

The Single Plan for Student Achievement

School: Jiménez Elementary
CDS Code: 42691200131623
District: Santa Maria-Bonita School District
Principal: Richard Ruiz
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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

Jiménez Elementary 's Vision and Mission Statements

Jiménez Elementary provides a relevant, rigorous, and engaging curriculum. While fostering meaningful relationships to ensure all are prepared to lead productive and successful lives in a global community.

School Profile

Robert and Dr. Francisco Jiménez Elementary School is one of twenty schools in the Santa Maria-Bonita School District. The district vision states: "We are here to prepare children to be successful citizens." The district's mission statement is, "Our mission is to teach, to learn and to facilitate learning in a cooperative and safe environment." At Roberto and Dr. Francisco Jiménez Elementary School we have incorporated this into our mission to ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and holding ourselves accountable for all students.

We are located on the South/West end of Santa Maria, California. Our enrollment is approximately 852 students in Kindergarten through sixth grade. This includes the students in two Learning Handicap classes.

Our population is 91% Hispanic or Latino, 0.0% American Indian, 4.5% White, 1.5% Filipino, 1.4% Other Asian, 1.1% African American, Pacific Islander .10%, and 0.5 % other. We have 66.5% of students are English Language Learners, 4.1 % Gate students, and 90% of our population qualifies for free or reduced price meals. We have 12.1 % of students participate in the Migrant program and 5.9 % of our students receive Special Education services through the Resource Program and five Special Day Classes.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

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

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At Jiménez Elementary we interpret data to identify students' needs and growth areas. We utilize CAASPP, district benchmarks, and teacher created assessment to ensure optimal student outcomes.

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

Jiménez staff utilizes teacher created common and formative assessments to identify students' needs and to focus student instruction. SMBSD benchmark assessments and curriculum embedded assessments are used to guide instruction. Jiménez utilizes SIPPS, LLI, and Lexile scores to identify students who need foundational skills addressed. Students who need to refine these foundational skills will be serviced by intervention instructors, teacher tutors, and supported by instructional aides.

Staffing and Professional Development

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

SMBSD only hires highly qualified instructors.

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

Jiménez Elementary teachers are provided professional development throughout the school year. Professional development opportunities are scheduled during school, after school, on weekends, and when school is not in session. By providing multiple professional development opportunities we can meet instructors' needs. Professional development have been offered in the following areas at Jiménez: Achieve 3000, Imagine Learning, Singapore Math, Writing, Reading Strategies, ELD, Dual Language Development, PLC, and multiple conferences, etc.

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

Staff development is always complimentary to the content standards.

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

SMBSD and Jiménez Elementary offer on-going support to all teachers. We provide Teachers on Special Assignment, ELD Coaches, Lead Learners (teachers) which support teachers in all content areas. They model lessons and provide guidance to facilitate instruction. Jiménez also provides opportunities for peer coaching, lesson modeling and grade level collaboration.

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

Teachers are giving weekly opportunities for grade level collaboration. They are also given opportunities to collaborate vertically and with other school clusters.

Teaching and Learning

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

Jiménez teachers focus on teaching CCSS and ELD Standards. They utilize district adopted curriculum and supplemental materials to guide their instruction in order to address the standards and student needs.

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

Recommended instructional minutes are adhered to across all content areas (English, Math, Social Studies, PE, ELD, Science and Art).

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

Jiménez tailors its flexible master schedule to allow for Tier Two/Three interventions. All identified intensive students receive research based interventions. Interventions vary from in class support, pull-outs from intervention instructors, small group with teacher tutors, pull-out or push-in resource teacher support as well as instructional assistant support.

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

Standard-based materials are available to all students.

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)

Jiménez utilizes standard-aligned instructional materials, including interventions materials.

Opportunity and Equal Educational Access

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

Jiménez provides services through the regular program that facilitates learning to under performing/struggling students using the Response to Intervention Model (RTI). Students are identified through the use of formative assessments. Once identified, purposeful goals are established and desired skills are taught and monitored. A systematic 6-8 week intervention process will commence and all students will be reassessed to monitor growth. If desired outcomes are met, students will be exit the intervention program. Jiménez also utilizes the Student Success Team (SST) process. This allows all vested personnel to continue providing services to under performing students using the RTI model. Support is provided to students, parents, and teachers in meeting the students academic, emotional, and social needs.

14. Research-based educational practices to raise student achievement

Jiménez strives to provided training on best researched-based educational practices to facilitate learning. We use multiple measures to ensure we are focused on student growth and leaning. We use PLC, Gate, and Dual Language Immersion practicum to boost achievement.

Parental Involvement

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

Jiménez provides multiple resources readily available to parents/families of underachieving students. Through our community outreach we work with various agencies to provide services when they are needed. We advocate for our students to ensure that they receive any and all needed interventions to help foster a healthy home/school environment. Our goal is to utilize the Family Engagement Framework as a tool to foster/promote student/parent/teacher engagement.

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)

Jiménez promotes a healthy school/home community environment. We have active community representatives including parents, instructors, classified personnel, and community partners, who actively engage in the school decision making process. Jiménez' team collaborates in planning, implementing and evaluating programs. All major school program decisions are shared and discussed with staff, Leadership Team, School Site Council, and our English Language Advisory Committee.

Funding

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

Jiménez Elementary provides extended day opportunities, funded by categorical funds that are designed to assist students with learning.

18. Fiscal support (EPC)

Jiménez receives adequate financial resources for the SPSA:

LCFF-BASE	\$243,415
LCFF - Supplemental & Concentration	\$ 59,331
Title I	\$127,323
LCAP	\$146,710
Total	\$567,779

Description of Barriers and Related School Goals

Jiménez Elementary students, parents, and staff are committed to student learning and child safety. Many of our students face multiple adversities. On average, 90% of Jiménez students are considered economically disadvantaged and qualify for free and reduced price lunch. 66.50% qualify for English Language Learner support. Over 69% of our kinder through third grade students are English Learners, while more than 47% of our fourth through sixth grade students are English Learners. In total approximately 61% of Jiménez students are considered as having Limited English Fluency. 69% of our students population comes from primary Spanish speaking homes, 3% from homes with the primary language as Mixtecan, and 3% from homes that speak other languages including Tagalog, Arabic, French, Ilacano, and Toishanese. 51% of parents of Jiménez students do not complete high school, 11% completed college/grad school. 11% of our students are Migrant population. Despite all of the obstacles, Jiménez students will continue to make steady progress and academic growth. Jiménez will strive towards academic excellence for all students. Students, parents, teachers and staff are committed to provide equal access to the best education possible for all students.

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		119		117		117		98.3
Grade 4		105		104		104		99
Grade 5		100		95		95		95
Grade 6		131		127		127		96.9
All Grades		455		443		443		97.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		2358.3		5		10		27		57
Grade 4		2435.8		14		19		23		43
Grade 5		2435.6		4		16		25		55
Grade 6		2468.5		3		13		40		44
All Grades	N/A	N/A		7		14		30		50

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		34		61	
Grade 4		15		37		48	
Grade 5		7		26		66	
Grade 6		1		35		64	
All Grades		7		33		60	

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		6		38		56
Grade 4		14		53		33
Grade 5		12		37		52
Grade 6		9		50		41
All Grades		10		44		45

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		55		41
Grade 4		9		65		26
Grade 5		3		58		39
Grade 6		3		66		31
All Grades		5		61		34

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		4		50		45
Grade 4		15		52		33
Grade 5		9		54		37
Grade 6		7		62		31
All Grades		9		55		36

Conclusions based on this data:

1. An average of 39.25 students in grades 3-6 nearly met or did not meet the standard. There is no data from 2014-2015 to compare growth to 2015-2016. To put our school average score at "Standard Met," we need to grow 8% per year over the next three years.
2. Reading and Listening have the fewest percentage of students in the Above Standard category. Jimenez needs to focus on these two domains to meet overall student needs.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		120		120		120		100
Grade 4		105		104		104		99
Grade 5		100		96		96		96
Grade 6		131		130		130		99.2
All Grades		456		450		450		98.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		2375.3		3		13		29		54
Grade 4		2446.4		10		20		39		31
Grade 5		2423.0		2		3		29		66
Grade 6		2463.0		5		11		32		53
All Grades	N/A	N/A		5		12		32		51

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3		8		29		63
Grade 4		18		30		52
Grade 5		3		17		80
Grade 6		7		28		65
All Grades		9		26		65

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		10		29		61
Grade 4		10		45		45
Grade 5		3		21		76
Grade 6		5		33		62
All Grades		7		32		61

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		5		53		43
Grade 4		15		47		38
Grade 5		3		28		69
Grade 6		3		51		46
All Grades		6		46		48

Conclusions based on this data:

1. An average of 41.6 students in grades 3-6 nearly met or did not meet the standard in Mathematics. There is no data from 2014-2015 to compare growth to 2015-2016. To put our school average score at "Standard Met," we need to grow 10% per year over the next three years.
2. Problem Solving & Modeling/Data Analysis and Communicating Reasoning have the fewest percentage of students in the Above Standard category. Jimenez needs to focus on these two areas to meet overall student needs.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					2 9%			7 32%			7 32%			6 27%	
1					11 13%			32 39%			20 24%			20 24%	
2		2 2%			17 19%			36 40%			22 25%			12 13%	
3		2 2%			3 4%			40 48%			29 35%			10 12%	
4		1 2%			7 12%			36 63%			6 11%			7 12%	
5		1 2%			15 24%			29 47%			11 18%			6 10%	
6		4 7%			16 28%			26 45%			7 12%			5 9%	
Total		10 2%			71 16%			206 45%			102 22%			66 15%	

Conclusions based on this data:

1. 63% of students at Jimenez Elementary scored between the Advanced and Intermediate level. 37% scored Early Intermediate or Beginning.
2. The greatest amount of students are scoring at the Intermediate Level (3s). Intervention teachers are focusing on students who are LTELs or At Risk of Becoming LTELs, who are at the Intermediate level.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					3 2%			33 24%			28 21%			72 53%	
1					11 13%			34 39%			21 24%			22 25%	
2		3 3%			18 19%			36 39%			22 24%			14 15%	
3		2 2%			4 4%			40 45%			29 33%			14 16%	
4		1 2%			7 12%			36 61%			7 12%			8 14%	
5		1 2%			15 23%			29 45%			11 17%			8 13%	
6		4 7%			16 26%			26 43%			7 11%			8 13%	
Total		11 2%			74 13%			234 40%			125 21%			146 25%	

Conclusions based on this data:

1. 1. 55% of students at Jimenez Elementary scored between the Advanced and Intermediate level. 46% scored Early Intermediate or Beginning.
2. 2. The greatest amount of students are scoring at the Intermediate Level (3s). Intervention teachers are focusing on students who are LTELs or At Risk of Becoming LTELs, who are at the Intermediate level.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			455
Percent with Prior Year Data			99.8%
Number in Cohort			454
Number Met			204
Percent Met			44.9%
NCLB Target	59.0		62.0%
Met Target			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					464	113
Number Met					45	31
Percent Met					9.7%	27.4%
NCLB Target	22.8	49.0			25.4%	52.8%
Met Target					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			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			

Conclusions based on this data:

1. According data provided by OARS, for the 2016-2017 school year, the target percentage of students meeting AMAO1 criteria at Jimenez was 45.3% which is .2 less than those that met the criteria in 2015-2016. We did not meet our target for the 2015-2016 school year. Only 44.9% met AMAO1 in 2015-2016.
2. According to data provided by OARS, for the 2016-2017 school year, only 14% of the students in language instruction less than 5 years met AMAO2 when the target was 26.7%. We were 3.9% away from the district's average or 18.1%. For the 2015-2106 school year, we had more students that have received instruction for more than 5 years meet the target (52.8%) than those students receiving instruction less that 5 years (25.4%).

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		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			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:
50% of students will demonstrate academic growth in English Language Arts as evident on the results of the 2017-2020 State Mandated Assessments. We intend that all students, including those with disabilities, low income (FRL, homeless, migrant), English learners, re-designated fluent English proficient and foster youth have access to materials, technology and highly qualified teachers to provide them with the skills necessary to be college and career ready
Data Used to Form this Goal:
District ELA Benchmark Assessment Teacher Developed Assessments (PLC Process) CELDT test results Achieve 3000 District Writing Sample SIPPS Reading Inventory STAR Reading Assessment Common Core Assessments in ELA Re-Designation Rates
Findings from the Analysis of this Data:
Students are making progress in their reading fluency. SIPPS and Reading Inventory data are helping identify students who need intervention support. Teachers are becoming familiar with Common Core Language Arts standards and the techniques to improve reading (ie: Close Reading and Text Dependent Questioning)

How the School will Evaluate the Progress of this Goal:

SIPPS Assessments
 Reading Inventory Assessments
 Trimester Fluency Assessments
 Annual CELDT/ Test
 Achieve 3000
 District Writing Assessment
 Teacher Developed Assessments
 Annual CAASPP Assessments
 Weekly Accelerated Reading Assessments
 Annual Review of Re-designation Rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a school-wide reading intervention program to address the needs of students identified as strategic or intensive on the district/school benchmark/school assessments and ELA CAASPP.	2017 - 2020	Administrator Leadership Team Intervention/Classroom Teacher	Purchase supplemental and ancillary language arts materials, SBE approved reading interventions	4000-4999: Books And Supplies	LCFF - Supplemental	50,476
			Hire an intervention teacher to provide reading interventions - 50% salary paid with LCFF-Base	1000-1999: Certificated Personnel Salaries	LCFF - Base	66,677
			Hire bilingual instructional assistants to support interventions for English learners	2000-2999: Classified Personnel Salaries	LCFF - Base	65,256
			Hire one intervention teacher and one teacher tutor to provide reading interventions - 50% salary paid with Title I.	1000-1999: Certificated Personnel Salaries	Title I	84,474

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development Subs</p> <p>Provide substitutes to release teachers for professional development, collaboration, observation to promote teacher learning, collaboration and monitor student progress .</p>	2017 - 2020	Administrator Leadership Team Intervention/Classroom Teacher	Salaries and benefits of substitutes to release teachers for professional development, collaboration and monitor student progress.	2000-2999: Classified Personnel Salaries	LCFF - Base	799
<p>Supplemental Materials</p> <p>Provide supplemental educational and enrichment experiences to support student learning in history/social studies, science, physical education, arts and technology.</p>	2017 - 2020	Administrator/ Leadership Team Intervention/Classroom Teacher	Purchase supplementary instructional materials and supplies to support all students academic growth in Reading/Language Arts, including supplies, e-books, ancillary materials, magazines, instructional software, etc.	4000-4999: Books And Supplies	LCFF - Supplemental	5,000
<p>Purchase Computers/Computer Equipment/Technology over \$500 each item</p> <p>Provide supplemental experiences in technological arena. supporting student experiences to support student learning in all academic areas (ELA, ELD, Math, Science, etc.).</p>	2017 - 2020	Administrator/ Computer Tech./Leadership Team Intervention/Classroom Teacher	Purchase computers, computer equipment, or technology to assist with instruction in Reading/Language Arts, Math, Science, Social Studies, ELD, PE, technology and Fine Arts	4000-4999: Books And Supplies	LCFF - Base	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Purchase Computers/Computer Equipment/Technology under \$500 each item</p> <p>Provide supplemental experiences in the technological arena. supporting student experiences to support student learning in all academic areas (ELA, ELD, Math, Science, etc.).</p>	2017 - 2020	Administrator/ Computer Tech./Leadership Team Intervention/Classroom Teacher	Purchase computers, computer equipment, or technology to assist with instruction in Reading/Language Arts, Math, Science, Social Studies, ELD, PE, technology and Fine Arts	4000-4999: Books And Supplies	LCFF - Supplemental	6,000
<p>Hire Library Media Specialist</p> <p>Provide support of student learning in ELA, Math, Science, Social Studies, PE, Technology</p>	2017 - 2020	Administrator, Library Media Specialist	Salaries & benefits for Library Media Specialist to assist with student learning	2000-2999: Classified Personnel Salaries	LCFF - Base	19,707
			Provide extra time for Library Media Clerk to provide support to students	2000-2999: Classified Personnel Salaries	LCFF - Base	1,500
<p>Hire Computer Tech</p> <p>Provide support of student learning in ELA, Math, Science, Social Studies, PE, Technology</p>	2017 - 2020	Administrator, Computer Tech	Salaries & benefits for computer Tech Specialist to assist with student learning	2000-2999: Classified Personnel Salaries	LCFF - Base	16,556
			Provide extra time for Computer Lab Tech to assist with student learning	2000-2999: Classified Personnel Salaries	LCFF - Base	1,500
<p>Conference Expenses</p> <p>Support teachers in learning. Provide opportunities for instructors to gain knowledge of CCSS, best teaching practices, state/district adopted curriculum, and PLC methodologies to support student learning in all academic areas.</p>	2017 - 2020	Administrator, Teachers	Registration/lodging/meals/mileage/parking/car rental for teachers to attend professional development conferences/workshops	5000-5999: Services And Other Operating Expenditures	Title I	3,800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Licences and Supplemental Materials Implement a school-wide reading intervention program to address the needs of students on the district/school benchmark/school assessments and ELA CAASPP.	2017 - 2020	Administrator	Purchase Achieve 3000, STAR Reading/Accelerated Reader program and reading books, and other licences as needed	4000-4999: Books And Supplies	Title I	5,000
Provide supplemental education and enrichment experiences to support students in leaning (phonemic awareness and reading strategies). Implement formative assessment system to monitor student progress and provide interventions	2017 - 2020	Administrator	Purchase SIPPS Materials/Supplies and provide professional development for teachers to promotes student learning and monitor student growth	4000-4999: Books And Supplies	Title I	4,000
Provide supplemental education and enrichment in student writing and expression.	2017 - 2020	Administrator	Purchase Instructional materials and supplies to support ELA Interventions. Purchase Step Up to Writing - Materials, supplies and teacher training	4000-4999: Books And Supplies	Title I	4,000
Provide supplemental and enrichment experiences to support student learning in all academic areas.	2017 - 2020	Administrator	Provide encouragement and endorsement of student efforts through the purchase of certificates, awards, assemblies, etc.	4000-4999: Books And Supplies	LCFF - Supplemental	6,476
Implement supplemental and enrichment experiences to support student learning in all academic areas (before/after school programs).	2017 - 2020	Administrator	Provide teachers/teacher tutors/classified staff for before/after school intervention and enrichment programs	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement an assessment and monitoring system to monitor student progress and provide interventions during the school day and before/after school.	2017 - 2020	Administrator/ Teacher/ Teacher Tutor	Provide release time and/or extra time for teachers/teacher tutors and aides to complete assessments (benchmarks, SIPPS, etc.)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,764

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:
50% of English Learners will demonstrate progress in acquiring English Language Proficiency as evident on the results of the 2017-2020 CELDT/ELPAC
Data Used to Form this Goal:
CELDT DATA Re-designation rates Classroom Reading Inventory (CRI) DATA
Findings from the Analysis of this Data:
49% of new Kindergarteners enter school at a beginning level on the CELDT but by 1st grade only 23% of students score at the beginning level. Approximately half of these students grow in their English development 55% of 4th grade English Learners are at the Intermediate and Early Advanced level. 34% of 4th-6th grade English Learners are at the Advanced Level.
How the School will Evaluate the Progress of this Goal:
CELDT DATA Re-designation rates Multiple Measures Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development for teachers to gain knowledge of ELD standards, EL instructional strategies, state/district adopted curriculum, and PLC methodologies to support ELD in all academic areas.	2017 - 2020	Administrator Leadership Team Intervention/Classroom Teacher	Registration/lodging/meals/mileage/parking/car rental for teachers to attend professional development conferences/workshops	5000-5999: Services And Other Operating Expenditures	LCFF - Base	8,000
Provide opportunities for instructors to gain knowledge of ELD standards, best teaching practices, state/district adopted curriculum, and PLC methodologies to support ELD in all academic areas.	2017 - 2020	Administrator Leadership Team Intervention/Classroom Teacher	Provide substitutes to release teachers for professional development, collaboration, observation	1000-1999: Certificated Personnel Salaries	Title I	5,000
Implement an assessment and monitoring system to monitor progress of English learners and provide interventions during the school day and before/after school.	2017 - 2020	Administrator Leadership Team Intervention/Classroom Teacher	Design ELD lessons & prepare supplemental instructional materials to support English Learners.	4000-4999: Books And Supplies	Title I	3,000
Provide supplemental educational and enrichment experiences to support student learning in ELD, history/social studies, science, and technology.	2017 - 2020	Administrator Leadership Team Intervention/Classroom Teacher	Purchase supplementary instructional materials supplies and equipment, in Reading Language Arts, Math, Science, Social Studies, ELD and technology to support academic growth of English learners, including supplies, e-books, science material, magazines, instructional software, etc.	4000-4999: Books And Supplies	LCFF - Supplemental	5,000
Monitor English Learner progress. Provide support of student learning in ELD, ELA, Math, Science, Social Studies, PE, Technology	2017 - 2020	Administrator Leadership Team Intervention/Classroom Teacher	Provide teachers/teacher tutors/classified staff for before/after school intervention and enrichment programs	1000-1999: Certificated Personnel Salaries	Title I	3,180

Planned Improvements in Student Performance

School Goal #3

SUBJECT: Mathematics
LEA/LCAP GOAL:
LEA GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. LCAP GOAL: Provide effective district/school wide support systems, procedures, materials and practices that support student learning.
SCHOOL GOAL #3:
50% of students will demonstrate academic growth in Mathematics as evident on the results of the 2017-2020 Smarter Balanced Assessment
Data Used to Form this Goal:
Teacher generated assessments
Findings from the Analysis of this Data:
Students are struggling with the new format for mathematics instruction required by Common Core Math Standards. The district has newly adopted the “Go Math” program. Teachers will be trained on Go Math and continue to use Engage NY Math as a supplement.
How the School will Evaluate the Progress of this Goal:
Teacher generated Assessment Smarter Balanced Assessment Interim Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide PD on ELA, Math, Social Studies, Science to assist in meeting state standards and student needs and provide substitutes to release teachers for professional development, collaboration, observation to promote teacher learning, collaboration and monitor student progress.	2017-2020	Administrator Leadership Team Intervention/Classroom Teacher	Hire substitutes to release teachers for professional development, collaboration, observation to promote teacher learning, collaboration and monitor student progress	1000-1999: Certificated Personnel Salaries	Title I	1,000
Purchase Computers/Computer Equipment/Technology over \$500 each item Provide supplemental educational and enrichment experiences to support student learning in Math, ELA, history/social studies, science, physical education, arts and technology.	2017-2020	Administrator Computer Tech Leadership Team Intervention/Classroom Teacher	Purchase computers, computer equipment, or technology to assist with instruction in Reading/Language Arts, Math, Science, Social Studies, ELD, and technology.	4000-4999: Books And Supplies	Title I	2,000
Purchase Computers/Computer Equipment/Technology under \$500 each item Provide supplemental educational and enrichment experiences to support student learning in Math, ELA, history/social studies, science, physical education, arts and technology.	2017-2020	Administrator Computer Tech Leadership Team Intervention/Classroom Teacher	Purchase computers, computer equipment, or technology to assist with instruction in Reading/Language Arts, Math, Science, Social Studies, ELD, and technology.	4000-4999: Books And Supplies	Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental Materials- Provide supplemental educational and enrichment experiences to support student learning in history/social studies, science and technology.	2017-2020	Administration	Purchase supplementary instructional materials and equipment, in Reading Language Arts, Math, Science, Social Studies, ELD, and technology to support all students academic growth, including supplies, e-books, science material, magazines, instructional software, etc.	4000-4999: Books And Supplies	LCFF - Supplemental	2,000
Conference Expenses Support teachers in learning. Provide opportunities for instructors to gain knowledge of CCSS, best teaching practices, state/district adopted curriculum, and PLC methodologies to support student learning in all academic areas.	2017-2020	Administration Teachers	Registration/lodging/meals/mileage/parking/car rental for teachers to attend professional development conferences/workshops	5000-5999: Services And Other Operating Expenditures	Title I	3,000
Provide supplemental and enrichment experiences to support student learning in all academic areas.	2017-2020	Administration	Provide encouragement and endorsement of student efforts through the purchase of certificates, awards, assemblies, etc.)	4000-4999: Books And Supplies	LCFF - Supplemental	2,000

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:
Students will make a 0.5% gain on CST Science Test. Students who pass the CA Physical Fitness mile run will increase 0.2%.
Data Used to Form this Goal:
2016 CST Science 2016 CA Physical Fitness Test – estimated scores
Findings from the Analysis of this Data:
17% of students scored Proficient on the CST Science test 46.8% of students passed the CA Physical Fitness mile run 54.7% of students were in the healthy fitness zone on the BMI portion of the CA Physical Fitness Test
How the School will Evaluate the Progress of this Goal:
2017-2020 CST Science 2017-2020 CA Physical Fitness testing

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide educational experiences to supports state standards, access to the curriculum, and student learning	2017-2020	Administrator/Leadership Team/Teacher	Provide busing and admission fees for classes to attend curriculum based field trips.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase materials to promote positive behavior	2017-2020	Administrator/Leadership Team/Teacher	Purchase supplemental materials to support the visual and performing arts.	4000-4999: Books And Supplies	LCFF - Supplemental	2,000
			Purchase additional equipment to enhance PE activities, this includes but is not limited to balls, cones, etc.	4000-4999: Books And Supplies	LCFF - Supplemental	4,000
Provide additional PE activities to promote student engagement & positive school culture/constructiveness	2017-2020	Administrator/Leadership Team/Teacher	Provide stipends to teachers for coaching activities	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000
Implement a school track program to promote wellness in students.	2017-2020	Administrator/Leadership Team/Teacher	Provide extra time for teachers, aides, and outside personnel to assist with student training and learning.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000

Planned Improvements in Student Performance

School Goal #5

SUBJECT: Support Services (Counseling, Safety, Nutrition, Health)
LEA/LCAP GOAL:
LEA GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning. LCAP GOAL: Maintain a safe, secure, healthy and positive learning environment for all students and staff.
SCHOOL GOAL #5:
School wide student attendance will improve by an average of 0.1% per year and/or exceed an average of 97% per year. Student suspension will decrease by 1%, and 90% of students or higher will feel safe at school.
Data Used to Form this Goal:
SMBSD Attendance Reports Health Kids Survey
Findings from the Analysis of this Data:
The healthy Kids Survey data for 2016-2017 indicates that: 74% of students are connected to school 83% of students feel safe at school 96% of students feel they are treated with respect 7% of students report using alcohol or drugs The results of the California Physical Fitness Test indicate that: 42.8% of students met four or the six PFT Standards 26.5% of students met five of the six PFT Standards 12.2% of students met six of the six PFT Standards Jiménez overall attendance average is 96.5% 6.6% of students were suspended in 2015-2016.
How the School will Evaluate the Progress of this Goal:
SMBSD Attendance Report Healthy Kids Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide behavioral support activities and incentives to promote student engagement in school.	2017-2020	Administrator	Provide incentives for behavior, academic improvement and attendance.	4000-4999: Books And Supplies	LCFF - Supplemental	2,000
Promote a positive school climate and provide behavioral support services and activities to assist students with behavioral and social emotional needs.	2017-2020	Administrator/Outreach Consultant	Provide materials that enhance Red Ribbon week, bully prevention, counseling services.	4000-4999: Books And Supplies	LCFF - Base	244
Support student and staff safety in the school campus.	2017-2020	Administrator	Hire additional playground/cafeteria supervisors to enhance student safety.	2000-2999: Classified Personnel Salaries	LCFF - Base	2,000
			Purchase materials needed to improve safety in the parking lot for students and parents.	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
Promote a positive learning environment in all classrooms.	2017-2020	Administrator	Hire behavioral aides to support student learning and behavior.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,000

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:
Jiménez School will continue to seek parent input in decision making through our School Site Council, Parent Teacher Organization, parent events and surveys when appropriate. 50% of parents will attend at least one parent education or family event. Jiménez will maintain percentages above 92% of families with positive attitude/feeling towards school
Data Used to Form this Goal:
School Site Council Agendas and minutes of meetings Parent Survey Informal parent communication with site administrators and teachers Parent Teacher Organization agendas and minutes
Findings from the Analysis of this Data:
Parents need to be encouraged to participate in decisions related to the education of their children, by attending parent meetings, making recommendations, volunteering at school, participating in their children's classes, and participating in decision making by serving on district and school committees (SSC, ELAC, PTC, DELAC, GATE, SPED, etc.)
How the School will Evaluate the Progress of this Goal:
Analysis of calendar of meetings, agenda, minutes, sin in sheets. Analysis of parent attendance at school sponsored events. Conference attendance data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide programs to improve parent involvement.	2017-2020	Administrator/Teacher	Provide teachers extra time @ \$35hr. to provide parent education in the area of Common Core	1000-1999: Certificated Personnel Salaries	Title I	1,000
			Provide parent education nights, include presenter, presenter fees, materials	5000-5999: Services And Other Operating Expenditures	Title I	1,000
			Provide child Care for Parent Education Nights	2000-2999: Classified Personnel Salaries	Title I	1,000
			Custodial extra time to cover parent/community events	2000-2999: Classified Personnel Salaries	LCFF - Base	
			Purchase snacks to serve at parent events	4000-4999: Books And Supplies	LCFF - Supplemental	
Improve Parent Communication and parent participation.	2017-2020	Administrator	Provide student agendas for parent communication re: assignment, student behavior, etc.	4000-4999: Books And Supplies	Title I	1,000
			Provide reprographics and postage for parent communication	5000-5999: Services And Other Operating Expenditures	Title I	1,000
Hire Community Liaison to support parent communication and parent involvement.	2017-2020	Administrator	Hire community liaison to assist with attendance, categorical programs, parent outreach, and district/school services	2000-2999: Classified Personnel Salaries	LCFF - Base	19,777
Hire Project Clerk to support parent communication and parent involvement.	2017-2020	Administrator	Hire Project Clerk to assist with categorical programs, parent outreach, and district/school services	2000-2999: Classified Personnel Salaries	LCFF - Base	35,399

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide interpreters, translators and support staff to improve parent communication and parent involvement.	2017-2020	Administrator/Support Staff	Extra time for Community liaison, Project Clerk, support staff, instructional aides to facilitate parent communication (translating for SST meetings, parent conferences, parent education nights)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,000

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	1000-1999: Certificated Personnel Salaries	Migrant Ed	38,702
<p>3. Provide professional development for educators and student services staff on research-based strategies, common core standards, MEP curriculum, and needs of migrant students.</p>	2017-2020	Director of Consolidated Projects and Migrant Education Assistant Administrator for Migrant and Consolidated Projects Migrant Program Specialist Migrant Preschool Teachers	In kind expenses such as use of rooms and equipment - General funds, MESRP & Title I- Part C Indirect Cost	0000: Unrestricted	In Kind	0

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #7

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

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #8

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

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

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

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	243,415	0.00
LCFF - Supplemental	118,716	0.00
Title I	125,454	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	243,415.00
LCFF - Supplemental	118,716.00
Title I	125,454.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	184,095.00
2000-2999: Classified Personnel Salaries	168,494.00
4000-4999: Books And Supplies	113,196.00
5000-5999: Services And Other Operating Expenditures	21,800.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	66,677.00
2000-2999: Classified Personnel Salaries	LCFF - Base	162,494.00
4000-4999: Books And Supplies	LCFF - Base	6,244.00
5000-5999: Services And Other Operating	LCFF - Base	8,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	22,764.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	85,952.00
5000-5999: Services And Other Operating	LCFF - Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	94,654.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	21,000.00
5000-5999: Services And Other Operating	Title I	8,800.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	363,985.00
Goal 2	24,180.00
Goal 3	12,000.00
Goal 4	17,000.00
Goal 5	9,244.00
Goal 6	61,176.00

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
Richard Ruiz	X				
Erick Joaquin		X			
Maribel Garcia		X			
Karina Michel		X			
Francisco Velasco		X			
Lucia Grijalva				X	
Alejandra Diaz Arreola				X	
Florentina Pacheco				X	
Alejandro Hernandez				X	
Jose Cortez				X	
Laura Silva			X		
Numbers of members of each category:	1	4	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

X District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

Attested:

Richard Ruiz

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date