

The Single Plan for Student Achievement

School: Robert Bruce Elementary School
CDS Code: 42-69120-6046064
District: Santa Maria-Bonita School District
Principal: Elaine C. Guzman
Revision Date:

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

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

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

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School Vision and Mission

Robert Bruce Elementary School's Vision and Mission Statements

Robert Bruce Elementary School is part of the Santa Maria-Bonita School District. The district vision states: "We are here to prepare children to be successful citizens". The mission statement is: "Our mission is to teach, to learn and to facilitate learning in a cooperative and safe environment." At Robert Bruce Elementary School, we have incorporated this into our mission, which is to provide a focused curriculum with high academic standards, to prepare all students to be successful and productive citizens with a safe and nurturing learning environment. We recently revised our Mission Statement to emphasize this: Learners, Leaders, Community. We wanted it to clearly define what it is we want for our students.

School Profile

We are located on the West side of Santa Maria, California and our enrollment is approximately 966 students in Transitional Kindergarten through sixth grade. We house a State Pre School program, Migrant Pre School class, two County Severely Handicapped classes, two Learning Handicapped classes, a Severely Handicapped class and a Medical Therapy Unit on our campus.

Our population is 99.30% Hispanic or Latino, 0.20% African-American, 0.10% American Indian or Alaskan Native, 0.00% Asian and 0.30% Filipino. We have 79.50% of our students qualifying for English Language Learner support, and 97.60% qualifying for free or reduced price meals. We have 13.54% of our students participating in the Migrant Education program and 3% of our students receive Special Education services through the Resource Specialist program and our three Special Day classes.

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).

The Healthy Kids survey was completed during the 2016-2017 school year and shows 83% of students feel safe at school. 88% of students feel they are treated with respect. 81% of students are happy to be at this school. 93% of students feel that their school teaches students to care about each other and treat others with respect. 87% of students feel if they tell a teacher that they have been bullied, the teacher will do something to help. 95% of students feel that teachers have high expectations of them and 90% of students feel that their teachers believe they are doing a good job.

Classroom Observations

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

During the 2016-2017 school year, school site administrators conducted informal classroom observations monthly on a drop in basis, at different times of day, to see a variety of curriculum and instruction being provided. Formal observations were planned and conducted one to two times per year, for teachers being evaluated utilizing the administrator observation option. Observations were also completed by the ELD Coach, Intervention Teacher and Lead Learners when requested by an individual classroom teacher to assist in informing their use of curricular materials and teaching strategies.

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)

CELDT scores, district benchmark assessments, unassisted writing samples and STAR reading placement tests were utilized throughout the school year to place students in the appropriate designated ELD leveled group and to identify Intensive, Strategic and Advanced students for English Language Arts instruction. Scores were recorded in OARS and when requested, provided to the Student Study Team when a student was identified for assessment for potential qualification for Special Education services. Scores were also utilized to re-classify students as Fully English Proficient and to change reading level classifications. The ELD coach and Intervention Teachers also used the CELDT scores to identify Long Term English learners and provide remedial reading services.

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

Teachers utilized curriculum embedded assessments provided with the district adopted Language Arts and Math programs. Teachers providing intervention programs also utilized the placement and progress monitoring tools provided with the specific program. (Reading Mastery, Read Naturally, Imagine Learning, Accelerated Reader, IXL Language Arts and Math).

Staffing and Professional Development

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

All certificated and classified instructional staff meet the requirements for highly qualified staff.

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

All credentialed teachers possess current certification with professional development being provided on SBE-adopted instructional materials through the district office.

The site also provided for district Teachers on Special Assignment (TOSAs) to provide additional support as needed during weekly staff meetings.

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

Teachers were provided staff development on English Language Development and the ELD Standards utilizing professional development materials provided by the district. The training was provided on site and delivered by the English Language Development coach and site Principal. The teachers were also provided two staff development opportunities presented by the administrators of the Imagine Learning computer based program. The ELD coach, site intervention teacher and Principal attended English Language Development workshops provided by Matthew Espinoza. The Lead Learner for technology for upper grades has presented Accelerated Reader training and provided in classroom demonstration lessons. The Lead Learner for technology for primary grades has presented to the teachers in TK/K and first grade on the implementation of iPads for small group instruction in Reading and Writing. We also had an administrator led staff development presentation on the Unassisted Writing process and how the student work is scored.

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

The site English Language Development Coach, site Lead Learners for technology and English Language Arts have provided demonstration lessons and peer coaching for classrooms. This has been accomplished by utilizing district curriculum substitutes to provide release time for teachers participating.

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

Each week, (on Thursday early dismissal days), all teachers (TK-6), are given time from 1:32-2:30 to meet as a grade level. This time is utilized to plan units of instruction, evaluate student work, provide peer coaching, level students for instruction and complete Student Study Team referral packets.

Teaching and Learning

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

All teachers utilized district adopted curriculum materials for English Language Arts, Math, Science and Social Studies. A Physical Education teacher has been provided by the district to provide a comprehensive physical education program for all students in grades 5 and 6.

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

Instructional minutes utilized in all grade levels, TK-6, are aligned to State and Federal mandates.

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

Teachers follow the suggested pacing schedule provided by the district adopted programs. Interventions are provided on both a pull out and push in basis for identified students either in the Special Education program (Resource, Speech, Adaptive PE), or students testing at the Intervention level for English Language Arts or Beginning level on the CELDT test. Long term English Learners are provided with intervention by the ELD coach and Intervention teacher on a pull out basis utilizing Read Naturally and SIPPs Phonics. Teacher Tutors provide Reading Intervention to students in grades 2-4 on both a push in and pull out basis utilizing Reading Mastery and SIPPs Phonics, while Limited Assignment Teachers provide intervention in both English Language Arts and Math on a push in basis utilizing the district adopted texts.

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

All student groups are provided instruction utilizing district adopted ESEA approved curriculum 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)

All student groups are provided instruction utilizing district adopted ESEA approved curriculum materials.

Opportunity and Equal Educational Access

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

Our Intervention Teacher has trained all TK through second grade teachers and instructional assistants in the SIPP's phonics program which provides supplemental instruction in phonics. We also have a school-wide system of reading packets that are color coded by level which students use to practice reading to build their fluency and comprehension. Our TK/K classes are all using Reading Mastery as a supplemental reading program to meet the needs of our at risk students. We have three teacher tutors and two Limited Assignment teachers who work with students in Reading Language Arts and Math. For the upper grades, they utilize both SIPP's phonics and Read Naturally to supplement the student's core program and they use Number Talks and Facts Wise to build math competency.. We also have teachers utilizing Facts Wise and Number talks for math as a supplement to their regular program. We have provided our students with a variety of computer programs to increase their Reading and writing, Math, English Language Development, Science and Social Studies skills. These programs include, but are not limited to IXL Math and Language Arts, Rain Forrest Math, Spelling City, Achieve 3000, Imagine Learning, Star Fall and Accelerate Reader. We also utilize the MTSS process for assisting students with behavior issues and meet weekly with the Student Study Team on students who are at risk for either academics or behavior. The School Psychologist, Speech Pathologist, Resource Teacher, School Principal, Outreach Consultant, Intervention Teacher and ELD Coach also meet weekly to track general education students that are being provided services and determine next steps. This year, we incorporated a program called "STEM and soccer" during our noon hour recesses to help students become more physically active while receiving lessons in Math and Science. We also provide our teachers with grade level time each week to monitor student progress, complete Student Study Team referrals, plan units of instruction, discuss interventions and peer coach one another.

14. Research-based educational practices to raise student achievement

The teachers incorporate a number of teaching strategies and materials to provide the students with comprehensible input including but not limited to cooperative learning, small group and one on one instruction, phonics, reading and math intervention programs, peer tutoring, cross age tutoring, hands on experiences, educational field trips, preview/review of lessons being taught, close reading, backwards mapping, graphic organizers, leveling of instruction and sentence frames.

Parental Involvement

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

The district Migrant Education program provides Extended Day, Summer School and Saturday school classes for Migrant, Homeless and Foster Youth. The district also provides an ASES after school program which offers homework assistance, physical education and fine arts activities as well as a snack and supper for students who have applied to and been accepted into the program. The district also provides bilingual instructional assistants for all TK/K and first grade classes to provide for small group instruction, interpreting and translation which aides in parent communication. On site, we offer a Family Literacy Program twice a year which is sponsored by the Altrusa Club and assists parents in helping their children with their homework and provides enriching and engaging activities for the whole family in reading and art. We also provide a Family Math night which introduces the parents to a variety of Math activities they can use with their children at home. Robert Bruce school is also a part of the Thrive program which offers a food pantry where families can receive free food, cooking lessons, presentations by local support agencies and health care advice. We also participate in the Cal Fresh Nutrition program which offers nutrition classes, food sampling, science lessons in the garden and demonstrations in food preparation. We have an Outreach Consultant on site who works with students in dealing with anger management issues, a family crisis, peer relations and crisis prevention.

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

We have a very active School Site Council at Robert Bruce along with DAC and DELAC representation at the district level. Our School Site Council membership includes, parents, teachers and classified staff. We meet a minimum of six times per year to review the SPSA, Title I requirements, update the School Compact and the School Safety Plan, review student achievement data and approve expenditures. Child care and interpreting services are provided to promote attendance. All documents are presented in both English and Spanish and discussed in detail. We also receive input from parents through our Parent Teacher Club. The School Leadership team meets at least six times per year to give input on all ConApp programs prior to presentation to the School Site Council. A grade level representative for each grade level attends the meetings and then relates the information back to their peers at a grade level meeting. Teachers are given time every Thursday to meet as a grade level prior to our regular staff meeting.

Funding

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

Categorical funds provide for supplemental instructional materials and technology utilized in English Reading Language Arts, Math, Science and ELD. They also provide for professional growth and development opportunities for certificated, classified and administrative staff. Funds are also utilized to provide a Community Liaison to track attendance and provide effective written and oral parent communication. Project Clerk to assist with providing an equity of service to students and family with categorical funds, Library Clerk and Computer Lab technician to provide access to literature and technology.

18. Fiscal support (EPC)

Our site receives Site LCAP funds, LCFF Base and LCFF Supplemental/Concentration funds as well as Title I funds from the district to support the activities that we provide to improve student achievement in meeting the Common Core Standards. The funding that we receive is adequate to meet the needs of our student population.

Description of Barriers and Related School Goals

At Robert Bruce school, we have a population of students who are 99.30% Hispanic or Latino with 79.50% of those students being English Learners. We also have 97.60% of our student population who are identified as Economically Disadvantaged Youth, 0.40% are Foster Youth and 7.80% identified as Students with Disabilities. Due to language barriers and an economic disadvantage, a large number of our students need support in acquiring English language abilities sufficient to become identified as Fully English proficient. They also lack background knowledge that students in a more affluent and English speaking community possess. With the implementation of the new Common Core State Standards, a change in the State testing format from paper/pencil to computer and a new Math adoption, we find ourselves in need of professional development opportunities for certificated, classified and administrative staff to help meet the needs of our students. We have also been trying different reading intervention programs/materials and websites in an effort to meet the needs of our students who test at the Intensive and Strategic reading/writing levels. We have seen an improvement in student scores on the district benchmark assessments and teacher made tests. Therefore we will be creating a school-wide reading intervention program to provide intervention materials and strategies for all struggling learners. We will also be focusing our efforts on English Language Development, specifically targeting students who are identified as Long Term English Learners and Newcomers. We will also be focusing our efforts on the new Common Core Math. Our students are having difficulty with the performance task assessment and being able to fluently express how they solved a problem. We realize the difficulty in providing small group and one on one instruction for our struggling learners and so there is a need to provide supplemental instructional support staff such as instructional assistants, teacher tutors and limited assignment teachers to reduce the ratio of students to staff.

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	137	127	135	123	135	123	98.5	96.9
Grade 4	130	138	125	135	125	135	96.2	97.8
Grade 5	118	135	117	132	117	132	99.2	97.8
Grade 6	128	127	128	124	128	124	100.0	97.6
All Grades	513	527	505	514	505	514	98.4	97.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2346.4	2346.4	2	2	7	4	27	27	64	67
Grade 4	2378.7	2371.2	0	1	10	10	17	16	73	73
Grade 5	2414.0	2420.2	0	2	15	12	22	23	62	63
Grade 6	2473.0	2461.1	3	4	19	19	37	27	41	49
All Grades	N/A	N/A	1	3	13	11	26	23	60	63

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	1	2	33	41	65	57
Grade 4	4	3	28	24	68	73
Grade 5	2	4	32	33	66	63
Grade 6	2	3	42	41	55	56
All Grades	2	3	34	34	64	62

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	3	37	29	61	68
Grade 4	2	1	38	33	60	66
Grade 5	7	3	32	36	60	61
Grade 6	9	9	55	39	37	52
All Grades	5	4	41	34	54	62

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	1	2	53	58	47	40
Grade 4	2	4	57	50	42	47
Grade 5	2	2	50	45	48	53
Grade 6	7	5	61	67	32	28
All Grades	3	3	55	54	42	42

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	4	45	43	53	53
Grade 4	0	6	39	40	61	54
Grade 5	7	6	51	53	42	41
Grade 6	8	15	59	52	34	34
All Grades	4	8	49	47	47	46

Conclusions based on this data:

1. Between 2014-15 and 2015-16 we had an increase of 1% in students meeting or exceeding Standard overall in English Language Arts/Literacy.
2. We had a 6% decrease in writing and a 1% decrease in listening. We attribute the decrease in writing and listening to a change in the testing format from paper/pencil to chrome book/computer. As a result of the 2015-2016 testing, we purchased additional chrome books and chrome book carts(charging stations) to provide a full class set of chrome books for each fourth, fifth and sixth grade class. During the 2016-17 school year, we purchased additional chrome books and carts to assure that all third grade classes have a full set for their daily use.
3. We had a 2% increase in Research Inquiry, with the largest increase in this area in sixth grade. The sixth grade classes have gone to a block schedule to allow students access to English Language Arts, Math and ELD to be taught by a teacher who meets their needs.

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	137	127	136	124	136	124	99.3	97.6
Grade 4	130	138	129	136	129	136	99.2	98.6
Grade 5	118	136	116	135	116	135	98.3	99.3
Grade 6	128	127	128	126	128	126	100.0	99.2
All Grades	513	528	509	521	509	521	99.2	98.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2359.7	2365.1	1	2	8	6	30	31	60	60
Grade 4	2397.5	2391.3	0	1	7	7	33	30	60	62
Grade 5	2420.7	2402.9	0	1	8	5	21	13	72	80
Grade 6	2449.2	2461.1	1	4	9	14	32	30	59	52
All Grades	N/A	N/A	1	2	8	8	29	26	62	64

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	2	6	24	32	74	62
Grade 4	4	2	22	21	74	76
Grade 5	3	2	19	10	78	87
Grade 6	2	11	28	26	70	63
All Grades	3	5	23	22	74	73

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	4	2	28	29	68	69
Grade 4	0	2	43	24	57	74
Grade 5	1	1	23	19	76	79
Grade 6	1	6	40	33	59	61
All Grades	2	3	34	26	65	71

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	4	6	52	41	44	53
Grade 4	1	3	31	32	68	65
Grade 5	0	1	32	20	68	79
Grade 6	3	5	41	47	55	48
All Grades	2	4	39	35	59	62

Conclusions based on this data:

1. We had an increase of 1% of students meeting or exceeding Standard in overall Math scores.
2. In third grade we had an increase of 12% in students meeting or exceeding Standard in concepts and procedures and sixth grade up 7% in meeting or exceeding Standard.
3. Sixth grade increased in communicating reasoning by 8%, however third grade dropped 9% and fifth grade dropped 11% in meeting or exceeding Standard. We attribute this to the Performance Task piece of the assessment where students are required to explain how they calculated their answer. Sixth grade has incorporated the use of Number Talks during Math where students explain their reasoning. Lower grades have previously focused more on basic math facts.

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				2 12%			4 24%	12 46%		5 29%	4 15%		6 35%	10 38%	
1		1 1%		9 8%	19 17%		43 39%	34 30%		35 32%	30 27%		22 20%	29 26%	
2		1 1%		9 9%	15 13%		49 50%	50 42%		31 32%	39 33%		9 9%	14 12%	
3	1 1%	2 2%		17 15%	14 13%		52 44%	54 50%		33 28%	27 25%		14 12%	12 11%	
4	4 4%	2 2%		37 33%	17 16%		44 39%	52 50%		18 16%	15 14%		10 9%	18 17%	
5	2 2%	2 2%		31 37%	18 20%		27 33%	44 49%		14 17%	19 21%		9 11%	6 7%	
6	5 7%	1 2%		21 28%	11 17%		34 46%	32 51%		7 9%	12 19%		7 9%	7 11%	
Total	12 2%	9 1%		126 21%	94 15%		253 41%	278 45%		143 23%	146 23%		77 13%	96 15%	

Conclusions based on this data:

1. Between 2014-2015 and 2015-2016, our percentage of students in Beginning increased by 2%, Early Intermediate stayed the same, Intermediate increased by 14%, Early Advanced went down by 2% and Advanced by 7%.
2. We noticed a rise in Intermediate levels in second, third, fourth, fifth and sixth grade. As a result of our CELDT test scores, we began looking at the data to identify our Long Term English Learner students (in US schools for five years or more and at a level 1 or 2) and provided those students with a pull out and an after school program utilizing Read Naturally and SIPP's phonics. Both programs were coordinated and run by our Intervention teacher and our ELD coach. The ELD coach was provided by the district in the Fall of 2016-2017.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				3 2%	1 1%		11 7%	27 15%		30 20%	27 15%		109 71%	122 69%	
1		2 2%		11 9%	20 16%		43 36%	34 27%		36 30%	34 27%		29 24%	38 30%	
2		1 1%		9 9%	15 12%		49 47%	50 41%		31 30%	39 32%		15 14%	17 14%	
3	1 1%	2 2%		17 14%	15 13%		52 44%	55 48%		34 29%	27 24%		15 13%	15 13%	
4	5 4%	2 2%		38 32%	18 17%		44 37%	53 49%		18 15%	15 14%		13 11%	20 19%	
5	2 2%	2 2%		31 37%	18 19%		27 33%	44 47%		14 17%	19 20%		9 11%	10 11%	
6	5 7%	1 1%		21 28%	11 16%		35 47%	33 49%		7 9%	12 18%		7 9%	11 16%	
Total	13 2%	10 1%		130 17%	98 12%		261 34%	296 37%		170 22%	173 21%		197 26%	233 29%	

Conclusions based on this data:

1. Between 2014-2015 and 2015-2016 we had an increase of 3% of students scoring in the Beginning level, a decrease of 1% in Early Intermediate, an increase of 3% in Intermediate, a decrease of 5% in Early Advanced and a decrease of 1% in Advanced. It has been difficult to determine how much impact a boundary change had on our scores. We had an increase of 33 students being tested and a large number of students who tested in 2014-2015 were no longer with us in 2015-2016. We gained approximately 100 students from neighboring schools who are now in our boundary. They would not have been included in our 2015-2015 scores. We just hired an ELD Coach for the 2016-2017 school year and began targeting our LTEL students for intervention, both during and after school. We have also had teachers begin to use supplemental ELD materials such as Carousel of Ideas, sentence frames, Academic Vocabulary Tool Kit and Achieve 3000.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	590	611	623
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	590	611	623
Number Met	288	305	283
Percent Met	48.8%	49.9%	45.4%
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	582	144	597	154	655	138
Number Met	64	48	73	53	69	27
Percent Met	11.0%	33.3%	12.2%	34.4%	10.5%	19.6%
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. Between 2013-2016 we were unable to meet the NCLB Target of 59.0, 60.5 and ultimately 62% showing growth in attaining English Proficiency. We did have an increase of 1.1% between 2013-2014 and 2015-2015, but dropped by 4.5% in 2015-2016 with an increase of 33 more students being tested.

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. The district showed a decrease of 3.1% between 2013-2014 and 2014-2015, and an additional decrease of 2.9% between 2014-2015 and 2015-2016 in students showing growth in ELD for AMAO 1.
2. There was an increase from 49.0% to 52.8% in students attaining English Proficiency in AMAO 2 with 5 or more years of instruction. There was also an increase from 22.8% to 25.4% in students showing growth in ELD for AMAO 2 with less than 5 years of instruction.

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:
75% of students in grades TK-6 will demonstrate academic growth in Reading/ELA as evidenced by district and school adopted formative and summative assessments. We intend that all students, including those with disabilities, low income (FRL, homeless, migrant), English Learners, re-designated fluent English proficient and foster youth have access to materials, technology and highly qualified teachers to provide them with the skills necessary to be college and career ready. STRATEGY: During the 2017-2020 school year, Robert Bruce will implement Common Core State Standards in Language Arts to address the needs of all students. We will also provide school-wide reading intervention programs/strategies for Intensive and Strategic students.
Data Used to Form this Goal:
District ELA Benchmark Assessments ELPAC test results Fluency assessments Accelerated Reader Assessments Re-designation rates Common Core Assessments in Language Arts District unassisted writing sample
Findings from the Analysis of this Data:
School-wide achievement levels in overall Language Arts Standards averaged 14% proficient or advanced in 2014-2015 and 14% proficient or advanced in 2015-2016. Fluency assessments show that 59% of second through sixth grade students read aloud narrative and expository text with appropriate fluency. This exceeds the previously stated goal by 3%. Continued emphasis on reading comprehension, writing strategies, conventions of print, oral reading fluency, English Language Development and professional development in the Common Core Standards for Language Arts is needed. Continued identification of students at least two years below grade level is necessary with appropriate interventions being offered by support staff. (Intervention teacher, ELD coach, Teacher Tutors, Instructional Assistants)

How the School will Evaluate the Progress of this Goal:

Trimester Benchmark Assessments
 Trimester Fluency Assessments
 Annual ELPAC test
 Weekly Accelerated Reader Assessments
 Annual Review of Re-designation rates
 Common Core Assessments in Language Arts

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
By June 2020, Implement a school-wide reading intervention program to address the needs of students identified as strategic or intensive on the district/school benchmark assessments and ELA CAASP.	2017-2020	Principal, Leadership Team Intervention Teacher ELD Coach Classroom Teachers	Provide substitute teachers as needed to release classroom teachers, Intervention teacher and ELD coach for professional development, collaboration and observation.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,580.00
			Purchase supplemental and ancillary reading materials, including SBE approved reading interventions and district adopted core curriculum materials.	4000-4999: Books And Supplies	LCFF - Supplemental	26,301.00
			Hire bilingual instructional assistants to support interventions for English learners.	2000-2999: Classified Personnel Salaries	LCFF - Base	48,933.00
			Provide extra time for instructional assistants to assist with leveled reading groups and parent communication.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5,424.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide After School and Enrichment Programs	2017-2020	Administrator, Teachers	Provide teachers/teacher tutors for after school intervention and enrichment programs.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,250.00
			Provide bilingual instructional assistants for after school intervention and enrichment programs.	2000-2999: Classified Personnel Salaries		2,200.00
Provide leveled reading groups and parent communication.	2017-2020	Administrator	Instructional Aide Extra Time to assist with leveled reading groups and parent communication.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,000.00
Provide reading intervention materials for students reading at the Intensive and Strategic levels	2017-2020	Administrator, Library Clerk, Teachers	Purchase Leveled AR books for school library and classroom libraries.	4000-4999: Books And Supplies	LCFF - Supplemental	9,000.00
			Purchase reading intervention materials for students reading at the Intensive and Strategic levels - Books/Texts/Teachers Manual	4000-4999: Books And Supplies		11,000.00
Provide supplementary instructional materials in Reading Language Arts, Math, Science, Social Studies, ELD, P.E., technology and Fine Arts.	2017-2020	Administrator, Teachers, Leadership Team	Purchase Supplementary instructional materials in Reading Language Arts, Math, Science, Social Studies, ELD, P.E., technology and Fine Arts.	4000-4999: Books And Supplies	LCFF - Supplemental	3,614.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide computers and computer equipment to assist with instruction in Reading/ Language Arts, Math, Science, Social Studies, ELD, P.E., technology and Fine Arts.	2017-2020	Administrator, Computer Lab Tech	Purchase Computers/Computer Equipment Under \$500 each item	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,770.00
			Purchase Computers/Computer Equipment Over \$500 each item	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10,000.00
Provide support staff to assist with supplementary instructional materials in Reading Language Arts, Math, Science, Social Studies, ELD and technology	2017-2020	Administrator	Library/Media/Computer Tech Extra Time	2000-2999: Classified Personnel Salaries	LCFF - Base	1,139.00
Provide professional development conferences/workshops in English Language Development and Reading/Language Arts for intervention teacher, ELD coach and classroom teachers.	2017-2020	Administrator, Leadership Team	Registration/Lodging/Meals/Mileage/ Parking/ Car Rental for Intervention Teacher, ELD Coach and classroom teachers to attend professional development conferences/workshops in English Language Development and Reading/Language Arts.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	12,600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide small group leveled reading, math and ELD programs.	2017-2020	Administrator, Leadership Team	Hire Limited Assignment Teachers to assist with leveled reading, math and ELD.	1000-1999: Certificated Personnel Salaries	LCFF - Base	67,400.00
			Hire Community Liaison and Project Clerk to assist with categorical programs, parent outreach and district/school services.	2000-2999: Classified Personnel Salaries	LCFF - Base	101,838.00
			Computer Lab Tech and Library/Media Specialists to provide computer lab and library services.			
			Hire Instructional Assistants and Bilingual Instructional Assistants to assist with leveled reading, math and ELD.	2000-2999: Classified Personnel Salaries	LCFF - Base	48,933.00
			Hire Teacher Tutor to assist with leveled reading and ELD programs.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	29,738.00
Provide supplemental services for at risk students.	2017-2020	Administrator	Extra time for classroom teachers, Teacher Tutors or LAT teachers to provide supplemental services for at risk students.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000.00

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:
All students identified as English Language Learners will demonstrate progress in acquiring English Language Proficiency as evidenced on the results of the 2017 and 2020 ELPAC. STRATEGY: During the 2017-2020 school year, Robert Bruce will implement Common Core State Standards in English Language Development to address the needs of all students.
Data Used to Form this Goal:
District ELA Benchmark Assessments ELPAC test results Fluency assessments Accelerated Reader Assessments Re-designation rates
Findings from the Analysis of this Data:
A three year comparison of CELDT scores shows a growth from 48.8% of AMAO 1 students meeting the NCLB target in 2013-2014 to 49.9% meeting the NCLB target in 2014-2015. Due to a boundary change in 2015-2016, which constituted a substantial change in our student population, comparing the results for that year doesn't provide an accurate comparison. Oral reading fluency and reading comprehension continue to be an area of focus as well as grammar and punctuation.

How the School will Evaluate the Progress of this Goal:

District Benchmark Assessments
 Trimester Fluency Assessments
 Accelerated Reader Assessments
 Re-designation rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support staff to facilitate communication with parents of English learners.	2017-2020	Administrator	Community Aide, Clerk Extra Time	2000-2999: Classified Personnel Salaries	LCFF - Base	2,066.00
Provide parent education programs to promote parent participation	2017-2020	Administrator	Provide reprographics and postage for parent communication.	5900: Communications	LCFF - Base	750.00
			Provide teacher extra time for parent education opportunities.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00
			Provide instructional assistant extra time for interpreting and child care for parent education opportunities.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,000.00
Promote Parent Communication	2017-2020	Administrator	Provide student agendas for parent communication re assignments, student behavior, etc..	4000-4999: Books And Supplies	Title I Part A: Allocation	2,000.00
Provide professional development on EL/ELD instruction for Administrators	2017-2020	Administrator	Provide for conference/workshop/seminar attendance expenses for administrator.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development on EL/ELD instruction for intervention teacher, ELD coach and classroom teachers	2017-2020	Administrator	Provide for conference/workshop/s eminar attendance expenses for Intervention Teacher, ELD Coach and classroom teachers.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	8,000.00
Provide supplementary instructional materials for English learners to support Reading Language Arts, Math, Science, Social Studies, ELD and technology.	2017-2020	Administrator ELD Coach Intervention Teacher Leadership Team	Purchase supplementary instructional materials in Reading Language Arts, Math, Science, Social Studies, ELD and technology.	4000-4999: Books And Supplies	Title I Part A: Allocation	35,000.00

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:
50% of students will demonstrate academic growth in Mathematics as evidenced on the results of the 2017-2020 Smarter Balanced Assessment. We will assure that all students have access to the materials, technology and highly qualified teachers that will provide them with the tools and skills necessary to be college and career ready. STRATEGY: During the 2017-2020 school years, Robert Bruce will implement Common Core State Standards in Mathematics to address the needs of all students.
Data Used to Form this Goal:
Teacher observation Number Talks Facts Wise Assessments District Benchmark Assessments End of Unit Math Assessments Timed tests of basic math facts
Findings from the Analysis of this Data:
Students are struggling with the new format for mathematics instruction required by Common Core Standards for Math. CAASP scores indicate a need to supplement the district adopted Math program, Go Math! with performance task style problems. Staff members require continued professional development in the area of Common Core Standards in Mathematics.

How the School will Evaluate the Progress of this Goal:

District Trimester Benchmark Assessments
 Teacher Observation
 Number Talks
 Facts Wise Assessments
 End of Unit Math Assessments
 Teacher created assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities for teachers, teacher tutors and LAT teachers to support the implementation of Common Core Math Standards.	2017-2020	Administrator, Leadership Team Lead Learners	Professional development for teachers, teacher tutors and LAT teachers in the implementation of Common Core Math Standards.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	15,000.00
Provide supplementary instructional materials in Math, including but not limited to math manipulative materials and intervention programs.	2017-2020	Administrator, Leadership Team	Supplementary instructional materials in Math, including but not limited to math manipulative materials and intervention programs.	4000-4999: Books And Supplies	Title I Part A: Allocation	32,000.00
			Purchase site licenses for Math intervention and enrichment programs for grades TK-6.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	20,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Extended Day Programs and After School Interventions for students not meeting the Common Core Math Standards.	2017-2020	Administrator, Leadership Team, Teachers	Provide teachers, teacher tutors, LAT teachers for after school intervention and enrichment programs.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4,000.00
			Provide bilingual instructional assistants for after school intervention and enrichment programs.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1,902.00

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:
Robert Bruce School will continue to show progress in overall Social Studies, Science and Physical Education scores on Standardized tests and assessments. We will assure that all students have access to the materials, technology and highly qualified teachers that will provide them with the tools and skills necessary to be college and career ready. STRATEGY: Robert Bruce will provide essential staff development and provide necessary materials, resident artists, assemblies and field trip experiences to assure that students receive adequate instruction and training in the areas of Social Studies, Science, PE and Arts.
Data Used to Form this Goal:
Fifth grade Physical Education test results. Documentation of instructional minutes allocated for each subject. Calendar of field trip excursions by grade level. Calendar of guest artists provided for student enrichment.
Findings from the Analysis of this Data:
(PE Test results here) Teachers allocated the mandated number of instructional minutes in all subject areas. All classes participated in at least one field trip during the past three years; providing the students with an enriching experience in History, Social Studies, Science or the Arts. Performances were scheduled so all grade levels were afforded the opportunity to experience a bilingual musical theater event during the 2014-15 school year.

How the School will Evaluate the Progress of this Goal:

Fifth grade Physical Education test results.
 Monitoring of instructional minutes allocated for each subject.
 Review calendar of field trip excursions by grade level to assure all students are given an opportunity to participate in at least one such experience.
 Review and monitoring of Children’s Creative Project resident artists schedule to assure that all grade levels receive their allocated lessons in two disciplines.
 (Lessons provided by district LCAP funds).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide bussing and admission fees for classes to attend curriculum based field trips to build prior knowledge, vocabulary and student experience.	2017-2020	Administrator Teachers	Field trip-Admissions-Bussing	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	14,000.00
Contract with outside consultant services to provide outside printing, guest speakers, assemblies, artist in residence and parent education.	2017-2020	Administrator, Leadership Team, Teachers	Outside printing, guest speakers, assemblies, artist in residence and parent education.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	11,000.00
Provide supplemental instructional materials in Reading Language Arts, Math, Science, Social Studies, ELD, P.E., technology and Fine Arts.	2017-2020	Administrator, Leadership Team, Teachers	Instructional Materials	4000-4999: Books And Supplies	LCFF - Base	24,845.00
Provide After School and Enrichment Programs in Reading Language Arts, Math, Science, Social Studies, ELD, P.E., technology and Fine Arts.	2017-2020	Administrator, Leadership Team, Teachers	Hire teachers, teacher tutors, LAT teachers for after school intervention and enrichment programs.	1000-1999: Certificated Personnel Salaries	LCFF - Base	5,000.00
			Hire bilingual instructional assistants for after school intervention and enrichment programs.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities for teachers, teacher tutors and LAT teachers in Reading Language Arts, Math, Science, Social Studies, ELD, P.E., technology and Fine Arts.	2017-2020	Administrator Leadership Team Teachers	Professional development for teachers, teacher tutors and LAT teachers in Reading Language Arts, Math, Science, Social Studies, ELD, P.E., technology and Fine Arts.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	7,000.00

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:
At Robert Bruce School, structures and support staff will continue to be utilized to assure that all students are provided with a learning environment which is safe, drug free and conducive to learning. STRATEGY: During the 2017-2020 school year, Robert Bruce School will provide a variety of activities to help students adapt to the school environment, and adjust to all phases of individual growth and how it relates to academic performance.
Data Used to Form this Goal:
School attendance data California Healthy Kids Survey
Findings from the Analysis of this Data:
Over the past two years, Robert Bruce School has averaged a 96.5% daily attendance rate. 85% of students feel safe at school. 92% of students feel they are treated with respect. 88% of students are happy to be at this school. 92% of students feel that their school teaches students to care about each other and treat others with respect. 93% of students feel if they tell a teacher that they have been bullied, the teacher will do something to help. 88% of students feel that teachers have high expectations for them. 92% of students feel that their teachers believe they are doing a good job.
How the School will Evaluate the Progress of this Goal:
School attendance data California Healthy Kids Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide incentives for behavior, academic improvement and attendance.	2017-2020	Administrator, Leadership Team	Purchase incentives for behavior, academic improvement and attendance.	4000-4999: Books And Supplies	LCFF - Supplemental	4,242.00
Provide supplemental educational materials and/or programs to provide character education, promote positive self esteem and increase attendance.	2017-2020	Administrator, Leadership Team, Teachers, Outreach Consultant	Supplemental educational materials and/or programs for character education, positive self esteem and attendance.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,000.00
Provider Enrichment Programs for all students to support Science, Social Studies and Health education.	2017-2020	Administrator, Leadership Team, Teachers, Cal Fresh staff	Purchase supplemental materials needed to maintain and build the school garden, i.e., tools, plants, soil, fertilizer, seeds, pots, etc. to provide for lessons in Science, Social Studies and Nutrition.	4000-4999: Books And Supplies	LCFF - Base	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support staff and professional development to promote a safe and positive learning environment.	2017-2020	Administrator, Leadership Team	Provide additional Noon Duty Supervision Aide to assure adequate coverage during before school, morning recess and lunch recess periods.	2000-2999: Classified Personnel Salaries	LCFF - Base	4,394.00
			Provide extra time for professional development opportunities for noon duty aides in conflict resolution.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,000.00
			Provide outside consultant services to adequately train noon duty staff in conflict resolution.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,000.00

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:
Robert Bruce School will continue to seek parent input in decision making through our School Site Council, Parent Teacher Club, Thrive parent events and surveys when appropriate. We will strive to strengthen family and community involvement in a welcoming school climate to close achievement gaps. STRATEGY: The district/school will provide parent education programs to prepare parents to be involved in their children's education.
Data Used to Form this Goal:
School Site Council Agendas and minutes of meetings. Thrive parent events. Informal parent communication with site administrators and teachers. Parent Teacher Club Agendas and minutes of meetings.
Findings from the Analysis of this Data:
Parents need to be encouraged to participate in decisions related to the education of their children, by attending parent meetings, making recommendations, volunteering at school, participating in their children's classes, observing classroom activities, and participating in decision making by serving on district and school committees (SSC, PTC, ELAC, DELAC, DAIT, GATE, SPED, etc.)
How the School will Evaluate the Progress of this Goal:
Analysis of calendar of meetings, agendas, minutes, sign in sheets. Analysis of parent attendance at school sponsored events. Conference Attendance Data

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote Parent Involvement by implementing activities outlined in the California Family Engagement Framework.	2017-2020	Administrator Outreach Consultant Teachers, Leadership Team, PTC	Provide facilities for Fighting Back Santa Maria and Thrive for Parent education.	0000: Unrestricted	District Funded	
			Hold annual parent meeting to inform parents of Title I requirements and parent's rights to be involved.	0000: Unrestricted	District Funded	
			Hold open meetings with School Site Council, English Learner Advisory Committee and other parent committees six times per year.	0000: Unrestricted	District Funded	
			Hold parent conferences annually and an additional conference for "at risk" students.	0000: Unrestricted	District Funded	
			Involve all parents in the planning, review and evaluation of Categorical programs, Title I Parent Involvement policy, School-Parent Compact, and Single Plan for Student Achievement.	0000: Unrestricted	District Funded	
			Encourage all parents to participate in decisions related to the education of their children, by attending parent meetings, making recommendations, volunteering at school, participating in their child's class, observing classroom activities, and participating in decision making by serving on district and school committees.	0000: Unrestricted	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide written and oral translations and babysitting for parent events and conferences	2017-2020	Administrator	Instructional aide extra time to assist with written and oral translations and babysitting for parent events and conferences.	2000-2999: Classified Personnel Salaries	LCFF - Base	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:
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> School and teacher leaders' monthly meetings within cluster groups to examine and plan effective strategies to improve student achievement. Outside consultants to provide training and coaching for district and school leaders on Professional Learning Communities, Leadership, Research-Based Instructional Strategies, and State Common Core Standards. 	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum TOSAsPrincipals	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
<p>2. Innovative Instructional Delivery:</p> <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 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	333298	0.00
LCFF - Supplemental	143557	0.00
Title I Part A: Allocation	150064	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	333,298.00
LCFF - Supplemental	143,557.00
Title I Part A: Allocation	150,064.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	127,968.00
2000-2999: Classified Personnel Salaries	231,829.00
4000-4999: Books And Supplies	153,002.00
5000-5999: Services And Other Operating Expenditures	68,370.00
5800: Professional/Consulting Services And Operating	45,000.00
5900: Communications	750.00

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	72,400.00
2000-2999: Classified Personnel Salaries	LCFF - Base	212,303.00
4000-4999: Books And Supplies	LCFF - Base	29,845.00
5000-5999: Services And Other Operating	LCFF - Base	18,000.00
5900: Communications	LCFF - Base	750.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	16,830.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	12,200.00
4000-4999: Books And Supplies	LCFF - Supplemental	54,157.00
5000-5999: Services And Other Operating	LCFF - Supplemental	35,370.00
5800: Professional/Consulting Services And	LCFF - Supplemental	25,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	38,738.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	7,326.00
4000-4999: Books And Supplies	Title I Part A: Allocation	69,000.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	15,000.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	20,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	405,720.00
Goal 2	57,816.00
Goal 3	72,902.00
Goal 4	63,845.00
Goal 5	21,636.00
Goal 6	5,000.00

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
Elaine C. Guzman	X				
Tamera Williams		X			
Mary Cullen		X			
Lucy Lyons			X		
Omar Aguilar				X	
Amelia Cortez				X	
Gonzalo Hernandez				X	
Maribel Limon				X	
Sandra Sandoval				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

	State Compensatory Education Advisory Committee	_____
		Signature
X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
X	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
X	Other committees established by the school or district (list):	_____
	Leadership Team	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 23, 2017.

Attested:

Elaine C. Guzman		
Typed Name of School Principal	Signature of School Principal	Date

Maribel Limon		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date