

The Single Plan for Student Achievement

School: Fairlawn
CDS Code: 42691206046007
District: Santa Maria-Bonita School District
Principal: Kathleen Bryant-Carlson
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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

Fairlawn's Vision and Mission Statements

Motto: Choosing to learn, Determined to Succeed, Making a Difference, Together

Vision: Our vision is to prepare all students to be successful in college and in life! Fairlawn School is a community of students, parents and staff dedicated to the development of every individual's desire to learn and succeed. Together we promote scholarship through a safe, supportive environment that fosters respect, character, inquiry and a lifelong passion for learning.

Mission Statement: Our mission is to ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and holding ourselves accountable for results.

School Profile

Fairlawn School embraces the Santa Maria Bonita District vision, "We were here to prepare children to be successful citizens" Fairlawn is a community of students, parents and staff dedicated to the development of every individual's desire to learn and succeed. Together we promote scholarship through a safe, supportive environment that fosters respect, character, inquiry and a lifelong passion for learning. Our motto is "Choosing to learn, determined to succeed, making a difference, together."

Fairlawn Elementary School is located in the western region of Santa Maria and serves approximately 800 students in grades transitional kindergarten through six, following a modified traditional calendar. We also house two state pre-school classes, one migrant evening pre-school class and a County Pre-school Special Education class. Our demographics include 4.3% in special education, 24% identified for migrant education services, 83.6% qualifying for English Language Learner support, 97% Hispanic or Latino and 97% qualifying for free or reduced price lunch. We have 26 classroom teachers, 2 full time intervention teachers, 1 special education teacher and 3 pre-school teachers. In addition, we have 5 part time certificated teacher tutors to support our Response to Intervention program as well as 15 bilingual classroom aides.

Fairlawn School is in Program Improvement Year 5. Corrective actions since 2006 have included: a restructuring plan of a collaborative community, change in administration in 2010, addition of assistant administrative position in 2014, changes in ELA curriculum in 2010 and a new math curriculum in 2014 and 2015. Collaboration among staff is ongoing as we implement the new Common Core State Standards and our new math program. The Fairlawn staff works closely together to ensure our students are on the path to be college and career ready by following the Common Core State Standards. Collaborative grade level teams meet twice monthly to analyze share data from classroom assessments and collaborate on the most effective teaching strategies to help students meet the established standard(s). Pacing of instruction is achieved through this collaborative planning. We also participate in district level staff development throughout the year. The district continues to support district wide early release days to provide the time for these activities.

All of the academic subjects, including English Language Arts, English Language Development and Math, are taught using district adopted materials and strategies. Instruction is differentiated by skill leveled groups across classrooms in some grade levels and leveled groups within the classrooms in some grades. Teachers provide differentiated instruction in small groups with the assistance of teacher tutors, bilingual aides and two full time intervention teachers. There are also some extended day opportunities for extra help for targeted students.

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All Fairlawn teachers and support staff meet the NCLB requirements for highly qualified staff. The district staff development days have focused on the language arts program, ELD, differentiated instruction and an introduction to the Common Core State Standards in Math. In the future, the district will continue to focus on the Common Core State Standards in English Language Arts and Math. At the site level, we will also engage in discovering how best to transition to the Common Core State Standards through staff development and collaboration among staff members.

The Fairlawn School Site Council / English Language Advisory Committee meet at least six times during the school year. There are 5 school representatives and 5 parent representatives on the council. The SSC is responsible for reviewing and approving the school plan. Parent involvement is encouraged through traditional Meet the Teacher and Open House Nights as well as English Learner Nights, Parent Education Nights and the THRIVE Organization. Our bilingual newsletter also provides our families with parenting tips and information about school events and special dates.

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).

Fairlawn will be using Four surveys each year. One is given to our 3rd-6th grade students. This survey was created by a cluster of schools to be used for School Goal #5 in regards to: all students will be educated in learning environments that are safe, drug free and conducive to learning. This survey will go out to students in May after they have completed almost one full year here at Fairlawn. Information will be used as feedback for staff to hear what is working and what we need to do more of to help our students feel safe on our campus. The Healthy Kids Survey which is given to all 5th grade students district wide and a staff survey from Healthy Kids will also be used as another measure for Goal #5. Finally each year the classified and certificated staff will have the opportunity to provide the principal with feedback on how staff perceives the year has gone and to give valuable feedback for what is working and what could be improved school wide.

Classroom Observations

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

Each year our school receives a list of the classified and certificated employees that are up for formal evaluations depending upon their time of hire from our HR department. Employees who fall in the evaluation cycle will be observed and evaluated either by the principal or the assistant principal. Employees are notified at the beginning of each school year who will be in this cycle. Certificated employees choose from the CSTP standards. They meet with administration and share which standard/s they will choose. Administrations then sets up at least one formal observation and in some case two. Teachers meet prior to the evaluation in a pre-observation conference to share the lesson and objectives with administration. The observation is 30min.-one hour where the lesson is observed from start to finish. Administration and the teacher meet afterwards to review the observation where commendations and recommendations are made. There are then at least 4 more informal walk throughs completed with anecdotal notes taken. At least 30 days before the end of the work year the teacher and administrator meet again and review a summative evaluation. At this time a recommendation is made for continue employment, refer to PAR and continue the evaluation process or do not continue employment. Classified also go through an evaluation cycle based off of their hire date and being a 4 month probationary, 6 month, bi annual or permanent status. If any classified or certificated receives a does not meet standard or partially meets standard they are given an improvement plan and support and re-evaluated before the end of the school year. Walk throughs are completed on a regular basis by both the principal and the assistant principal through out the year of all employees. This year 18 Fairlawn certificated staff went through the evaluation cycle and 18 bilingual aides.

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)

Teachers review CAASPP testing at the beginning of the school year and again prior to testing in the spring. District benchmark assessments are given three times a year: math, reading fluency, unassisted writing and CELDT scores are also all reviewed each school year in the fall and used for guiding instruction. These assessments are kept in a data system, OARS, where teachers may review them any time throughout the year as well as to make adjustments as needed. ADEPT is given to all New Comers for language placement. Running records are currently being used for placement in ELA. This year DIBELS will also be used for all kindergarten and 1st grade students to identify at-risk students for the upcoming year. It is our plan to DIBEL all students in the Fall of 2017 and then use this system to monitor the progress of intervention students and students who have been recommended for the SST process. The STAR reading test is also given 3 times a year and students are in an accelerated reading program (AR) based on the STAR scores. Students read books and take comprehension tests. This information is used by teachers to place students in leveled reading groups throughout the year. Factswise math goals are currently being used to identify students who know or struggle with basic addition, subtraction, multiplication, and division facts. Teachers also use curriculum embedded assessments to monitor student achievement.

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

Grades K-2 all have bilingual aides. The aides work with students who have been identified as at-risk on the above assessments in #1. All our bilingual aides have also been provided professional development to work with at-risk students in SIPPS (System Instruction, Phonological Awareness, Phonics and Sight Words). This program targets reading and phonics skills. Third grade also has a bilingual assistant that rotates between the three third grade classes to specifically work with students who have been identified as at-risk. Grades 3-6 also have teacher tutors who come into the classrooms to work with targeted at-risk students in ELA and math.

Staffing and Professional Development

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

All Fairlawn teachers meet the highly classified requirements of holding current multiple subject credentials and are Authorized-CLAD teachers.

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

A variety of professional development is required at least 3 times a year through district professional development days. Teachers are provided an opportunity to choose from a variety of PD which best meets their learning needs. District TOSAs are also available for teachers and schools to use as needed throughout the year. After school institutes are also available for teachers who choose to extend their learning.

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

Staff development based on CELDT scores is an on going practice. The district is also currently working on calibrating the unassisted writing prompts. All teachers attended a PD to practice scoring. Teachers will continue to use this process during grade level meetings to score the writing twice a year.

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

Teachers currently are provided 2 grade level meeting days per month. Grade level meetings are based on teachers assisting and collaborating on best practices and discussing assessments to inform instruction. Teachers have the support of the district TOSAs whenever needed upon request. The district also provides 3 Professional Development days for additional assistance and support.

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

Teachers are provided with early release days each month to collaborate by grade levels. Kindergarten has their own PD that is also provided beyond the monthly grade level. Fairlawn will also be starting PLCs in the fall. Benchmark Advance is the new Language Arts adoption for K-5, StudySync McGraw-Hill will be the 6th grade curriculum.

Teaching and Learning

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

Curriculum is aligned with content standards. Teachers pilot and decide on the curriculum to be used for math, ELA, ELD, Sci and SS. Besides a new adoption for ELA and ELD, New Generation State Science Standards have been approved.

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

Teachers follow the instructional minute guidelines which are mandated by Ed Code, Board Policy, and framework requirements given out by the district each year. Staff turn this in at the beginning of each year showing a daily class schedule with the total minutes per week.

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

Intervention is provided throughout the day on a daily basis. Schedules change as the need goes up or down based on the number of students that are identified each trimester and through progress monitoring. Fairlawn has two intervention teachers, bilingual aides for K-2, one bilingual aide that is shared among the 3 third grade classes, and 5 teacher tutors who all work with at-risk students.

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

All students are provided with instructional materials. (This is accounted for each year through the Williams Act visitation)

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 district adopted instructional materials.

Opportunity and Equal Educational Access

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

All students are provided access to district adopted materials at each grade level. Students who have been identified at-risk are provided with intervention instruction through pull out. At-risk students also go through an SST process where a team makes recommendations for a variety of resources to support students as needed. In 1st -2nd grade, bilingual aides have been provided PD for a phonics based reading program called SIPPS, which is used with at-risk students.

14. Research-based educational practices to raise student achievement

Teachers are encouraged to use research based practices. Throughout the year professional development is offered in after school institutes and through early release days. Teachers are also encouraged to attend conferences to stay current with researched based strategies and practices.

Parental Involvement

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

A CHC van comes to our school to assist parents and students with medical needs on a monthly basis. K-2 students have the opportunity to participate in a dental program at the beginning of each year. Our school nurse assist parents in setting up appointments when necessary. The district provides all migrant students the opportunity to attend extended day classes. Fairlawn also has a full time Outreach Counselor and a liaison that works on a regular basis with homeless families. There is also a district Outreach program available for any family.

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)

Fairlawn has an active PTC organization comprised of teachers and parents school wide. They have 5 meetings a year. Parents, teachers, and classified staff are also a part of our School Site Council which meets a minimum of 6 times a year. Parent nights are provided each year based on parent survey results. The Kiwanis also support a school club called K-Kids. This club is sponsored by the Kiwanis to promote leadership skills and opportunities for students to participate in community service projects. ESL classes are offered all year to parents. Our school also partners with Fighting Back Santa Maria to provide parenting classes.

Funding

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

Title 1 provides funding to pilot Achieve 3000. These funds also pay for our AR licenses which promotes reading comprehension. Two 6th grade classes use a computer based math program. Kinder and first grade teachers are piloting a new computer based program called BluePrint.

18. Fiscal support (EPC)

Initial budgets for 2017-18 are:

Title 1-\$126,194
LCFF Base-\$285,561
Supplemental/Concentration-116,735
LCAP site money -\$170 per (To still be approved)

Total: \$528,490 (W/out LCAP)

Description of Barriers and Related School Goals

Students at Fairlawn are dedicated to learning as shown by their 97% attendance on a daily basis. However, many of our students face challenges. On average 89% of our students have family incomes that rank below the poverty. 80% of our students are bilingual learners coming to us with sometimes 2-3 languages Spanish, Mixtec being the most frequently used languages. 20% of our families are Mixteca and most likely have 2 languages being spoken in the home. 22% of our families work in the agriculture industry in the fields or nurseries. Families that are seasonal workers creates a transiency rate of 5% annually. Our parents are very supportive at Fairlawn but many have not had any opportunity for higher education and this creates challenges at home for support with academics. In spite of the challenges Fairlawn students continue to show growth.

The Fairlawn staff is committed to providing the best, most complete education for our students development of social emotional, health and academic needs in the safest environment possible.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	129	105	123	105	123	105	95.3	100
Grade 4	108	111	103	109	103	109	95.4	98.2
Grade 5	112	90	108	87	108	87	96.4	96.7
Grade 6	102	95	95	92	95	92	93.1	96.8
All Grades	451	401	429	393	429	393	95.1	98

* 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	2345.8	2361.6	2	6	12	11	23	25	63	58
Grade 4	2382.6	2383.1	0	3	10	11	20	18	70	68
Grade 5	2425.9	2427.4	0	2	13	11	22	31	65	55
Grade 6	2467.0	2484.5	2	2	15	18	33	48	51	32
All Grades	N/A	N/A	1	3	12	13	24	30	62	54

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	5	5	38	42	57	53
Grade 4	4	3	38	35	58	62
Grade 5	3	3	38	33	59	63
Grade 6	6	4	35	57	59	39
All Grades	4	4	37	41	58	55

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	4	32	33	66	63
Grade 4	3	4	26	33	71	63
Grade 5	2	6	36	33	62	61
Grade 6	4	5	43	50	53	45
All Grades	3	5	34	37	63	58

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	4	5	54	55	41	40
Grade 4	2	2	61	57	37	41
Grade 5	2	5	58	49	40	46
Grade 6	4	7	65	76	31	17
All Grades	3	4	59	59	38	36

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	7	42	46	56	48
Grade 4	2	4	38	42	60	54
Grade 5	2	7	67	62	31	31
Grade 6	5	10	58	72	37	18
All Grades	3	7	51	54	47	39

Conclusions based on this data:

1. Fairlawn is showing some growth overall and the number of students who have not met standards decreased slightly. Overall school wide growth in the met to exceeded standard improved 3% in 15/16.
2. The data shows Fairlawn students struggle the most in reading and writing. 3% of students moved out of the below standard in reading (55% below standard)and 5% moved out of the below standard in writing. (58% still below standard)
3. Fairlawn school wide in ELA moved 8% of students out of the below standard category in 15/16 compared to 14/15

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	105	127	105	127	105	98.4	100
Grade 4	108	111	106	110	106	110	98.1	99.1
Grade 5	112	90	109	88	109	88	97.3	97.8
Grade 6	102	95	97	93	97	93	95.1	97.9
All Grades	451	401	439	396	439	396	97.3	98.8

* 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	2360.9	2391.7	1	5	10	22	28	34	61	39
Grade 4	2390.6	2410.5	0	1	3	11	33	35	64	54
Grade 5	2415.3	2411.9	0	1	1	5	22	19	77	75
Grade 6	2453.5	2477.3	1	1	7	8	37	46	55	45
All Grades	N/A	N/A	0	2	5	12	30	34	64	53

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	6	13	21	44	73	43
Grade 4	0	3	18	22	82	75
Grade 5	1	2	15	7	84	91
Grade 6	6	2	23	40	71	58
All Grades	3	5	19	29	78	66

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	2	10	28	50	69	40
Grade 4	0	3	42	34	58	64
Grade 5	0	0	19	19	81	81
Grade 6	1	2	38	45	61	53
All Grades	1	4	32	37	67	59

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	2	7	58	58	39	35
Grade 4	1	4	26	39	73	57
Grade 5	0	1	30	32	70	67
Grade 6	3	3	51	53	46	44
All Grades	2	4	42	46	56	51

Conclusions based on this data:

1. Over all school wide 9% of Fairlawn students moved out of the below standard.
2. Fourth and fifth grade students showed the least growth and are struggling in all areas of math. 75% of fourth graders and 91% of fifth grades are below standard in applying math concepts and procedures.
3. Fairlawn over all school wide improved 9% of students who met or exceeded the standard in 15/16.

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							5 33%	4 20%		5 33%	3 15%		5 33%	13 65%	
1		1 1%		1 1%	13 14%		38 38%	31 33%		33 33%	28 30%		28 28%	21 22%	
2				8 8%	7 8%		35 34%	34 37%		40 39%	33 35%		20 19%	19 20%	
3	1 1%			12 11%	13 15%		54 47%	29 33%		31 27%	22 25%		16 14%	23 26%	
4	8 8%	2 2%		27 26%	12 13%		47 46%	49 52%		11 11%	21 22%		9 9%	11 12%	
5	2 3%	2 4%		18 24%	12 22%		46 61%	29 54%		7 9%	5 9%		3 4%	6 11%	
6	1 2%			16 28%	12 24%		25 44%	28 56%		12 21%	6 12%		3 5%	4 8%	
Total	12 2%	5 1%		82 14%	69 14%		250 44%	204 41%		139 25%	118 24%		84 15%	97 20%	

Conclusions based on this data:

1. Fairlawn did not meet the AMAO1 CELDT target. Fairlawn did score within 1% of the districts. (Fairlawn 51.6 the district 52.7)
2. From 2015-16 to this year 2016-17 Fairlawn students showed a growth of 8.5% (2015-16 43.1% and in 2016-17 51.6%)
3. Fairlawn students showed strong growth in both categories of AMAO2 (Respectively .6% and 9.7% Between 2015-16 and 2016-17)

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				1	1		9	7		22	22		97	120	
				1%	1%		7%	5%		17%	15%		75%	80%	
1		1		1	14		40	32		34	29		34	22	
		1%		1%	14%		37%	33%		31%	30%		31%	22%	
2				9	7		36	34		42	33		26	21	
				8%	7%		32%	36%		37%	35%		23%	22%	
3	1			12	13		55	29		31	22		22	25	
	1%			10%	15%		45%	33%		26%	25%		18%	28%	
4	8	2		27	12		47	49		11	21		13	13	
	8%	2%		25%	12%		44%	51%		10%	22%		12%	13%	
5	3	2		19	12		46	29		7	5		4	11	
	4%	3%		24%	20%		58%	49%		9%	8%		5%	19%	
6	1			16	12		25	28		12	6		4	5	
	2%			28%	24%		43%	55%		21%	12%		7%	10%	
Total	13	5		85	71		258	208		159	138		200	217	
	2%	1%		12%	11%		36%	33%		22%	22%		28%	34%	

Conclusions based on this data:

1. Fairlawn saw a 3% decrease in the number of students inhabiting the Intermediate/3 category from 2014-15 to 2015-16
2. First grade showed an increase of 13% in students who moved into the early advanced/4 category from 2014-15 to 2015-16
3. Fairlawn did not meet the AMAO1 target in 2016-17 however the 51.6% score placed Fairlawn in the top 25% of our elementary schools in the district

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	542	567	493
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	542	567	493
Number Met	274	254	212
Percent Met	50.6%	44.8%	43.0%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	562	112	566	132	513	107
Number Met	67	30	54	37	41	25
Percent Met	11.9%	26.8%	9.5%	28.0%	8.0%	23.4%
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. A decrease in the percent of students who met the standard in AMAO1 50.6% in 13/14, 44.8% in 14/15 and 43.0% in 15/16. The number of students tested also went up each of the years.
2. There was a decrease in students who attained proficiency who had been here less than 5 years, 11.9% in 13/14, 9.5% in 14/15 and 8% in 15/16
3. There was an increase for students who had been here for 5 or more years, 26.8% in 13/14 and in 14/15 28%. There was a decrease in the 15/16 year to 23.4%

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:
<ul style="list-style-type: none">• 70% of Students 3rd- 6th grade will demonstrate academic growth in English Language Arts by moving from 1 of the 4 testing cohorts as evidenced by the results of the 2016 and 2017 CAASPP Student Score Reports and/or an average CAASPP grade level scale score growth of 22 points in English language arts each year from 2017-2020• TK-2nd grade academic growth will be evident on district and school adopted formative and summative assessments. <p>* It is our goal that all students have access to materials, technology, and highly qualified teachers to provide students with the skills necessary to be college and career ready. This includes students with disabilities, students in foster care, homeless students, migrant students, and English learners.</p>
Data Used to Form this Goal:
<ul style="list-style-type: none">• Analysis of local ELA assessments and benchmarks and other formative and summative data, as appropriate• Analysis of current ELA instructional level designations• Analysis of running record levels <p>* Analysis of DIBELS</p> <ul style="list-style-type: none">• Classroom observations.
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Our third and sixth grade cohorts generated the highest proficiency levels on the CAASP with 18 % of third graders and 17 % of sixth graders at or above standard. The next highest was fifth grade at 15% and fourth grade at 13%. School-wide Fairlawn showed 3% growth on the CAASP for students who met or exceeded the standard.• Current Running Record data and STAR reading test show a consistent increase in reading levels for most students in grades 1-6.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Analyze 2016 and 2017 CAASPP student scores in ELA for 5 students who have increased scores from the previous year.• Analyze ELA instructional level designations for increases in benchmark and strategic designations.• Analyze running record levels for % of students who have increased from previous years.

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 site TOSAs (primary and upper grade intervention teachers) to support struggling readers, ELA leveling, and ELD 	2017-2020	Principal, Human Resources Dept.	Use LCFF-Base funds to supplement the hiring of intervention teacher - 50%	1000-1999: Certificated Personnel Salaries	LCFF - Base	56,464
			Use Title 1 funds to supplement the hiring of intervention teacher - 50%	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	56,463
<ul style="list-style-type: none"> Hire teacher tutors, Limited Assignment Teachers (LAT), and bilingual aides as needed to provide assistance with small group instruction and RtI in ELA/ELD 	2017-2020	Principal, Human Resources Dept.	Use LCFF-Supp/Conc funds to supplement the hiring of Teacher Tutors.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	92,732
			Use Title I funds to supplement the hiring of teacher tutors, LATs and bilingual instructional aides.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	28,657
			Use LCFF-Base funds to supplement the hiring of Bilingual Aides.	2000-2999: Classified Personnel Salaries	LCFF - Base	77,625
<ul style="list-style-type: none"> Purchase supplemental instructional materials for all classes as needed to support CCSS ELA /ELD. 	2017-2020	Principal, leadership team, SSC/ELAC, faculty	Use LCFF-Base to supplement purchase of supplemental instructional materials and necessary items ongoing throughout the year	4000-4999: Books And Supplies	LCFF - Base	11,557
			Use LCFF-Supp/Conc funds to purchase supplemental reading materials	4000-4999: Books And Supplies	LCFF - Supplemental	3,000
			Use Title 1 funds to supplement purchase of supplemental instructional materials and necessary items to store materials, ongoing throughout the year	4000-4999: Books And Supplies	Title I Part A: Allocation	12,000

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"> Technology hardware and software licenses will be purchased to support ELA/ELD curriculum. ex: Accelerated Reader, Imagine Learning, Achieve 3000 and any additional software supporting academic achievement and CCSS 	2017-2020	Principal, leadership team, teacher committees	Purchase computer hardware, software and licenses as needed throughout the year.	4000-4999: Books And Supplies	LCFF - Supplemental	4,426
			Use Title 1 to supplement purchase of computer hardware, software and licenses as needed throughout the year.	4000-4999: Books And Supplies	Title I Part A: Allocation	10,000
<ul style="list-style-type: none"> Hire library media clerk and computer tech to provide support to students and teachers 	2017-2020	Principal, Human Resources Dept.	Use LCFF-Base to Supplement the hiring of Library Media Clerk - 53.85%	2000-2999: Classified Personnel Salaries	LCFF - Base	19,777
			Use LCFF-Base to Supplement the hiring of Computer Tech - 53.85%	2000-2999: Classified Personnel Salaries	LCFF - Base	21,123
<ul style="list-style-type: none"> Provide professional development opportunities for staff and collaboration time at staff and grade level meetings 	Throughout the course of the year 2017-2020	Principal, lead learners, district TOSA's	Use LCFF-Base to Supplement the hiring of Certificated Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Base	5,000
			Use Title I to Supplement the hiring of Certificated Substitutes and Extra-Duty	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,000
<ul style="list-style-type: none"> Provide materials and supplies for professional development, incl. books 	Throughout the years 2017-2020	Principal, lead learners, leadership team, grade level collaborative teams	Provide professional staff development opportunities as needed and purchase materials and supplies for staff development as needed throughout the year	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	2,000

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"> Provide conference opportunities (including registration, accommodations, and substitute coverage) 	2017-2020	Principal, teachers	Allow for stipends or conference expenses, including registration, transportation, accommodations, meals and substitute coverage as needed throughout the year. Arrange for speakers and trainings, including stipends for presenters	5000-5999: Services And Other Operating Expenditures	LCFF - Base	4785
<ul style="list-style-type: none"> Provide on-site training (consultant fees) 	As needed throughout the years 2017-2020	Principal, leadership team, lead learners, outside consultants if appropriate	Pay for consultant fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,000
<ul style="list-style-type: none"> Provide rich and varied educational experiences for all students (field trips, fine arts lessons, assemblies...) 	2017-2020	Site Administration, leadership team, grade level collaborative teams	Use LCFF-Supp/Conc funds to supplement to assemblies, fine arts lessons, field trips and other varied educational experiences, including transportation costs, admissions and stipends or consultant fees as needed.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
<ul style="list-style-type: none"> Provide release time with substitute coverage or extra hours for teachers to administer assessments, monitor student progress, collaborate, and attend meetings. 	2017-2020	Principal	Use LCFF-Base funds to supplement release time / sub coverage or stipends for collaboration, program planning and to administer assessments as needed throughout the year.	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,850

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"> Provide incentives for academic achievement. 	As needed throughout 2017-2020	Principal, leadership team, lead learners, grade level collaborative teams	Purchase achievement certificates, school supplies as needed to reward students for academic achievements. (Incentives)	4000-4999: Books And Supplies	LCFF - Base	2,000
			Purchase school supplies for academic achievement	4000-4999: Books And Supplies	LCFF - Supplemental	2,000
<ul style="list-style-type: none"> Extended day opportunities may be offered to support Rtl for academics, the arts, physical education, homework and behavior. 	2017-2020	Principal, leadership team, lead learners, grade level collaborative teams	Use LCFF-Base funds to supplement materials and stipends for extended day opportunities as needed throughout the year.	4000-4999: Books And Supplies	LCFF - Base	2,500
<ul style="list-style-type: none"> Rti program support: funds for extra time, tutoring, etc. 	2017-2020	Leadership team, grade level teams, Human Resources	Allow for sub coverage, collaboration time, lesson studies and grade level teams. Funding included above	1000-1999: Certificated Personnel Salaries	LCFF - Base	

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:
<ul style="list-style-type: none">• 70% of English Learners will demonstrate progress in acquiring English Language Proficiency as evidenced by the results of the 2017- 2020 CELDT/ELPAC (show advancement of at least one proficiency level on the CELDT each year).• 70% of English Learners in 4-6 grade that have been at Fairlawn since kindergarten will demonstrate achievement in acquiring English Language Proficiency as evidenced by qualifying for Re-Designation as Fluent English Proficient. For students being administered the ELPAC, our goal will be to meet the initial state of California targets set for us on this new assessment in the coming school years.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Review of CELDT data• Review of local assessments, benchmarks and other formative and summative data, as appropriate• Review of Re-Designation rates• Classroom observations
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• 2015-2016 CELDT data indicates 34% of Fairlawn students grew one or more levels and 43% didn't change from 2015-2016• 2015-2016 CELDT data showed first grade had the most students move one or more levels @ 61%
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Continue to monitor CELDT data and the new ELPAC student ELD assessment data and proficiency levels to calibrate the transition between the two state ELD accountability systems over the next three years• Analysis of local assessments, benchmarks and other formative and summative data, as appropriate• Analysis of Re-Designation rates• Classroom observations

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 TOSAs (primary and upper grade intervention teachers) to support struggling readers, ELA leveling and ELD 	2017-2020	Principal, Human Resources Dept.	Hire intervention teachers annually before August. Addressed in goal 1			
<ul style="list-style-type: none"> Hire teacher tutors, limited assignment teachers (LAT) and bilingual aides as needed to provide assistance with small group instruction and RtI 	2017-2020	Principal, Human Resources Dept.	Hire teacher tutors, LATs and bilingual instructional aides as needed throughout the year. Addressed in goal 1			
<ul style="list-style-type: none"> Purchase supplemental instructional materials and books for all classes as needed to support CCSS ELA / ELD. 	2017-2020	Principal, leadership team, teacher committees	Purchase supplemental instructional materials and necessary items to store materials, ongoing throughout the year.	4000-4999: Books And Supplies	LCFF - Base	3,000
<ul style="list-style-type: none"> Technology hardware and software will be purchased to support ELA/ELD curriculum. 	As needed throughout 2017-2020	Principal, Human Resources Dept. Purchase computer hardware, software and licenses	Purchase computer hardware and software as needed. Addressed in goal 1			
<ul style="list-style-type: none"> Hire library media clerk and computer tech to provide support to students and teachers. 	Prior to August 2017-2020	Principal, lead learners, district TOSA's	Hire library media clerk and computer tech annually. Addressed in goal 1			
<ul style="list-style-type: none"> Provide professional development and collaboration time at staff and grade level meetings 	2017-2020	Principal, lead learners, leadership team, grade level collaborative teams	Provide professional staff development opportunities as needed. Addressed in Goal 1			
<ul style="list-style-type: none"> Provide materials and supplies for professional development, including books 	2017-2020	Principal, teachers	Purchase materials and supplies for staff development as needed throughout the year. Addressed in goal 1			

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"> Provide conference opportunities (including registration, accommodations, and substitute coverage) 	2017-2020	Principal, leadership team, lead learners, outside consultants if appropriate	Allow for stipends or conference expenses, including but not limited to registration, transportation, accommodations, meals and substitute coverage as needed throughout the year.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	4,000
			Use Title 1 to supplement Conference expenses, including registration, transportation, accommodations, meals and substitute coverage as needed throughout the year.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,000
<ul style="list-style-type: none"> Provide on-site training (consultant fees) 	2017-2020	Principal, leadership team, grade level collaborative teams	Arrange for speakers and trainings, including stipends for presenters as needed throughout the year. (Provide on-site training Presenters.)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	7,000
<ul style="list-style-type: none"> Provide rich and varied educational experiences for all students (field trips, fine arts lessons, assemblies...) 	As needed throughout 2017-2020	Principal, teacher committees	Arrange for assemblies, fine arts lessons, field trips and other varied educational experiences, including transportation costs, admissions and stipends or consultant fees . Addressed in goal 1			

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"> Provide release time with substitute coverage or extra hours for teachers to administer assessments, monitor student progress, collaborate and attend meetings. 	2017-2020	Principal	Allow for release time / sub coverage or stipends for collaboration, program planning and to administer assessments as needed throughout the year	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,210
<ul style="list-style-type: none"> Provide incentives for academic achievement. 	2017-2020	Principal, teacher committees	Purchase incentives for achievement as needed throughout the year. Addressed in goal 1			
<ul style="list-style-type: none"> Extended day opportunities may be offered to support RtI for academics, the arts, physical education, homework and behavior. 	2017-2020	Principal, leadership team, lead learners, grade level collaborative teams	Provide materials and stipends for extended day opportunities as needed throughout the year Addressed in goal 1			

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:
<ul style="list-style-type: none">• 70% of Students 4 – 6 will show a 10 point growth in mathematics as evidenced by the results of the 2016 and 2017 CAASSP Student Scale Score Reports• 70% of student in grades K-6 will demonstrate academic growth in mathematics as evidenced by the results of local assessments and district benchmark
Data Used to Form this Goal:
<ul style="list-style-type: none">• Analysis of local math assessments and other formative and summative data, as appropriate.* Analysis of CAASPP data from 2017, 2018 & 2019* Factwise Goals Met• Classroom observations
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Fairlawn showed an 8% growth over 2015 CAASPP mathematics.• Classroom observations and anecdotal records from GLC minutes indicate that students in most grade levels are showing a deeper understanding of math concepts and problem solving.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Analysis of CASSP results 2015 and 2016• Analysis of local math assessments and other formative and summative data, as appropriate.• Classroom observations

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"> Adopt and implement a CCSS aligned math program with supplemental and ancillary materials to support students. 	2017-2020	District, Principal, Leadership Team, grade level teams	Purchase math manipulatives/supplies, and supplemental program materials.	4000-4999: Books And Supplies	Title I Part A: Allocation	4,574
<ul style="list-style-type: none"> Purchase supplemental instructional materials and books for all classes as needed to support CCSS math. 	2017-2020	Principal, leadership team, teacher committees	Purchase supplemental instructional materials and necessary items to store materials, ongoing throughout the year. Addressed in goal 1			
<ul style="list-style-type: none"> Hire teacher tutors, limited assignment teachers (LAT) and bilingual aides to provide assistance with small group instruction and Rtl 	Prior to the start of each year 2017-2020	Principal, Human Resources Dept.	Hire teacher tutors, LATs and bilingual instructional aides. Addressed in goal 1			
<ul style="list-style-type: none"> Technology hardware and software will be purchased to support math curriculum. ex: software supporting math academic achievement and CCSS. Use site funds to replace tech devices as needed for general maintenance and upkeep to support and improve classroom instruction 	2017-2020	Principal, lead learners, district TOSA's	Funds for the purchase of or maintenance of existing Fairlawn tech inventory and/or software.	4000-4999: Books And Supplies	LCFF - Base	4,000
<ul style="list-style-type: none"> Provide professional development and collaboration time at staff and grade level meetings 	2017-2020	Principal, lead learners, leadership team, grade level collaboration teams	Provide professional staff development opportunities as needed throughout the year Addressed in goal 1			
<ul style="list-style-type: none"> Provide materials and supplies for professional development, including books 	2017-2020	Principal, leadership team, lead learners, outside consultants if appropriate	Purchase materials and supplies for staff development as needed throughout the year. Addressed in goal 1			

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"> Provide conference opportunities (including registration, accommodations, and substitute coverage) 	2017-2020	Principal, leadership team, grade level collaborative teams	Allow for stipends or conference expenses, including registration, transportation, accommodations, meals and substitute coverage as needed throughout the year. Addressed in goal 1			
<ul style="list-style-type: none"> Provide guest speaker for on-site training 	2017-2020	Principal, leadership team, lead learners, grade level collaborative teams	Arrange for presenters and trainings, including stipends for presenters as needed throughout the year. Addressed in goal 1			
<ul style="list-style-type: none"> Provide release time with substitute coverage or extra hours for teachers to administer assessments, monitor student progress, collaborate and attend meetings. 	2017-2020	Staff, leadership, lead learners	Allow for release time / sub coverage or stipends for collaboration, program planning and to administer assessments as needed throughout the year. Addressed in goal 1			
<ul style="list-style-type: none"> Provide incentives for academic achievement. 	2017-2020	Staff, lead learners, grade level teams	Purchase incentives for achievement as needed throughout the year. Addressed in goal 1			
<ul style="list-style-type: none"> Extended day opportunities may be offered to support Rtl for academics, the arts, physical education, homework and behavior. 	2017-2020		Provide materials and stipends for extended day opportunities as needed throughout the year. Addressed in goal 1			

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:
<ul style="list-style-type: none">• 100% of student will participate in appropriate other subjects during the school day, including social studies, science, PE and arts.• Participation in other subjects will contribute to student achievement in English Language Arts and Math.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Analyze Teacher Instructional Minutes Reports.* California Science Test for 5th grade, PE Test for 5th and 6th, district and school site formative and summative assessment data.• Analyze observations and anecdotal data
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Teacher Instructional Minute Reports indicate that appropriate instructional time is allocated to all subjects.• Teacher Instructional Minutes Reports indicate that many teachers integrate many of the subjects throughout the day.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Analyze Teacher Instructional minutes reports.* Review CAASPP Science scores* Review the PE fitness test• Analyze observations and anecdotal data

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"> Analyze classroom schedules on a regular basis for appropriate instructional subject-minute compliance 	2017-2020	Principal, Teachers	Monitor and adjust classroom instructional minute schedules. Addressed in goal 1			
<ul style="list-style-type: none"> Hire teacher tutors, Limited Assignment Teachers (LAT), and to provide assistance with PE instruction and Rtl 	2017-2020	Principal, Human Resources Dept.	Hire teacher tutors to teach PE and allow teachers to provide Rtl to smaller groups. Addressed in goal 1			
<ul style="list-style-type: none"> Purchase supplemental instructional materials and books for all classes as needed to support other subject areas such, Social Studies, Science, Physical Education, and the Arts. 	2017-2020.	Principal, leadership team, teacher committees	Purchase supplemental Social Studies, Science, PE or Fine Arts program materials to support CCSS instruction.	4000-4999: Books And Supplies	LCFF - Base	3,000
<ul style="list-style-type: none"> Technology hardware and software licenses will be purchased to support all curricular areas. 	2017-2020	Principal, leadership team, teacher committees	Purchase computer hardware, software and licenses as needed throughout the year.	4000-4999: Books And Supplies	LCFF - Base	2,000
<ul style="list-style-type: none"> Provide professional development and collaboration at staff and grade level meetings 	2017-2020	Principal, leadership team, lead learners, outside consultants if appropriate	Provide professional staff development opportunities as needed throughout the year. Addressed in goal 1			
<ul style="list-style-type: none"> Provide materials and supplies for professional development, including videos and books 	2017-2020		Purchase materials and supplies for staff development including videos and books. Addressed in goal 1			

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"> Provide conference opportunities (including registration, accommodations, and substitute coverage) 	2017-2020	Principal, leadership team, grade level collaborative teams	Allow for stipends or conference expenses, including registration, transportation, accommodations, meals and substitute coverage as needed throughout the year. Addressed in goal 1			
<ul style="list-style-type: none"> Provide on-site training if appropriate(consultant fees) 	2017-2020	Principal	Arrange for speakers and trainings, including stipends for presenters as needed throughout the year. Addressed in goal 1			
<ul style="list-style-type: none"> Provide rich and varied educational experiences for all students including but not limited to (field trips,college visits, fine arts lessons, assemblies...) 	2017-2020	Principal, leadership team, lead learners, grade level collaborative teams	Arrange for assemblies, fine arts lessons, field trips and other varied educational experiences, including transportation costs, admissions and stipends or consultant fees as needed throughout the year. Addressed in goal 1			
<ul style="list-style-type: none"> Provide release time with substitute coverage or extra hours for teachers to administer assessments, monitor student progress, collaborate and attend meetings. 	2017-2020	Principal	Allow for release time / sub coverage or stipends for collaboration, program planning and to administer assessments as needed throughout the year. Addressed in goal 1			

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"> Extended day opportunities may be offered to support RtI for academics, the arts, physical education, homework, pre-kindergarten camp and behavior. 	2017-2020	Principal, leadership team, teachers	Provide materials and stipends for extended day opportunities as needed throughout the year. Addressed in goal 1			
* Purchase PE equipment as needed	Throughout the course of 2017-2020	Principal, Faculty, SSC/ELAC	Provide funds to purchase PE equipment as needed paid for by PTC.	4000-4999: Books And Supplies	LCFF - Base	1,000
Purchase materials for AVID, provide AVID professional development to staff as needed	Throughout the course of the year 2017-2020	principal, Faculty	Provide students and staff with materials and professional development to implement AVID. Split funded	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000
				4000-4999: Books And Supplies		LCFF - Supplemental

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:
(Goals should be prioritized, measurable, and focused on identified student learning needs.) <ul style="list-style-type: none">• Student attendance will remain at or above 97% each year.• 80% of students will feel safe in school, as measured by the Healthy Kids Survey for 5th grade.* 80% of 3rd -6th grade students will report feeling safe based on School Student Survey.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Review annual attendance rates• Review CA Healthy Kids Survey (CHKS) Results* Review School Student Survey (beginning in 2017)• Observations and anecdotal records
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Review annual attendance rates• 81% of Fairlawn 5th grade students reported feeling safe at school on the Healthy Kids Survey.• Observations and anecdotal records
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Analyze district and school annual attendance rates• Analyze CA Healthy Kids Survey Results Analyze School Student Surveys (beginning 2017) <ul style="list-style-type: none">• Analyze observations and anecdotal records

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"> Purchase supplemental materials to support school safety and improve school climate 	2017-2020	Principal, leadership team, teacher committees	Funds available to purchase supplemental materials related to school safety and school climate and necessary items to store materials ongoing throughout the year. (Support school climate, assemblies purchase of student incentives.)	4000-4999: Books And Supplies	LCFF - Supplemental	2,032
<ul style="list-style-type: none"> Provide professional development and collaboration related to school safety and school climate at staff and grade level meetings 	2017-2020	Principal, leadership team, lead learners	Provide professional staff development opportunities as needed throughout the year. Addressed in goal 1			
<ul style="list-style-type: none"> Provide professional development opportunities related to school safety and school climate through conferences or consultant presenters. 	2017-2020	Principal, leadership team, lead learners, outside consultants if appropriate	Allow for stipends or conference expenses, including registration, transportation, accommodations, meals and substitute coverage as needed throughout the year. Addressed in goal 1			
<ul style="list-style-type: none"> Provide incentives for academic achievement , attendance and character education 	2017-2020	Principal	Arrange for speakers and trainings, including stipends for presenters as needed throughout the year. Addressed in goal 1			

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"> Provide rich and varied educational experiences for all students as related to school safety, but not limited to bullying or character education (field trips, special lessons, assemblies...) 	2017-2020	Principal, teachers	Arrange for assemblies, fine arts lessons, field trips and other varied educational experiences, including transportation costs, admissions and stipends or consultant fees as needed throughout the year \$ District funding	5000-5999: Services And Other Operating Expenditures	District Funded	0
<ul style="list-style-type: none"> Provide a variety of activities with staff supervision to help students adapt to school environment, build strong connections to school as that relates to academic performance, to include extra-curricular activities, sports, and clubs. 	2017-2020	Principal, leadership team, teacher committees	Provide stipends and extra work agreements for staff to supervise extracurricular activities, sports and clubs	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
<ul style="list-style-type: none"> Provide research-based programs to Fairlawn families to promote parent involvement and leadership. <p>*Family Literacy *Parent Information meetings</p>	2017-2020	Principal	Arrange for speakers including stipends for presenters. Purchase materials or supplies.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,000

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:
<ul style="list-style-type: none">• The percentage of parents reporting feeling welcome at school will remain above 95% each year.• 85% of parents will attend at least one parent conference• Fairlawn School will continue to show high levels of parent involvement in the school demonstrated by sign in sheets• School Site Council / English Learning Advisory Committee will meet at least 6 times during the year• A PTC board will be formed and meet at least 4 times a year
Data Used to Form this Goal:
<ul style="list-style-type: none">• Review the results of the annual parent survey, 2017• Review calendars, minutes and sign in sheets for SSC/ELAC and PTC meetings and parent education or community building events.* Healthy Kids Survey• Observation and anecdotal reports
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• 95% of parents report feeling welcome at school on the annual parent survey, 2014. (This survey will be reinstated this year 2017.)• 97% of parents participated in parent conferences as evidenced by sign-in sheets.* 90% of Fairlawn 5th graders reported they feel they are treated with respect.• Fairlawn is currently in the first year of having an active PTC which meets 4 times a year as evidenced by a parent/teacher sign-in.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Track and analyze the parent conference attendance rate reported.• Analyze results of the annual parent survey• Analyze CA Healthy Kids Survey results• Analyze sign in sheets from parent events.• Review calendars, minutes and sign in sheets for SSC/ELAC and PTC meetings and parent education or community building events.

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"> Provide community building and parent events including conferences, assemblies, parent education, Back to School Night, Open House, School Site Council, ESL classes, Fighting Back Santa Maria Parenting classes and others. 	2017-2020	Principal, leadership team, learners, teacher committees	Provide stipends/EWA for staff to assist with preparation and facilitation of parent events as needed throughout the year.	2000-2999: Classified Personnel Salaries	LCFF - Base	500
<ul style="list-style-type: none"> Involve parents in the planning, review and evaluation of programs (SSC, ELAC, PTC, THRIVE and others). 	2017-2020	Principal, SSC, PTC, staff	Provide information (Connect Ed, newsletters, flyers, postage), incentives and encouragement for parent events.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	568
<ul style="list-style-type: none"> Provide childcare staff, materials, and supplies for parent events: like, School Site Council, ELAC, PTC, PIQE, Parenting with Love & Logic, THRIVE events, and other parent events or classes. 	2017-2020	Principal, project clerk, community liaison, teachers, staff	Purchase materials and technology to improve school to parent communication. Funds available as needed to support parent information meetings	4000-4999: Books And Supplies	Title I Part A: Allocation	1,500
<ul style="list-style-type: none"> Provide interpreters for parent conferences and meetings. 	2017-2020	Principal, project clerk, community liaison, teachers, staff	<p>Arrange staff for childcare providers throughout the year. Use LCFF funds to supplement the cost of staff</p> <p>Childcare & Interpreters: split fund LCFF-Base and LCFF-Supp/Conc.</p>	2000-2999: Classified Personnel Salaries	LCFF - Base	1,394
<ul style="list-style-type: none"> Hire a Community Liaison to assist with parent communication for attendance and other school concerns. 	2017-2020	Principal, Human Resources Department	Use LCFF-Base funds supplement hiring for Community Liaison - 53.85% Interpreter for parents. Help bridge home and school communication.	2000-2999: Classified Personnel Salaries	LCFF - Base	15,692

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 a project clerk to manage testing data that is communicated with parents. 	Prior to August 2017-2020	Principal, Human Resources Department	Hire a project clerk to assist with EL data, testing, ordering supplies - 59.6% funded with LCFF Base	2000-2999: Classified Personnel Salaries	LCFF - Base	39,726

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

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

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> A Project Clerk will be hired at each school to assist with categorical programs, parent outreach and identification/reclassification of English Learners, Migrant, Emergency Immigrant and Homeless students. The school will use various means to provide parents with timely information, such as letters, flyers, handouts, audiovisuals, phone calls, home visits, and informational meetings. The Parent Square Automated Phone Call System will be used to ensure that all parents receive information and reminders about school events, parent meetings, and student activities. Community Liaisons and Project Clerks will receive ongoing training on outreach strategies and services available for EL's and parent events. The school will disseminate information related to district/school, parent programs, parent meetings, committee meetings, school board meetings, and other activities in a form and language that parents understand. All information will be provided in English and the parents' primary language. 		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	<p>Project Clerks' salaries & benefits (7% funded with Title III-LEP)</p> <p>Interpreters & child care for parent meetings</p> <p>Books, supplies & snacks for parent literacy nights</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title III Part A: Language Instruction for LEP Students</p> <p>Title III Part A: Language Instruction for LEP Students</p> <p>Title III Part A: Language Instruction for LEP Students</p>	<p>100,000</p> <p>5,000</p> <p>20,000</p>
<p>4. Provide enhanced instructional opportunities for immigrant children and youth, including supplementary materials to accelerate their language acquisition.</p>	2017-2020	English Learner Coordinator Principals District EL TOSAs Site EL Coaches	<p>Purchase Imagine Learning software</p>	<p>4000-4999: Books And Supplies</p>	<p>Title III Immigrant Education Program</p>	<p>13,489</p>

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	126194	0.00
LCFF - Base	285561	0.00
LCFF - Supplemental	116735	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCFF - Base	285,561.00
LCFF - Supplemental	116,735.00
Title I Part A: Allocation	126,194.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	245,376.00
2000-2999: Classified Personnel Salaries	176,172.00
4000-4999: Books And Supplies	70,589.00
5000-5999: Services And Other Operating Expenditures	34,353.00
5800: Professional/Consulting Services And Operating	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	64,314.00
2000-2999: Classified Personnel Salaries	LCFF - Base	175,837.00
4000-4999: Books And Supplies	LCFF - Base	29,057.00
5000-5999: Services And Other Operating	LCFF - Base	14,353.00
5800: Professional/Consulting Services And	LCFF - Base	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	94,942.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	335.00
4000-4999: Books And Supplies	LCFF - Supplemental	13,458.00
5000-5999: Services And Other Operating	LCFF - Supplemental	8,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	86,120.00
4000-4999: Books And Supplies	Title I Part A: Allocation	28,074.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	12,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	422,959.00
Goal 2	20,210.00
Goal 3	8,574.00
Goal 4	11,000.00
Goal 5	6,032.00
Goal 6	59,715.00

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 Bryant-Carlson	X				
Steve Pallan			X		
Jenifer Martin		X			
Mark Jones		X			
Michelle Bunkelman		X			
Alma Ramirez			X		
Norma Cabanillas				X	
Rosalba Evangelista				X	
Antonio Martinez				X	
Maria Mendez				X	
Fausto Enriquez				X	
Juan Pablo				X	
Valentine Perez				X	
Damaris Ramirez				X	
Numbers of members of each category:	1	3	2	8	

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



Signature

English Learner Advisory Committee

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

X District/School Liaison Team for schools in Program Improvement

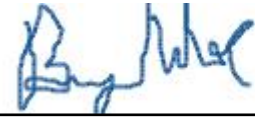
Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature



Signature

X Other committees established by the school or district (list):
(Leadership Team) Bryan Wack

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 4/27/2017.

Attested:

Kathleen Bryant-Carlson

Typed Name of School Principal



Signature of School Principal

Date

Damaris Ramirez

Typed Name of SSC Chairperson



Signature of SSC Chairperson

Date