

The Single Plan for Student Achievement

School: David Sanchez Elementary School
CDS Code: 42-69120-0102848
District: Santa Maria-Bonita School District
Principal: Kathleen Lester
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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School Vision and Mission

David Sanchez Elementary School's Vision and Mission Statements

School Mission: The staff of David Sanchez Elementary School challenges students to be the best they can be in a safe and encouraging environment. Our school motto is "Reaching beyond the ordinary to achieve the extraordinary."

Vision for Academic Achievement of Students: We expect students to perform at or above grade level in all academic areas. These expectations support students becoming productive citizens. It is understood that all students must become proficient readers since their success in life will be dependent upon their ability to read and think. All students are expected to be respectful toward others, be responsible, and be safe. The School Site Council (SSC), English Language Acquisition Committee (ELAD), and our parent community give input which support necessary changes in school planning and program needs. There is a desire to continue to provide parent education and exhibitions of student work.

School Profile

David J. Sanchez Elementary school is located in the central region of Santa Maria and was established in the 2004-2005 school year. We have 27 classrooms servicing students in grades transitional kindergarten – sixth. Current enrollment is approximately 780 students. Sanchez also offers a State Pre-School program for 72 students. Sanchez School is comprised of 28 regular classroom teachers, one special education teacher, three pre-school teachers, a full-time Outreach Consultant, one Intervention teachers, one full time assistant principal, and one full-time principal. Our Hispanic students comprise 98% of our student population and 77% of our students are English Language learners. Our Socio-Economic Disadvantaged rate is 93%. 15% of Sanchez students qualify for Migrant services.

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).

Student and staff surveys indicate that students feel safe at school.

Classroom Observations

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

Permanent classroom teachers are formally observed on a bi-annual basis. Probationary and temporary teachers are observed more frequently. Informal classroom walkthroughs take place on a weekly basis, and are also a regular part of instructional planning with a special emphasis on meeting the needs of English Language learners. Classroom observations confirm staff commitment to implementing supports for English Language learners, including a school-wide insistence on formulating responses in complete sentences, collaborative partner discussion as a routine part of lessons, high expectations, for student discipline and collaborative planning for key standards and tasks.

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)

State, district and teacher developed formative assessments are all used to ensure Sanchez students are making progress toward performance goals.

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

Data is routinely reviewed in grade level professional learning communities and used to modify instruction.

Staffing and Professional Development

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

All teachers 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 teachers have been trained in the currently adopted instructional materials.

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

Staff development plans are developed and implemented based on student performance in meeting the common core standards.

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

Sanchez teachers take advantage of district and site based development. Ongoing support in literacy is provided by the principal, (who holds a reading leadership credential), language arts intervention teacher, as well as outside consultants. Plans include the hiring of an ELD coach and Math intervention teacher/coach during the 2017-18 school year.

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

Weekly grade level collaboration meetings are held.

Teaching and Learning

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

The objective of the weekly team meetings and staff development is the alignment of the curriculum to content and performance standards.

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

All classrooms adhere to the recommended instructional minutes for reading/language arts and mathematics.

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

Lesson pacing schedules are determined by grade level teams as part of the professional learning community process.

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

All students are provided with standards-based instructional materials. New common core materials for English Language arts were purchased to be implemented district wide in 2017-18.

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)

Teachers use the SBE adopted instructional materials for all courses.

Opportunity and Equal Educational Access

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

Supplementary intervention courses include those taught by the intervention teacher, 2 limited assignment teachers and teacher tutors. These use researched based curriculum with regular monitoring of student results.

14. Research-based educational practices to raise student achievement

Based on classroom observation, teachers routinely implement research based practices learned in staff development.

Parental Involvement

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

Parent and community support is evidenced by attendance at school events and parent workshops, parent conferences and follow up on referrals to community agencies.

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)

Administration, teachers, parents and school site council representatives review data yearly. School plan expenditures are based on this data review.

Funding

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

Categorical funds are used to provide supplemental education support that enables underperforming students to make progress in meeting common core standards.

18. Fiscal support (EPC)

Adequate fiscal support is provided to fund interventions and educational supports.

Description of Barriers and Related School Goals

Almost all Sanchez students enter kindergarten as both English language learners and socio-economically disadvantaged students. School goals include, creating a college-going culture, reclassification by fifth grade, grade level performance in language arts and mathematics, a safe and supportive school environment and parent involvement. Supplementary materials and background knowledge and experiences are necessary for our students to significantly access the core curriculum. Both integrated and designated ELD require extensive planning time and task analysis to ensure optimum educational efficiency to make the best use of limited instructional time. Students' households lack access to books, technology, outdoor play spaces and adult assistance due to long parental working hours. Parents are very supportive of the school, but often face barriers of language and education in supporting their children. Adequate translation services in both Spanish and Mixteco are critical for parent engagement. Preparation and expectations for college access are required throughout elementary school. We will continue to use the AVID program to facilitate this education for both students and parents. Our professional learning community process is designed to provide the necessary framework to ensure equitable access to rigorous, engaging curriculum.

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	129	103	129	100	129	100	100.0	97.1
Grade 4	116	127	112	125	111	125	96.6	98.4
Grade 5	109	91	104	90	104	90	95.4	98.9
Grade 6	97	86	97	86	96	86	100.0	100
All Grades	451	407	442	401	440	401	98.0	98.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2356.4	2378.4	4	3	10	17	23	35	63	45
Grade 4	2433.1	2427.4	8	11	22	19	30	23	38	46
Grade 5	2434.5	2457.7	2	3	16	27	27	23	55	47
Grade 6	2456.5	2495.6	2	6	14	26	29	38	54	30
All Grades	N/A	N/A	4	6	16	22	27	29	53	43

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	8	3	30	40	62	57
Grade 4	6	13	51	34	42	54
Grade 5	4	9	31	40	65	51
Grade 6	2	3	31	48	67	49
All Grades	5	7	36	40	59	53

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	7	33	48	60	45
Grade 4	11	10	56	53	33	38
Grade 5	7	6	42	58	51	37
Grade 6	5	12	48	56	47	33
All Grades	8	8	44	53	48	38

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	6	57	70	41	24
Grade 4	7	6	66	74	27	21
Grade 5	0	9	57	64	43	27
Grade 6	2	12	61	72	36	16
All Grades	3	8	60	70	37	22

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	9	9	44	54	47	37
Grade 4	10	14	49	54	22	32
Grade 5	10	9	60	69	31	22
Grade 6	6	13	55	64	39	23
All Grades	9	11	51	59	35	29

Conclusions based on this data:

1. A significant amount of students in all grades moved from the below standard to the at or near standard category.
2. A greater emphasis on the requirements for above standards level work is needed.
3. Reading comprehension continues to be a need across grade levels.

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	129	103	129	102	129	102	100.0	99
Grade 4	116	127	114	127	113	127	98.3	100
Grade 5	109	91	105	91	105	91	96.3	100
Grade 6	97	86	97	85	97	85	100.0	98.8
All Grades	451	407	445	405	444	405	98.7	99.5

* 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	2386.9	2383.6	5	6	16	16	33	31	47	47
Grade 4	2429.0	2441.0	1	6	18	17	44	42	36	35
Grade 5	2435.9	2448.2	1	1	10	9	26	31	64	59
Grade 6	2470.8	2498.4	6	6	12	15	30	48	52	31
All Grades	N/A	N/A	3	5	14	15	33	38	49	42

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	9	9	35	27	57	64
Grade 4	6	16	37	32	57	52
Grade 5	5	3	24	27	71	69
Grade 6	8	16	34	39	58	45
All Grades	7	11	33	31	60	57

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	9	39	32	52	59
Grade 4	6	9	50	52	44	39
Grade 5	2	2	24	23	74	75
Grade 6	8	4	34	45	58	52
All Grades	7	6	37	39	57	55

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	12	58	56	36	32
Grade 4	4	11	47	48	50	41
Grade 5	3	1	30	36	67	63
Grade 6	2	11	49	59	48	31
All Grades	4	9	47	50	49	41

Conclusions based on this data:

1. The new GO math curriculum requires supplementation and/or further refinement.
2. Problems solving and problem interpretation continue to be a high need.
3. Performance gains were very modest. Greater technical support is required for mathematics instruction.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				1	2		2	7		8	7		13	6	
				4%	9%		8%	32%		33%	32%		54%	27%	
1	1			17	11		39	46		39	37		24	9	
	1%			14%	11%		33%	45%		33%	36%		20%	9%	
2	1			13	14		56	46		32	32		5	18	
	1%			12%	13%		52%	42%		30%	29%		5%	16%	
3	1			10	3		61	41		37	25		13	9	
	1%			8%	4%		50%	53%		30%	32%		11%	12%	
4	7	2		28	22		56	53		14	19		6	11	
	6%	2%		25%	21%		50%	50%		13%	18%		5%	10%	
5	3	1		23	14		42	28		5	6		7	3	
	4%	2%		29%	27%		53%	54%		6%	12%		9%	6%	
6		2		12	15		32	18		7	7		2	1	
		5%		23%	35%		60%	42%		13%	16%		4%	2%	
Total	13	5		104	81		288	239		142	133		70	57	
	2%	1%		17%	16%		47%	46%		23%	26%		11%	11%	

Conclusions based on this data:

1. Most kindergarten students make at least 1 level of progress.
2. Students at level 2 need greater support to move to the intermediate level in one year.
3. Approximately 1/2 of the students at level 3 move to level 4 the next year.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				1	2		8	9		24	30		122	97	
				1%	1%		5%	7%		15%	22%		79%	70%	
1	1			19	11		43	46		43	37		32	12	
	1%			14%	10%		31%	43%		31%	35%		23%	11%	
2	1			13	14		59	46		32	33		7	20	
	1%			12%	12%		53%	41%		29%	29%		6%	18%	
3	1			10	3		61	41		37	26		13	10	
	1%			8%	4%		50%	51%		30%	33%		11%	13%	
4	7	2		28	22		57	53		15	19		10	14	
	6%	2%		24%	20%		49%	48%		13%	17%		9%	13%	
5	3	1		23	14		43	28		5	6		7	6	
	4%	2%		28%	25%		53%	51%		6%	11%		9%	11%	
6		2		12	15		32	18		7	7		6	1	
		5%		21%	35%		56%	42%		12%	16%		11%	2%	
Total	13	5		106	81		303	241		163	158		197	160	
	2%	1%		14%	13%		39%	37%		21%	24%		25%	25%	

Conclusions based on this data:

1. Students score significantly lower on the reading section of the CELDT in grades 3 and up.
2. A significant portion of students are not progressing beyond the intermediate level.
3. The number of students meeting proficiency goals increased in 2016 from 50.3% to 56.2%.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	611	617	515
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	611	617	515
Number Met	332	276	258
Percent Met	54.3%	44.7%	50.1%
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	627	126	633	134	538	100
Number Met	80	58	76	38	54	27
Percent Met	12.8%	46.0%	12.0%	28.4%	10.0%	27.0%
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. Scores on CELDT continue to trend upwards - with a 5% or greater gain in 2016-17.
2. More specifically targeted instruction is needed to move students from the intermediate (expanding) to advanced (bridging) level.
3. Formative assessment for English Language Development continues to be a need.

School and Student Performance Data

Title III Accountability (District Data)

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

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

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

Conclusions based on this data:

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

Planned Improvements in Student Performance

School Goal #1

SUBJECT: English Language Arts
LEA/LCAP GOAL:
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning.
SCHOOL GOAL #1:
The average scale score for language arts will increase 7 or more points per year in English Language Arts as evident on the results of the 2016 and 2017 Smarter Balanced Assessment
Data Used to Form this Goal:
STAR reading assessment District Benchmark Scores District unassisted writing samples. Classroom formative assessments in Reading. CELDT Test Results
Findings from the Analysis of this Data:
A significant number of students at all grade levels do not meet grade level standards in one or more areas of language arts. The greatest need is in reading comprehension.
How the School will Evaluate the Progress of this Goal:
Trimester Fluency Assessments Annual ELD assessment STAR reading assessment Quantity of independent reading as measured by Accelerated Reader. Achieve 3000 data Formative Assessments in Reading, Writing, Language and ELD.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop power standards and grade level formative assessments to guide implementation of common core standards.	By June 2020, Implementation of Common Core Instruction in ELA	Administrator, Leadership Team Grade Level Teams	Substitute teachers for language arts planning day for each grade level. Professional Books and Staff Development materials.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3080.00
Ensure all students master decoding elements and receive small group instruction in reading comprehension.	2017-20	Administrator	District funded instructional assistants for grades K-1, Site funded instructional assistants for grades 2-3.	2000-2999: Classified Personnel Salaries	LCFF - Base	36,000.00
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	24,000.00
Purchase supplementary instructional materials and/or computer licenses in Reading Language Arts, Math, Science, Social Studies, ELD, P.E., Technology, and Fine Arts.	2017-2020	Administrator	Purchase Instructional materials and/or computer licenses in Reading Language Arts, Math Science, Social Studies, ELD, P.E., Technology, and Fine Arts.	4000-4999: Books And Supplies	LCFF - Supplemental	7840.00
Purchase computer licenses to enhance instruction in language arts, mathematics and English language development	2017-2020	Administrator Computer Lab Tech Leadership Team	Purchase computer licenses, instruction in language art, mathematics and English Language Development.	4000-4999: Books And Supplies	LCFF - Supplemental	30,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and Maintain an articulated research based response to intervention system for English language arts using LAT teachers, teacher tutors and . Provide computer and library assistance to ensure access to research materials, independent reading and technology enhanced intervention. Provide project clerk assistance for site based systems development and support, maintenance. and evaluation.	2017-2020	Administrator Leadership Team	Lower grade intervention LAT teacher	1000-1999: Certificated Personnel Salaries	LCFF - Base	28,618.00
			Teacher tutors (.5 kinder)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	11,124.00
			Upper grade intervention LAT teacher	1000-1999: Certificated Personnel Salaries	Title I	28,618.00
			Computer Lab, Library, Project Clerk	2000-2999: Classified Personnel Salaries	LCFF - Base	80,706.00
Fund extra time for playground supervision to change 1st grade recess to avoid interrupting intervention block	2017-2020 Provide uninterrupted intervention block to 1st and 2nd grades	Administrator	Fund extra time for playground supervision to change 1st grade recess to avoid interrupting intervention block	2000-2999: Classified Personnel Salaries	LCFF - Base	1,000.00
Provide teachers/teacher tutors for after school intervention and enrichment programs (120 days x 1.25 hour x \$35.00 per hour)	2017-2020 Extended Day	Administrator Teachers	Teacher/Teacher Tutors for after school	1000-1999: Certificated Personnel Salaries	Title I	1,000.00
Provide outside consultant services (American Reading or other) to improve teachers assessment, diagnostic and differentiation skills in Language Arts.	2017-2020	Administrator	IRLA online assessment system	4000-4999: Books And Supplies	LCFF - Base	7,000.00
			Consultant services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2719.00
			Consultant services	5000-5999: Services And Other Operating Expenditures	Title I	3281.00

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:
English Learners will demonstrate progress in acquiring English Language Proficiency as evident on the results 2019 ELPAC. The 2018 ELPAC will be used to establish a baseline for comparison.
Data Used to Form this Goal:
CELDT tests results from 2010-2016, CAASPP results from 2015 and 2016.
Findings from the Analysis of this Data:
CELDT test results have been increasing steadily for the past 2 years.
How the School will Evaluate the Progress of this Goal:
Yearly analysis of CELDT and ELPAC data.. Informal assessments of ELD classroom work. School-wide tracking toward re-designation Unassisted writing samples. ELL progress on district benchmarks and CAASPP assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Designated ELD: Provide staff development and materials for designated ELD. Develop informal interim measures for designated ELD. Provide materials/staff for ELD intervention	2017-2020	Administrators and Teachers	Provide staff development and materials for designated ELD. Develop informal interim measures for designated ELD. Provide materials/supplies for ELD	4000-4999: Books And Supplies	Title I	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Field Trips: Provide \$500 per classroom for instructional field trips to increase background knowledge and language development.	2017-2020 Field Trips	Administrators and Teachers	Provide Instructional field trips to increase background knowledge and language development.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	15,000.00
Parent Communication: Provide student agendas for parent communication regarding assignments, student behavior etc.	2017-2020 Parent Communication	Administrator	Provide student agendas for parent communication regarding assignments, student behavior etc.	4000-4999: Books And Supplies	Title I	3,000.00
Provide primary language support for academic subjects and social skills learning.	2017-2020	Administrator, Teachers, Instructional Assistants.	Extra time for bilingual instructional assistants to provide primary language support	2000-2999: Classified Personnel Salaries	LCFF - Base	1,000.00
Provide technology Licences (software and hardware) to provide visual support and scaffolds for both designated and integrated ELD	2017-2020	Administrator, Computer Lab Tech,.	Purchase supplemental technology programs (software and hardware).	4000-4999: Books And Supplies	Title I	7,000.00
Provide additional primary language books and other resources to encourage parent modeling and participation in family literacy.	2017-2020	Administrator	Provide additional primary language books and supplies to encourage parent modeling and participation	4000-4999: Books And Supplies	Title I	3,000.00

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:
The average scale score for Mathematics on the CAASPP will increase by 5 or more points per year.
Data Used to Form this Goal:
CAASPP results, District benchmark.
Findings from the Analysis of this Data:
Scores increased modestly in mathematics. Problem solving remains a particular difficulty.
How the School will Evaluate the Progress of this Goal:
CAASPP, district benchmark and school formative assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: Provide subs to release teachers for professional development, collaboration and observation	2017-2020	Administrator, Leadership Team	Substitute Teachers for grade level long term planning, lesson study and observation.	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000.00
Instructional Materials: Purchase supplementary instructional materials in Mathematics	2017-2020	Administrator,	Purchase supplementary instructional materials for Reading Language Arts, Math, Science, Social Studies, ELD, P.E., Technology and Fine Arts.	4000-4999: Books And Supplies	LCFF - Base	4,065.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide math intervention/staff development teacher on special assignment.	2017-2020	Administrator, Human Resources	Salary and Benefits for site math intervention/TOSA	1000-1999: Certificated Personnel Salaries	LCFF - Base	65,000.00
			Use Title I funds to supplement salary and benefits for site math intervention/TOSA	1000-1999: Certificated Personnel Salaries	Title I	65,000.00
Designated ELD: Provide staff development resources in Mathematics including outside consultants, professional literature, professional conferences and online staff development	2017-2020	Administrator	Staff Development/ Instructional Materials/ELD intervention.	5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00

Planned Improvements in Student Performance

School Goal #4

SUBJECT: Other Subjects (Social Studies, Science, PE, Arts)
LEA/LCAP GOAL:
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.
SCHOOL GOAL #4:
Develop, deliver and increase access to rich experiential curriculum in science, technology, social sciences, arts, music and physical education for all students.
Data Used to Form this Goal:
Results of Physical Education Assessment CST Science results 2014 CELDT scores Renaissance Place STAR reading scores Formative assessments in science, social studies, art, music and PE.
Findings from the Analysis of this Data:
Performance on Physical Fitness test is improving especially in the area of aerobic fitness. Students lack background knowledge for reading comprehension and English Language Development. This affects student achievement in science, social studies and health.
How the School will Evaluate the Progress of this Goal:
Teacher and administrator observation of progress in technology skills. Increased performance on the state science examination Formative assessments in science, social studies, arts and physical education. Increase level of participation in physically challenging organized recess and physical education activities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology Education: Consistently use technology to increase opportunities for oral language development, developing background knowledge, research, publication of student work, engineering and communication skills.	2017-2020 School Year	Administrator Leadership Team Teachers	Develop grade level technology expectations for Sanchez Students. Integrate technology education with academic instruction.	4000-4999: Books And Supplies	Title I	2,000.00
Instrucionatl Materials: Plan implementation and begin implementation of NGSS.	2017-2020 School Years:	Administrator	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 - Base	1,000.00
Computer Equipment Licenses for Computer Intervention: Purchase computers and computer equipment and/or licenses to assist with instruction in Reading/Language Arts, Math, Science, Social Studies, ELD, P.E., technology and Fine Arts.	2017-2020 School Years	Administrator Computer Lab Tech Leadership Team	Purchase Computers and computer equipment and/or licenses to assist with instruction in Reading/Language Arts, Math, Science, Social Studies, ELD, P.E. technology and Fine Arts.	4000-4999: Books And Supplies	LCFF - Supplemental	5,000.00
Swim lessons for 4th grade	2017-2020	Administrator 4th grade teachers	Increase aerobic endurance and develop habits of safe physical fitness	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	4,000.00
Purchase physical education equipment and supplies	2017-2020 School Years	Physical Education	Purchase supplemental PE equipment and supplies	4000-4999: Books And Supplies	LCFF - Supplemental	500.00
Provide staff development in science, social studies, physical education, art, music and health.	2017-2020 School Years	Administrator Teachers PE Teacher	Staff Development - additional time for teacher leaders.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase supplemental materials in science, social studies, health, music and arts.	2017-2020 School Years	Administrator Teachers	Instructional Materials in science, social studies, health, music and arts.	4000-4999: Books And Supplies	LCFF - Base	10,000

Planned Improvements in Student Performance

School Goal #5

SUBJECT: Support Services (Counseling, Safety, Nutrition, Health)
LEA/LCAP GOAL:
LEA GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning. LCAP GOAL: Maintain a safe, secure, healthy and positive learning environment for all students and staff.
SCHOOL GOAL #5:
Continue to provide access for all students to a safe learning environment, maintain good attendance rates, and implement strategies to promote good behavior, citizenship and health.
Data Used to Form this Goal:
Student attendance data Safe Kids Survey Student suspension data
Findings from the Analysis of this Data:
Almost all students feel safe and connected at school. Sanchez daily attendance is consistently above the district average.
How the School will Evaluate the Progress of this Goal:
Student attendance data, Student disciplinary data, Parent and student surveys

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 achievement, improvement, and attendance and play equipment for recess	2017-2020 School Years	Administrator	Provide Incentives for behavior, academic improvement and attendance and play equipment for recess.	4000-4999: Books And Supplies	LCFF - Supplemental	300.00
Refine and Fund a MTSS for behavioral intervention. Provide outside consulting services as necessary for Tier III interventions.	2017-2020	Administrator Instructional services staff Leadership Team	In-kind expenses and Mental Health services.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,300.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create and sustain a college going culture, and collegiate aspirations of both students and their family members.	2017-2020	Administrator, Site Leadership team	AVID training and implementation	1000-1999: Certificated Personnel Salaries	Title I	9,000.00
			College field trips	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,000.00

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:
Strengthen family and community involvement in a welcoming school climate to close achievement gaps
Data Used to Form this Goal:
Teacher reports of parent attendance at conferences and school events. School Site council Agendas
Findings from the Analysis of this Data:
Parent education and community events are well attended.
How the School will Evaluate the Progress of this Goal:
Attendance and Evaluation of Parent Conferences, parent education and community events.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide extra time for babysitting, and translation for parent events.	2017-2020	Administrator	Provide extra time for babysitting, and translation for parent events/Parent Conferences.	2000-2999: Classified Personnel Salaries	LCFF - Base	4,000.00
Provide supplies and postage for parent events and parent communication	2017-2020	Administrator Office staff	Postage for parent events and parent communication.	5900: Communications	LCFF - Base	500.00
Provide extra time for translation for parent conferences and at-risk meetings.	2017-2020	Administrator Office Staff	Translate Parent conferences/at risk meetings.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,000.00
Provide student folders to assist in school to home communication.	2017-2020	Administrator	Purchase folders and agendas for parent communication.	4000-4999: Books And Supplies	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 substitute release days and/or extra time to plan and implement school-wide achievement goals.	2017-2020	Administrator	Leadership team meetings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3000.00
Provide assistance for Parents to interact with School Community on a daily bases including translation assistance	2017-2020	Administrator	Hire a Community Liaison	2000-2999: Classified Personnel Salaries	LCFF - Base	16,448.00

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 TOSAs Principals	Professional Development, Conferences and Outside Consultants	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	400,000
			Use Title I-PISA funds to supplement cost for Professional Development, Conferences & Presenters	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	143,800
2. Innovative Instructional Delivery: <ul style="list-style-type: none"> Minimum days will be allocated on a weekly basis for professional development and collaborative grade level meetings: Continue to provide administrative, certificated and classified staff with professional development that supports State Standards in all academic areas, provides best practices, and supports the needs and program needs of school sites from preschool through 8th grade, including but not limited to, Math, ELA, ELD, Science, Social Studies, GATE, AVID, Dual Language Immersion, STEM, PE, Technology, Special Education, Preschool, Robotics and Visual and Performing Arts. 	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum 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	Director of Consolidated Projects Director of Pupil Services Program Specialist Migrant/Homeless Family Advocate	Contract with Fighting Back Santa Maria Valley	0000: Unrestricted	District Funded	0
<p>3. Partner with community agencies to provide support services for homeless and foster youth to help them overcome barriers that are interfering with their education:</p> <ul style="list-style-type: none"> • Dental Access Resource • Santa Maria Healthy Start • School Supplies & backpacks • Health and hygiene supplies • Immunization & Referrals for health services • Emergency Food & Clothing • Emergency Housing/Shelter • Transportation • Home Visits • Enrollment & Records Assistance • Mental Health/Behavioral Support • Homeless Liaison Case Worker • Foster Youth Case worker 	2017-2020	Director of Consolidated Projects Director of Pupil Services Program Specialist Migrant/Homeless Family Advocate	Contract with Fighting Back for full time Homeless Liaison (funded with Title I–Part A Homeless-Set Aside) Contract with Fighting Back for part time Homeless Liaison (funded with McKinney-Vento Grant) In kind expenses such as use of rooms and equipment	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 0000: Unrestricted	Title I Part A: Disadvantaged Students Other In Kind	45,500 39,396 0

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #8

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

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

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

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	262337	0.00
LCFF - Supplemental	115363	0.00
Title I	124899	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	262,337.00
LCFF - Supplemental	115,363.00
Title I	124,899.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	217,940.00
2000-2999: Classified Personnel Salaries	169,154.00
4000-4999: Books And Supplies	83,705.00
5000-5999: Services And Other Operating Expenditures	24,000.00
5800: Professional/Consulting Services And Operating	7,300.00
5900: Communications	500.00

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	96,618.00
2000-2999: Classified Personnel Salaries	LCFF - Base	139,154.00
4000-4999: Books And Supplies	LCFF - Base	22,065.00
5800: Professional/Consulting Services And	LCFF - Base	4,000.00
5900: Communications	LCFF - Base	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	17,704.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	30,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	45,640.00
5000-5999: Services And Other Operating	LCFF - Supplemental	20,719.00
5800: Professional/Consulting Services And	LCFF - Supplemental	1,300.00
1000-1999: Certificated Personnel Salaries	Title I	103,618.00
4000-4999: Books And Supplies	Title I	16,000.00
5000-5999: Services And Other Operating	Title I	3,281.00
5800: Professional/Consulting Services And	Title I	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	264,986.00
Goal 2	30,000.00
Goal 3	139,065.00
Goal 4	23,000.00
Goal 5	13,600.00
Goal 6	31,948.00

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
Kathleen Lester	X				
Daniela Yanez				X	
Dimas Murillo				X	
Isela Pinon				X	
Monica Solis				X	
Maria Tovar				X	
Adela Raynes		X			
Carlota Romero		X			
LeSuer Spencer		X			
Dolores Garcia			X		
Paul Aldaco (Assistant Principal)	X				
Numbers of members of each category:	2	3	1	5	0

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):	_____ Signature

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

Attested:

Kathleen Lester _____ Typed Name of School Principal	 _____ Signature of School Principal	_____ Date
Daniela Yanez _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	_____ Date