignment teachers and teacher tutors as available to lower class sizes in instructional sections to increase student/teacher contact in leveled English language arts' instructional sections by grade level.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Funds to hire Limited Assignment Teachers or other certificated staff as needed.	4000-4999: Books And Supplies	LCFF - Base	75,000.00
6. Provide a comprehensive extended day program offering a wide variety of remediation, homework or enrichment experiences to enhance and extend CCSS ELA standards instruction and comprehension.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Certificated salaries for extended day and enrichment activities.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,000.00
7. Hire and maintain a site computer tech to support classroom technology, site technology and to manage the implementation of district/site Information Technology goals and services.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Hire a Computer Tech.	1000-1999: Certificated Personnel Salaries	Title I	12,000.00
8. Hire Intervention staff; Teacher Tutors, support staff, to support classroom instruction and to assist school management with collation, analysis of data and implementation of site goals.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Hire a teacher Tutor or other certificated staff as needed.	1000-1999: Certificated Personnel Salaries	Title I	26,000.00
9. Provide a Library Media Specialist to provide all students with access to leveled texts, and literacy materials.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Hire a Library Media Specialist.	2000-2999: Classified Personnel Salaries	Other	17,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. Classroom technology components; funds to purchase LCD projectors, document cameras, interactive white boards, laptops and Chromebooks and other instructional technology as needed to implement instruction in Common Core English language arts.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Classroom technology purchases.	4000-4999: Books And Supplies	LCFF - Base	20,000.00
11. Provide funds for staff; administrative, certificated, classified to attend conferences and workshops for professional development.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Funds for professional development; administrative, certificated, classified.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00
12. Hire Teacher Tutors to support intensive & strategic English language arts classes as needed to support classroom instruction.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Hire Teacher Tutors or other certificated staff.	1000-1999: Certificated Personnel Salaries	LCFF - Base	24,000.00
13. Rti program support: funds for extra time, tutoring, student support as needed when students are identified as needed intervention by SST.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Funds for certificated tutoring, coaching, support.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00
14. Use LCFF site funds to hire substitute teachers to support classroom assessment.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Funds to hire substitute teachers for classroom assessment.	1000-1999: Certificated Personnel Salaries	Title I	1,000.00

Planned Improvements in Student Performance

School Goal #2

SUBJECT: English Language Development
LEA/LCAP GOAL:
LEA GOAL: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP GOAL: Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.
SCHOOL GOAL #2:
Bonita School English language learners will continue to show academic growth in their language capacity and development as measured on a variety of measures. For students taking the CELDT assessment these years, our goal is to show a minimum of 15 points of growth in the average Bonita School students' scale score in the Overall subcategory proficiency score. For students being administered the ELPAC, our goal will be to meet the initial state of California targets set for us on this new assessment in the coming school years.
Data Used to Form this Goal:
Data from 2017, 2018, 2019 and 2020 CAASPP administration.
Findings from the Analysis of this Data:
Bonita School students demonstrated an 8% growth in CELDT scores for Annual Measurable Achievement Objective 1 on our 2016 CELDT data.
How the School will Evaluate the Progress of this Goal:
School staff will continue to monitor CELDT and new ELPAC student ELD assessment data and proficiency levels to calibrate the transition between the two state ELD accountability systems over the next three school years.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Purchase alternative curricula as needed to supplement instruction for intensive students, supplemental and ancillary materials/technology or software to support students identified as language learners; interventions & support.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years	Principal Faculty SSC/ELAC	Purchase supplemental or ancillary English language development materials or supplies as needed.	4000-4999: Books And Supplies	LCFF - Supplemental	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Provide students with rich and varied educational experiences. These will included but not be limited to school library visits, field trips, fine arts, activities, assemblies, presentations, and guest speakers.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years	Principal Faculty SSC/ELAC	Funds for extracurricular and enhancement activities and experiences for students learning English.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	8,000.00
3. Funds may be used to hire substitute teachers as needed to relieve classroom, intervention and coach teaching positions as needed for professional development and collaboration or to attend conferences and workshops.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years	Principal Faculty SSC/ELAC	Funds to hire substitute teachers or other certificated staff to support English language development as needed.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,000.00
4. Provide a Project Clerk to provide management/clerical support for all student data bases onsite, full-time, 5 days a week at Bonita school.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years	Principal Faculty SSC/ELAC	Hire a Project Clerk, full-time at Bonita, to manage all CPO responsibilities and to organize school databases and support school administration with school management and organization.	2000-2999: Classified Personnel Salaries	LCFF - Base	20,000.00
			Hire a Project Clerk, full-time at Bonita, to manage all CPO responsibilities and to organize school databases and support school administration with school management and organization.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	20,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Provide access to all students to technology as needed and use site funds to replace classroom technological devices as needed for general maintenance and upkeep to support and improve classroom instruction.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years	Principal Faculty SSC/ELAC	Funds for the purchase of or maintenance of existing Bonita School technological inventory and/or software.	4000-4999: Books And Supplies	LCFF - Supplemental	13,000.00
6. Provide incentives to students for academic achievement, positive behavior and or improved attendance.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years	Principal Faculty SSC/ELAC	Funds for the purchase of achievement certificates, school supplies as needed to reward students for academic achievement.	4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
7. Provide funds for staff; administrative, certificated, classified to attend conferences and workshops for professional development.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years	Principal Faculty SSC/ELAC	Funds for conferences and workshops for professional development.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00

Planned Improvements in Student Performance

School Goal #3

SUBJECT: Mathematics
LEA/LCAP GOAL:
LEA GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. LCAP GOAL: Provide effective district/school wide support systems, procedures, materials and practices that support student learning.
SCHOOL GOAL #3:
Bonita School students will show academic growth in Mathematics as demonstrated on a variety of measures. For the four CAASPP testing cohorts, (3rd, 4th, 5th and 6th grades), our target is to show a 5 point growth school-wide in the percentage of students who enter the 'At Standard' and 'Exceeded Standard' category and a minimum of 50 points of scale score growth for each grade level in the average scale score for Bonita School students in each of the 4 testing cohorts. For students in grades TK through 2nd, academic growth for these students should be evidenced on district and school adopted formative and summative assessments. It is our goal that all students, students with disabilities, foster home, homeless, FRL, Migrant, GATE, EDY and EL) all have access to materials, technology and highly qualified teachers to provide them with the skills necessary to be college and career ready.
Data Used to Form this Goal:
Data from 2017, 2018, 2019 and 2020 CAASPP administration.
Findings from the Analysis of this Data:
Bonita School students showed a 5.0% growth over 2015 CAASPP Mathematics' results overall in students who surpassed the 'At Standard' cut-point and ended up in the 'At Standard', or the "Exceeded Standard" Mathematics' proficiency category in 2016. In addition, Bonita School moved 23.1% of all students who had inhabited the 'Not At Standard' category in 2015 into the 'Near Standard' category in 2016.
How the School will Evaluate the Progress of this Goal:
The data from CAASPP 2015 and 2016 when analyzed demonstrates substantive academic growth in Mathematics' proficiency levels as demonstrated by CAASPP results; Schoolwide Bonita raised it's Mathematics' CAASPP proficiency from 15.0% to 20.0% (1 in every 5 Bonita students) overall and moved 23.1% of students who had inhabited the lowest CAASPP ELA proficiency category, 'Not At Standard' to the 'Near Standard' category (almost 1 in every 4 Bonita students).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Classroom technology components; funds to purchase LCD projectors, document cameras, interactive white boards, laptops and Chromebooks and other instructional technology as needed to implement instruction in Common Core English language arts.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principals Faculty SSC/ELAC	Classroom technology purchases.	4000-4999: Books And Supplies	LCFF - Base	20,543.00
2. Rti program support: funds for extra time, tutoring, student support as needed when students are identified as needed intervention by SST.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principals Faculty SSC/ELAC	Hire Teacher Tutors or other certificated staff.	1000-1999: Certificated Personnel Salaries	LCFF - Base	15,000.00
3. Funds may be used to hire substitute teachers as needed to relieve classroom, intervention and coach teaching positions as needed for collaboration, professional development or to attend conferences, workshops and to hire substitute teachers to support classroom assessment.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principals Faculty SSC/ELAC	Funds to hire substitute teachers or other certificated staff as needed.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000.00
4. Provide a comprehensive extended day program offering a wide variety of remediation, homework or enrichment experiences to enhance and extend CCSS Mathematics' standards instruction and comprehension.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principals Faculty SSC/ELAC	Certificated salaries for extended day and enrichment activities.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. With the consent of SSC/ELAC and the Bonita Certificated Staff, continue to contract for SWUN Math Inc. services to include access to swunmath.com, to provide coaching, lesson plans, pacing, assessments, private consultants/programs to enhance CCSS Mathematics' instruction as needed.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principals Faculty SSC/ELAC	Funds for contract between Bonita School and Swunmath Inc. for use of their website, pacing plans, lesson plans, assessments and general Mathematics' program support.	5800: Professional/Consulting Services And Operating Expenditures	Other	10,000.00
6. Purchase mathematics' teacher and student books to support the SwunMath program to include: student and teacher textbooks, homework journals and student journals as needed for the upcoming school years. Purchase alternative curricula as needed to supplement instruction for intensive students,	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principals Faculty SSC/ELAC	Funds for contract with Swunmath Inc. for purchase of all Teacher Edition, Student Journals and Student Homework Books for TK-6 schoolwide.	4000-4999: Books And Supplies	Other	36,000.00

Planned Improvements in Student Performance

School Goal #4

SUBJECT: Other Subjects (Social Studies, Science, PE, Arts)
LEA/LCAP GOAL:
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.
SCHOOL GOAL #4:
All Bonita TK-6 students will show academic improvement in Social Studies, Science, Physical Education, Fine Arts and technology as measured by the California Science Test, Physical Fitness Test (PFT), and all district and school assessments. Our goal is to provide access to experiential learning, materials, technology, and highly qualified teachers to provide our students with a deep understanding history/social studies, science, physical education, arts and technology to be college and career ready
Data Used to Form this Goal:
California Science Test, Physical Fitness Test, district and school site formative and summative assessment data.
Findings from the Analysis of this Data:
The Bonita School students showed an 8 point overall growth in the percentage of students who entered the proficient and above categories of the California Science Test between the 2014-15 and the 2015-16 CAASPP science test administrations.. This represented a total growth of 16 points on the CAASPP Science Test scale score.
How the School will Evaluate the Progress of this Goal:
Increased student performance on the California Science Test, Physical Fitness Test, and district and school site formative and summative assessment data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Purchase alternative curricula as needed to supplement instruction for intensive students, supplemental and ancillary materials to support students identified as benchmark, strategic, intensive, including SBE approved reading interventions for students performing two grade levels or below and core replacement programs. Purchase supplemental and ancillary materials to support students identified as benchmark, strategic, intensive, including SBE approved reading interventions for students identified as benchmark and beyond, GATE, to support increased student comprehension in Social Studies, Science, PE, Arts	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Purchase supplemental and ancillary Social Studies, Science, Physical Education or Fine Arts program materials to support CCSS instruction..	4000-4999: Books And Supplies	LCFF - Supplemental	5,760.00
3. Provide students with rich and varied educational experiences. These will included but not be limited to school library visits, robotics team, field trips, fine arts, activities, assemblies, presentations, and guest speakers.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Provide students with experiences to enhance CCSS and educational program goals.	5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
5. Use site funds as available to contract for Fine Arts discipline instruction if necessary which may include visual arts, dance, music, or drama instruction and/ or assemblies.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Funds for Fine Arts lessons for students to be instructed by an outside provider.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	10,799.00
			Funds for Fine Arts lessons for students to be instructed by an outside provider.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3,201.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Purchase Physical Education equipment as needed.	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.	Principal Faculty SSC/ELAC	Provide funds to purchase P.E. equipment as needed.	4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00

Planned Improvements in Student Performance

School Goal #5

SUBJECT: Support Services (Counseling, Safety, Nutrition, Health)
LEA/LCAP GOAL:
LEA GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning. LCAP GOAL: Maintain a safe, secure, healthy and positive learning environment for all students and staff.
SCHOOL GOAL #5:
Bonita School students in grades TK-6 will demonstrate improvement in social and learning outcomes, as demonstrated on the California Healthy Kids Survey, as demonstrated in continued 97% plus program attendance percentages school-wide and a continuation of the discipline data trends which Bonita has experienced over the past several years of a decrease of the number of office referrals per capita annually and a decrease in the number of school suspensions both per capita and in total number annually.
Data Used to Form this Goal:
80% of Bonita students will feel safe in school, as measured by the Healthy Kids Survey when administered in 2019 and 2020. 100% of students with unmet behavioral needs will receive appropriate counseling and behavioral support programs.
Findings from the Analysis of this Data:
Healthy Kids Survey data is positive, and the total number of office referrals and suspensions per capita are all trending the right direction, down. Our goal will be to continue to maintain a student suspension average of under 3.0% annually.
How the School will Evaluate the Progress of this Goal:
Analysis of the California Healthy Kids Survey data, a maintenance of Bonita's period attendance at 97% or above, and a decrease in the total number of suspensions and suspensions per capita and a decrease in the number of office referrals per capita by the end of the 2020 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. A variety of activities will be undertaken to help students adapt to the school environment and to adjust to all phases of individual growth and how it relates to academic performance. The following programs will be provided during the school day and extracurricular time. Clubs, sports, field trips, assemblies, behavior support, bullying prevention education, social-emotional curricula. May include field trips, activities, student incentives, presentations, assemblies, etc.</p>	<ul style="list-style-type: none"> Administer the Healthy Kids Survey in 2015-16 and the 2016-17 school years. Continue to provide Outreach services at Bonita School with two fulltime ORC staff position. <p>Administer the Second Step Social-Emotional Curricula in all classes.</p> <p>Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.</p>	<p>Principals</p> <p>Faculty</p> <p>SSC/ELAC</p> <p>Peace Officers</p> <p>Outreach Counselor</p>	<p>Funds available to support school climate, the implementation of social-emotional curricula schoolwide, assemblies, clubs, teams, field trips or presenters or the purchase of student incentives and rewards to support this goal.</p>	<p>4000-4999: Books And Supplies</p>	<p>LCFF - Base</p>	<p>2,000.00</p>
<p>2. Provide a variety of activities with staff support and supervision to help students adapt to the school environment and to flourish at school.</p>	<p>Throughout the course of the 2017-18, 2018-19 & 2019-20 school years.</p>	<p>Principals</p> <p>Faculty</p> <p>SSC/ELAC</p> <p>Peace Officers</p> <p>Outreach Counselor</p>	<p>Funds available for certificated or classified salaries to support the implementation of positive school environment programs/activities to help students flourish at school.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Title I</p>	<p>849.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Hire 1 site full-time Outreach Counselor	Throughout the course of the 2017-18, 2018-19 & 2019-20 school years. <ul style="list-style-type: none"> Continue to provide Outreach services at Bonita School with two fulltime ORC staff position. 	Principals Faculty SSC/ELAC Peace Officers Outreach Counselor	Funds to hire one (1) full-time Bonita School Outreach Counselor.	5800: Professional/Consulting Services And Operating Expenditures	Title I	50,000.00

Planned Improvements in Student Performance

School Goal #6

SUBJECT: Parent Involvement
LEA/LCAP GOAL:
LCAP GOAL: Create a culture of respect and caring that supports positive relationships among all stakeholders. LEA ACTION: Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents).
SCHOOL GOAL #6:
Bonita School will continue to maintain a high level of parent involvement in school and school activities as demonstrated by the California Engagement Framework Rubric. By June of 2020, Bonita School will demonstrate a Basic or Progressive Implementation Level of the 18 principles within the five areas outlined in the California Family Engagement Framework Rubric (Build Capacity, Demonstrate Leadership, Resources, Monitor Progress, Access and Equity). Our goal is to facilitate increased involvement with our school program for all parents, families and community members.
Data Used to Form this Goal:
<ul style="list-style-type: none"> California Family Engagement Framework Rubric
Findings from the Analysis of this Data:
The data from the Bonita School Parent Survey provided to all Bonita School families, in 2012-13 and again in 2014-15 with almost 60% of the Bonita School homes responding, showed a positive response percentage of 95.7%, with 97.8% of the responses stating the families, "Overall, I am satisfied with this school."
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none"> California Family Engagement Framework Rubric

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Use site funds as needed to hire the site Community Liaison to support parent communication with interpreting and translating as needed at meetings, parent/teacher conferences and in the office.	Throughout the 2017-18, 2018-19 and 2019-20 school years.	Principals Faculty SSC/ELAC	Funds to employ a full-time Community Liaison in the front office to answer phones, make parent phone calls, greet parents and community members and to interpret documents and translate meetings into Spanish as needed.	2000-2999: Classified Personnel Salaries	LCFF - Base	24,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Hold a parent meetings throughout school year (minimum of 3 per year) to talk about opportunities to be involved in school activities, school business and governance. Our school will provide translators and child care as required.	Throughout the 2017-18, 2018-19 and 2019-20 school years.	Principals Faculty SSC/ELAC	Funds available as needed to support Bonita School Parent Information Meetings to include but not be limited to; Back to School Night, Read Across America Night, Open House and School Site Council/English Language Advisory Committee Meetings. Jog-A-Thon, Bonita School Soccer Team, Talent Show, Trimester Awards' Ceremonies, Perfect Attendance Bicycle Awards, Boomers' Student Achievement Incentive Trip.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000.00

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

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

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

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #6

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

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #7

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

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #8

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

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

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

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	222342	0.00
LCFF - Supplemental	89761	0.00
Title I	95849	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	222,342.00
LCFF - Supplemental	89,761.00
Other	63,000.00
Title I	95,849.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	105,800.00
2000-2999: Classified Personnel Salaries	81,000.00
4000-4999: Books And Supplies	190,303.00
5000-5999: Services And Other Operating Expenditures	13,000.00
5800: Professional/Consulting Services And Operating	80,849.00

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	LCFF - Base	39,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	44,000.00
4000-4999: Books And Supplies	LCFF - Base	128,543.00
5800: Professional/Consulting Services And	LCFF - Base	10,799.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	27,800.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	20,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	25,760.00
5000-5999: Services And Other Operating	LCFF - Supplemental	8,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	8,201.00
2000-2999: Classified Personnel Salaries	Other	17,000.00
4000-4999: Books And Supplies	Other	36,000.00
5800: Professional/Consulting Services And	Other	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	39,000.00
5000-5999: Services And Other Operating	Title I	5,000.00
5800: Professional/Consulting Services And	Title I	51,849.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	205,800.00
Goal 2	72,000.00
Goal 3	89,543.00
Goal 4	21,760.00
Goal 5	52,849.00
Goal 6	29,000.00

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
Tyna Madrigal				X	
Carlos Munoz				X	
Ann Moore				X	
Todd Moore				X	
Maria Rodriguez				X	
Rufino Garcia				X	
Tisha Gilbert		X			
Amelica Reyes				X	
Jim Perlette		X			
Rosalie Jones (Assistant Principal)	X				
Aaron Shrogin (Principal)	X				
Aida Hernandez (Interpreter)			X		
Numbers of members of each category:	2	2	1	7	

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.

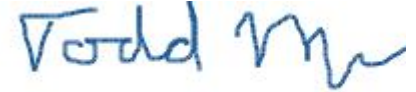
Recommendations and Assurances

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



X 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



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

ELD Coach

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 .

Attested:

Aaron Shrogin

Typed Name of School Principal



Signature of School Principal

Date

Todd Moore

Typed Name of SSC Chairperson



Signature of SSC Chairperson

Date