

The Single Plan for Student Achievement

School: Isaac Miller Elementary School
CDS Code: 4269120
District: Santa Maria-Bonita School District
Principal: James Bissin
Revision Date:

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

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

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

Table of Contents

| | |
|--|----|
| School Vision and Mission | 4 |
| School Profile..... | 4 |
| Comprehensive Needs Assessment Components | 4 |
| Data Analysis | 4 |
| Surveys | 4 |
| Classroom Observations..... | 4 |
| Analysis of Current Instructional Program | 5 |
| Description of Barriers and Related School Goals | 7 |
| School and Student Performance Data | 8 |
| CAASPP Results (All Students) | 8 |
| CELDT (Annual Assessment) Results..... | 12 |
| CELDT (All Assessment) Results..... | 14 |
| Title III Accountability (School Data) | 16 |
| Title III Accountability (District Data)..... | 17 |
| Planned Improvements in Student Performance | 18 |
| School Goal #1..... | 18 |
| School Goal #2..... | 21 |
| School Goal #3..... | 23 |
| School Goal #4..... | 25 |
| School Goal #5..... | 27 |
| School Goal #6..... | 29 |
| Centralized Services for Planned Improvements in Student Performance | 31 |
| Centralized Service Goal #1 | 31 |
| Centralized Service Goal #2..... | 33 |
| Centralized Service Goal #3..... | 37 |
| Centralized Service Goal #4..... | 43 |
| Centralized Service Goal #5..... | 44 |
| Centralized Service Goal #6..... | 46 |
| Centralized Service Goal #7..... | 49 |
| Centralized Service Goal #8..... | 52 |
| Summary of Expenditures in this Plan..... | 56 |
| Total Allocations and Expenditures by Funding Source | 56 |
| Total Expenditures by Object Type..... | 57 |
| Total Expenditures by Object Type and Funding Source..... | 58 |

| | |
|--------------------------------------|----|
| Total Expenditures by Goal | 59 |
| School Site Council Membership | 60 |
| Recommendations and Assurances..... | 61 |

School Vision and Mission

Isaac Miller Elementary School's Vision and Mission Statements

Miller School operates under our district's 4 LCAP goals. All operations and expenditures are connected to these goals. Our school vision is summarized in our CREDO: Consistency, Relationships, Engagement, Differentiation.

School Profile

Miller Elementary (K-6), established in the 1930s, is one of the oldest schools in the Santa Maria-Bonita School District. There is a strong connection between the school and the community; many local residents attended Miller, and many of our current parents also attended Miller. The school is located in central Santa Maria, and present enrollment is approx. 880 students.

In recent years, the English Learner population of Miller has grown to approx. 70% of enrollment. Of the 70%, an increasing portion comes from families that speak a Mixteco dialect. Approx. 90% of the total enrollment is Hispanic.

Miller is revamping its curriculum to align with Common Core State Standards for college and career readiness. This is a multi-year process. Significant changes are occurring in the way Language Arts and Math are being taught. A major investment in technology and access to online platforms is transforming our instruction. Grades K-1 will have I-pads for classroom use, and grades 2-6 will have close to a 1-to-1 ratio of chrome books to students. Implementation of better instructional strategies for both designated and integrated ELD is a major focus at Miller. CELDT and Smarter Balanced assessments have shown our teachers areas of strength, and areas to put more attention on.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The Calif. Healthy Kids Survey was administered during Fall 2016 to 5th grade students. In general, students feel safe at school. In addition, another student survey generated from the Fesler feeder group of schools is planned to be administered in Spring 2017. Collected data will be analyzed by the site leadership team. Teachers have completed several surveys this year including the district LCAP survey. Other surveys are planned to collect data regarding professional learning for 2017-18, organizational climate and the performance of the site administrator.

Classroom Observations

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

Classroom observations include both formal and informal visits. Formal visits are governed by the Calif Standards for the Teaching Profession, and consist of a pre-observation meeting, observation by administration, and a follow-up meeting. Informal visits are made at random intervals. Summative evaluations are compiled each spring for teachers on that year's evaluation cycle. Expectations are made clear to teachers. We are looking for evidence of: sound lesson design, posted or stated learning objectives, student collaborative conversations and/or multiple partner interactions, response frames posted, adequate wait time, appropriate pacing, and DOK tasks that are higher than level 1.

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)

Our most recent state testing data from Spring 2016 has been carefully analyzed and presented to teachers on multiple occasions.

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

Grade level teams meet regularly to evaluate student data

Staffing and Professional Development

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

All teaching staff at Miller meet these requirements.

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

All teachers at Miller possess either temporary, probationary or permanent status within our certificated contract, and are credentialed.

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

We are working within our feeder group to determine direction for professional learning that best meets teacher needs. The new ELA/ ELD adoption will definitely be a focus for 2017-18.

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

Regularly scheduled professional learning opportunities support this.

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

Teacher teams meet weekly each Thursday to review past student performance and adjust instruction.

Teaching and Learning

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

All materials in use are aligned. Grade level teams determine their focus standards for each trimester.

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

All teachers submit a form at the start of the year that outlines their daily schedules, in alignment with recommended minutes.

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

Intervention small groups are scheduled in both push-in and pull-out formats; students still receive the bulk of their core instruction with their homeroom teacher.

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

This is certified each year through the Williams Act inspections.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials in use are SBE-adopted and aligned with Calif Standards.

Opportunity and Equal Educational Access

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

Interventions in place to help struggling students include small group differentiation within homerooms, push-in and pull-out small groups targeted to specific skill deficits in both ELA and Math, leveled groups that meet daily for 30 minutes of designated ELD, midyear re-testing of students on CELDT.

14. Research-based educational practices to raise student achievement

Teachers model speech in complete sentences; response frames provided to enable student responses in complete sentences, emphasis on use of academic language, multiple partner interactions and structured group discussions, emphasis on citing evidence to support claims, allowing adequate wait time for deeper student processing.

Parental Involvement

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

Migrant after-school programs, ASES child care/ enrichment, Saturday School and intersession programs, site funds available for after-school remediation and enrichment programs, bilingual instructional aides for all kinder and first grade classrooms, use of Mini Corps and CALSOAP tutors.

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)

School Site Council consists of site admin, staff members, and parents; holds public meetings six times per year.

Funding

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

Funds are provided for intervention support, after-school enrichment via site and ASES programs, and remediation programs including Saturday School, delivered through Migrant office.

18. Fiscal support (EPC)

Funding is at an all-time high, delivered through LCFF, Title I, Supplemental Concentration and LCAP.

Description of Barriers and Related School Goals

Miller serves a population of primarily disadvantaged students, with low parent education levels. Students may not enter our system with many school-matched experiences. To address these deficits, our focus is on LCAP goals #1-4. Having sound, consistent instructional programs in place that are specifically tailored to English Learners, and providing a safe, positive learning environment that welcomes parent and community involvement meets those goals. These are detailed in our planned improvements sections #1-6.

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 | 125 | 138 | 123 | 135 | 123 | 134 | 98.4 | 97.8 |
| Grade 4 | 131 | 112 | 127 | 111 | 127 | 111 | 96.9 | 99.1 |
| Grade 5 | 114 | 103 | 113 | 102 | 113 | 102 | 99.1 | 99 |
| Grade 6 | 122 | 99 | 119 | 98 | 119 | 98 | 97.5 | 99 |
| All Grades | 492 | 452 | 482 | 446 | 482 | 445 | 98.0 | 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 | 2368.3 | 2374.2 | 5 | 7 | 13 | 10 | 33 | 37 | 50 | 46 |
| Grade 4 | 2388.1 | 2430.1 | 6 | 9 | 9 | 24 | 19 | 25 | 65 | 41 |
| Grade 5 | 2429.0 | 2446.6 | 4 | 5 | 12 | 25 | 23 | 17 | 61 | 54 |
| Grade 6 | 2485.0 | 2483.9 | 3 | 3 | 27 | 26 | 34 | 36 | 36 | 36 |
| All Grades | N/A | N/A | 5 | 6 | 15 | 20 | 27 | 29 | 53 | 44 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|--|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | |
| Grade 3 | 8 | 9 | 36 | 45 | 56 | 46 | |
| Grade 4 | 7 | 13 | 33 | 43 | 60 | 44 | |
| Grade 5 | 3 | 11 | 28 | 28 | 69 | 61 | |
| Grade 6 | 8 | 4 | 46 | 42 | 46 | 54 | |
| All Grades | 6 | 9 | 36 | 40 | 58 | 51 | |

| 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 | 4 | 6 | 42 | 47 | 54 | 47 |
| Grade 4 | 5 | 14 | 35 | 46 | 61 | 41 |
| Grade 5 | 7 | 10 | 40 | 46 | 53 | 44 |
| Grade 6 | 7 | 9 | 50 | 54 | 44 | 37 |
| All Grades | 6 | 9 | 41 | 48 | 53 | 42 |

| 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 | 3 | 9 | 68 | 60 | 28 | 31 |
| Grade 4 | 5 | 8 | 58 | 69 | 37 | 23 |
| Grade 5 | 4 | 7 | 50 | 57 | 45 | 36 |
| Grade 6 | 8 | 5 | 71 | 74 | 21 | 20 |
| All Grades | 5 | 7 | 62 | 65 | 33 | 28 |

| 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 | 10 | 7 | 51 | 48 | 39 | 45 |
| Grade 4 | 4 | 13 | 35 | 52 | 43 | 35 |
| Grade 5 | 9 | 17 | 55 | 52 | 36 | 31 |
| Grade 6 | 13 | 18 | 66 | 63 | 22 | 18 |
| All Grades | 9 | 13 | 51 | 53 | 35 | 33 |

Conclusions based on this data:

1. When all grades' performance is averaged, the number of students scoring above, at, or near standard increased from the year before, and the number of students not meeting standard decreased.
2. The largest gains were made in Reading and Writing in grades 3 and 4.
3. Smaller gains were made in Listening and Research/Inquiry.

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 | 125 | 138 | 124 | 137 | 124 | 136 | 99.2 | 99.3 |
| Grade 4 | 131 | 112 | 129 | 111 | 129 | 111 | 98.5 | 99.1 |
| Grade 5 | 114 | 103 | 113 | 102 | 113 | 102 | 99.1 | 99 |
| Grade 6 | 122 | 99 | 119 | 98 | 119 | 98 | 97.5 | 99 |
| All Grades | 492 | 452 | 485 | 448 | 485 | 447 | 98.6 | 99.1 |

* 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 | 2393.5 | 2396.9 | 4 | 4 | 21 | 17 | 36 | 40 | 39 | 40 |
| Grade 4 | 2415.2 | 2427.9 | 2 | 3 | 12 | 15 | 36 | 45 | 51 | 37 |
| Grade 5 | 2431.3 | 2429.0 | 1 | 3 | 6 | 7 | 24 | 26 | 69 | 64 |
| Grade 6 | 2461.8 | 2464.8 | 2 | 2 | 15 | 8 | 38 | 40 | 45 | 50 |
| All Grades | N/A | N/A | 2 | 3 | 14 | 12 | 34 | 38 | 51 | 47 |

| Concepts & Procedures | | | | | | |
|---|------------------|---------|-----------------------|---------|------------------|---------|
| Applying mathematical concepts and procedures | | | | | | |
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 9 | 11 | 44 | 40 | 47 | 49 |
| Grade 4 | 8 | 7 | 26 | 32 | 67 | 61 |
| Grade 5 | 4 | 4 | 19 | 21 | 78 | 75 |
| Grade 6 | 4 | 6 | 30 | 27 | 66 | 67 |
| All Grades | 6 | 7 | 30 | 30 | 64 | 62 |

| 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 | 7 | 8 | 40 | 48 | 52 | 44 |
| Grade 4 | 5 | 3 | 40 | 43 | 55 | 54 |
| Grade 5 | 4 | 6 | 20 | 24 | 75 | 71 |
| Grade 6 | 3 | 2 | 50 | 44 | 47 | 54 |
| All Grades | 5 | 5 | 38 | 40 | 57 | 55 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 10 | 6 | 61 | 63 | 29 | 32 |
| Grade 4 | 1 | 6 | 46 | 46 | 53 | 48 |
| Grade 5 | 1 | 1 | 35 | 38 | 64 | 61 |
| Grade 6 | 7 | 5 | 50 | 49 | 44 | 46 |
| All Grades | 5 | 5 | 48 | 50 | 47 | 45 |

Conclusions based on this data:

1. Math scale scores increased slightly from the year before, with the exception of 5th grade.
2. Scores in Concepts and Procedures showed the least amount of growth from the year before.
3. 6th grade math was weaker than the other grades' scores.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment | | | | | | | | | | | | | | |
|-------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| K | | | | | 1 | | 5 | 9 | | 6 | 8 | | 6 | 13 | |
| | | | | | 3% | | 29% | 29% | | 35% | 26% | | 35% | 42% | |
| 1 | 1 | | | 16 | 8 | | 45 | 33 | | 30 | 24 | | 10 | 16 | |
| | 1% | | | 16% | 10% | | 44% | 41% | | 29% | 30% | | 10% | 20% | |
| 2 | | | | 12 | 8 | | 32 | 39 | | 49 | 38 | | 12 | 11 | |
| | | | | 11% | 8% | | 30% | 41% | | 47% | 40% | | 11% | 11% | |
| 3 | 2 | | | 10 | 8 | | 37 | 28 | | 27 | 32 | | 14 | 19 | |
| | 2% | | | 11% | 9% | | 41% | 32% | | 30% | 37% | | 16% | 22% | |
| 4 | 2 | 4 | | 13 | 16 | | 40 | 33 | | 20 | 10 | | 9 | 7 | |
| | 2% | 6% | | 15% | 23% | | 48% | 47% | | 24% | 14% | | 11% | 10% | |
| 5 | 4 | | | 33 | 15 | | 28 | 29 | | 5 | 2 | | 3 | 6 | |
| | 5% | | | 45% | 29% | | 38% | 56% | | 7% | 4% | | 4% | 12% | |
| 6 | 2 | 2 | | 16 | 12 | | 21 | 16 | | 9 | 4 | | 2 | 3 | |
| | 4% | 5% | | 32% | 32% | | 42% | 43% | | 18% | 11% | | 4% | 8% | |
| Total | 11 | 6 | | 100 | 68 | | 208 | 187 | | 146 | 118 | | 56 | 75 | |
| | 2% | 1% | | 19% | 15% | | 40% | 41% | | 28% | 26% | | 11% | 17% | |

Conclusions based on this data:

1. CELDT scores in 2015-16 declined overall from 2014-15.
2. The most improvement was seen in 4th grade.
3. There is a new emphasis on ELD for 2016-17. Students are receiving 30 minutes daily of designated ELD in leveled groups.

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 | | | | | 2 | | 15 | 15 | | 19 | 20 | | 81 | 86 | |
| | | | | | 2% | | 13% | 12% | | 17% | 16% | | 70% | 70% | |
| 1 | 1 | | | 16 | 9 | | 46 | 34 | | 30 | 24 | | 13 | 16 | |
| | 1% | | | 15% | 11% | | 43% | 41% | | 28% | 29% | | 12% | 19% | |
| 2 | | | | 12 | 9 | | 32 | 39 | | 49 | 38 | | 14 | 14 | |
| | | | | 11% | 9% | | 30% | 39% | | 46% | 38% | | 13% | 14% | |
| 3 | 2 | | | 10 | 8 | | 37 | 29 | | 27 | 32 | | 16 | 21 | |
| | 2% | | | 11% | 9% | | 40% | 32% | | 29% | 36% | | 17% | 23% | |
| 4 | 2 | 4 | | 13 | 17 | | 41 | 33 | | 20 | 10 | | 12 | 7 | |
| | 2% | 6% | | 15% | 24% | | 47% | 46% | | 23% | 14% | | 14% | 10% | |
| 5 | 4 | | | 33 | 15 | | 28 | 29 | | 5 | 2 | | 4 | 6 | |
| | 5% | | | 45% | 29% | | 38% | 56% | | 7% | 4% | | 5% | 12% | |
| 6 | 2 | 2 | | 16 | 12 | | 22 | 16 | | 9 | 4 | | 2 | 4 | |
| | 4% | 5% | | 31% | 32% | | 43% | 42% | | 18% | 11% | | 4% | 11% | |
| Total | 11 | 6 | | 100 | 72 | | 221 | 195 | | 159 | 130 | | 142 | 154 | |
| | 2% | 1% | | 16% | 13% | | 35% | 35% | | 25% | 23% | | 22% | 28% | |

Conclusions based on this data:

1. The most student growth took places in 1st and 4th grades.
2. 5th and 6th grade students made significant increases going from level 2 to level 3.
3. There was a small increase during 2015-16 in the number of newcomer students scoring at level 1.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 |
| Number of Annual Testers | 481 | 521 | 454 |
| Percent with Prior Year Data | 100.0% | 100% | 100.0% |
| Number in Cohort | 481 | 521 | 454 |
| Number Met | 235 | 279 | 211 |
| Percent Met | 48.9% | 53.6% | 46.5% |
| NCLB Target | 59.0 | 60.5 | 62.0% |
| Met Target | No | No | N/A |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2013-14 | | 2014-15 | | 2015-16 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 466 | 110 | 514 | 117 | 463 | 84 |
| Number Met | 64 | 49 | 50 | 46 | 42 | 25 |
| Percent Met | 13.7% | 44.5% | 9.7% | 39.3% | 9.1% | 29.8% |
| NCLB Target | 22.8 | 49.0 | 24.2 | 50.9 | 25.4% | 52.8% |
| Met Target | No | No | No | No | N/A | N/A |

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

Conclusions based on this data:

1. Student performance fell short of the NCLB target in both AMAO 1 and 2.
2. The number of students attaining English proficiency has declined for two straight years.

School and Student Performance Data

Title III Accountability (District Data)

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

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

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

Conclusions based on this data:

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

Planned Improvements in Student Performance

School Goal #1

| |
|---|
| SUBJECT: English Language Arts |
| LEA/LCAP GOAL: |
| LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. |
| SCHOOL GOAL #1: |
| 80% of students in grades 3-6 will demonstrate academic growth in English Language Arts, as measured by results of the 2017 Smarter Balanced assessment. The percentage of students reading two grades below their grade level will decrease 20% over the next three years, ending in 2020. |
| Data Used to Form this Goal: |
| 2015 Smarter Balanced scores will be used as a baseline to evaluate 2016 and 2017 test results. |
| Findings from the Analysis of this Data: |
| 2016 results show Miller ELA scores within the top 50% of K-6 sites in all grades, and within the top 25% in 4th grade. From 2015, mean scale scores in 2016 increased in grades 3, 4, and 5, and declined slightly in grade 6. The most significant improvement was made in grade 4. |
| How the School will Evaluate the Progress of this Goal: |
| 2017 test results will be evaluated, and adjustments to the plan made accordingly. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|-----------------------|---|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Hire 4 teacher tutors to assist K-1-2 instructional program and intervention (one tutor will be 50% district-funded to do crossover time in Tk/K classroom). | 2017-2020 | Principal | Teacher tutors' salaries and benefits.(2.5 will be district-funded) | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 33,000 |
| Hire 4 instructional aides to support intervention program, and one additional aide to support resource program. | 2017-2020 | Principal | Instructional Assistants' salaries and benefits. | 2000-2999: Classified Personnel Salaries | LCFF - Base | 78,000 |
| Hire Library Media Assistant to support reading instructional programs. | 2017-2020 | Principal | Library Media's salaries and benefits. | 2000-2999: Classified Personnel Salaries | LCFF - Base | 20,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|-----------------------|---|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide student licenses for IXL program ELA & Math | 2017-2020 | Principal | Purchase IXL program | 4000-4999: Books And Supplies | LCAP Concentration | 8,000 |
| Hire Computer tech to support use of technology in ELA, ELD and math. | 2017-2020 | Principal | Computer Tech's salaries and benefits. | 2000-2999: Classified Personnel Salaries | LCFF - Base | 22,000 |
| Purchase Dibels and ReadWell materials for intervention, Sadlier vocabulary workbooks, Benchmark Advance classroom library sets, Scholastic News magazine subscriptions. Purchase all other necessary supplies of paper and other necessary student materials. | 2017-2020 | Principal | Supplemental materials and supplies | 4000-4999: Books And Supplies | LCAP Concentration | 26,000 |
| | | | Base level materials and supplies | 4000-4999: Books And Supplies | Title I | 41,001 |
| | | | Base level materials and supplies | 4000-4999: Books And Supplies | LCFF - Supplemental | 14,679 |
| Provide student licenses for Reading Counts | 2017-2020 | Principal | Purchase Reading Counts program | 4000-4999: Books And Supplies | | 0 |
| Provide student access to Achieve 3000 online reading platform to supplement ELA interventions. | 2017-2020 | Principal | Purchase Achieve 3000 | 4000-4999: Books And Supplies | LCAP Concentration | 16,000 |
| Full-time Intervention teacher at district cost, to provide targeted services to academically at-risk upper grade students | 2017-2020 | Principal | Intervention Teacher's salaries & benefits funded with District LCAP funds. (will support goals 1-4) | 1000-1999: Certificated Personnel Salaries | District Funded | 0 |
| Hire second full-time Intervention teacher at site cost, to provide targeted services to academically at-risk primary grade students | 2017-2020 | Principal | Salaries and benefits for additional Intervention Teacher (54% funded with LCFF-Base) | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 71,000 |
| | | | Use Title I to supplement salaries and benefits for additional Intervention Teacher (46% funded with Title I) | 1000-1999: Certificated Personnel Salaries | Title I | 60,000 |
| IAB & ICA assessments will be used to evaluate interim student progress | 2017-2020 | Teachers | Interim assessments District-funded | 4000-4999: Books And Supplies | District Funded | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|-----------------------|---|---|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Teachers will receive site-based staff development throughout the year | 2017-2020 | Principal | Site-based professional development | 5800: Professional/Consulting Services And Operating Expenditures | District Funded | 0 |
| Site membership in Teaching Excellence Network | 2017-2020 | Principal | Professional development | 5800: Professional/Consulting Services And Operating Expenditures | Title I | 30,000 |
| | | | Teachers will attend conferences for training | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 20,000 |

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: |
| 70% of English Learners will demonstrate progress in acquiring English Language Proficiency as measured by the results of the Fall 2016 CELDT, Spring 2017 CELDT re-testing, and Spring 2018 ELPAC assessments. |
| Data Used to Form this Goal: |
| CELDT data from past school years. |
| Findings from the Analysis of this Data: |
| District-wide, English Learners are demonstrating progress in acquiring English Language Proficiency at a 50% rate, as measured by CELDT results |
| How the School will Evaluate the Progress of this Goal: |
| 2016 CELDT results will be evaluated, and measured against 2015 results |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|-----------------------|--|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Fund project clerk position to provide clerical support for English Learner services, identification and reclassification. | 2017-2020 | Principal | Project Clerk's salaries and benefits. | 2000-2999: Classified Personnel Salaries | LCFF - Base | 35,000 |
| Utilize district staff development to train teachers | 2017-2020 | Principal | ELD Professional Development District-funded | 5000-5999: Services And Other Operating Expenditures | District Funded | 0 |
| Deploy Mini Corps aides to work with Migrant students | 2017-2020 | Principal | District agreement with Butte County Office of Education for Mini-Corps tutors funded by California Department of Education. | None Specified | In Kind | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|---------------------------|--|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Host Migrant extended-day program | 2017-2020 | Principal | Extended Day Program for Migrant students funded by District Title I-C Migrant funds | 1000-1999: Certificated Personnel Salaries | District Funded | 0 |
| CALSOAP tutors will be assigned to site to support classroom instruction | 2017-2020 | Principal | CALSOAP tutors funded by District LCAP funds. | None Specified | District Funded | 0 |
| Targeted at-risk students will be offered access to Intersession programs including Migrant extended-day program | 2017-2020 | Principal | Intersession and summer programs District-funded | 1000-1999: Certificated Personnel Salaries | District Funded | 0 |
| At-risk students will be offered access to Migrant Saturday School | 2017-2020 | Principal/ Migrant office | Saturday programs District-funded | 1000-1999: Certificated Personnel Salaries | District Funded | 0 |

Planned Improvements in Student Performance

School Goal #3

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|---|
| 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: |
| 80% of students will demonstrate academic growth in Mathematics, as measured by results of the 2016 and 2017 Smarter Balanced assessments. The percentage of students performing two or more grades below grade level will decrease 20% over the next three years, ending in 2020. |
| Data Used to Form this Goal: |
| 2015 test data will be used as a baseline. |
| Findings from the Analysis of this Data: |
| 2016 results show Miller math scores within the top 50% of K-6 sites in all grades. From 2015, mean scale scores in 2016 increased in grades 3, 4, and 6, and declined slightly in grade 5. |
| How the School will Evaluate the Progress of this Goal: |
| 2016 and 2017 results will be evaluated against the baseline data from 2015. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|-----------------------|--|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Teachers will be trained in using new GoMath program | 2017-2020 | Principal | Math Professional Development District-funded | 5000-5999: Services And Other Operating Expenditures | District Funded | 0 |
| IAB and ICA assessments will be used to evaluate interim student progress | 2017-2020 | Teachers | Math Interim Assessments District-funded | 4000-4999: Books And Supplies | District Funded | 0 |
| Math Intervention will be provided to targeted students, with support from instructional aides | 2017-2020 | Principal | Hire instructional aides to support math intervention (inc. in goal 1) | 2000-2999: Classified Personnel Salaries | LCFF - Base | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------|-----------------------|--|-------------------------------|--------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Three additional chrome book carts (36 computers ea) will be purchased to support classroom instruction | 2017-2020 | Principal | Computers and equipment funded with LCAP site budget | 4000-4999: Books And Supplies | LCAP Concentration | 30,405 |
| Installation of 2 wall-mounted classroom projectors as a pilot | 2017-2020 | Principal | Wall-mounted classroom projectors funded with LCAP site budget | 4000-4999: Books And Supplies | LCAP Concentration | 5,000 |
| Additional supply of 6 replacement projectors will be purchased | 2017-2020 | Principal | Replacement projectors funded with LCAP site budget | 4000-4999: Books And Supplies | LCAP Concentration | 5,000 |

Planned Improvements in Student Performance

School Goal #4

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|---|
| 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: |
| 70% of 5th grade students will score at proficient levels on 2017 state science test and fitness test. |
| Data Used to Form this Goal: |
| 2016 test data will be used as a baseline. |
| Findings from the Analysis of this Data: |
| Science test results will be reported in August 2017. Fitness test results will be reported in Spring 2017.. |
| How the School will Evaluate the Progress of this Goal: |
| 2016 and 2017 test data will be evaluated against 2015 baseline. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------|------------------------|--|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Next Generation science standards will be taught, and training provided to teachers | 2017-2020 | Teachers | NGSS Professional Development provided by district | 5000-5999: Services And Other Operating Expenditures | District Funded | 0 |
| Outdoor School science camp will be offered to 6th grade students | 2017-2020 | Principal and teachers | Outdoor Science Camp fees | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 20,000 |
| Full-time PE teacher will deliver instruction to students grade 3-6 | 2017-2020 | PE teacher | District-funded | 1000-1999: Certificated Personnel Salaries | District Funded | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|-----------------------|--|--|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Fine Arts programs will be taught to all students; students will receive lessons TBD in 2017-18 | 2017-2020 | Principal | District-funded through Childrens Creative Project | 5000-5999: Services And Other Operating Expenditures | District Funded | 0 |
| School-sponsored teams will be formed for flag football, soccer, track, and cheer to supplement PE instruction and student engagement. | 2017-2020 | Principal | Extracurricular activities such as flag football, soccer, track, cheerleaders. | 5000-5999: Services And Other Operating Expenditures | LCFF - Base | 2,705 |
| | | | | 5000-5999: Services And Other Operating Expenditures | None Specified | |
| Enrichment clubs will be offered to students to engage them in school. | 2017-2020 | Principal | Enrichment clubs | 5000-5999: Services And Other Operating Expenditures | LCAP Concentration | 20,000 |
| Field trips will be offered to all students to supplement their instruction. | 2017-2020 | Principal | Educational field trips | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 30,000 |
| Replacement equipment including printers | 2017-2020 | Principal | Purchase equipment and printers | 4000-4999: Books And Supplies | LCFF - Supplemental | 5,000 |

Planned Improvements in Student Performance

School Goal #5

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|--|
| 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: |
| Average daily attendance will increase by .5% during the school years covered by the plan. Out-of-school suspension rates shall decrease by 20% during the school years covered by the plan. |
| Data Used to Form this Goal: |
| CalPADS and UMIRS data. |
| Findings from the Analysis of this Data: |
| 2015-16 ADA is expected to increase over 2014-15 ADA. Final results available in June 2015. |
| How the School will Evaluate the Progress of this Goal: |
| Reported results will be compared to 2014-15 data. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|--|---|--|--------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Daily ADA monitoring/accounting from community liaison position | 2017-2020 | Site administrators, community liaison | Community liaison's salaries and benefits (50% district-funded) | 2000-2999: Classified Personnel Salaries | LCFF - Base | 0 |
| Outreach consultant, full-time. Additional counseling services provided by Y&F including specialized services to Migrant students | 2017-2020 | Principal | Full time Outreach Counselor District-funded | 5000-5999: Services And Other Operating Expenditures | District Funded | 0 |
| Nutrition cart available to all students on a daily basis | 2017-2020 | District food service | Nutrition District-funded | 4000-4999: Books And Supplies | District Funded | 0 |
| PBIS plan will continue into year 2 implementation; some costs attached for fees, training, conferences for teachers to students at risk | 2017-2020 | Principal | PBIS training and conferences | 5000-5999: Services And Other Operating Expenditures | LCAP Concentration | 10,000 |

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: |
| Communication among all involved parties of the school community shall be consistent and frequent; participation shall be measured by attendance at Back-to-School Night, ELAC meetings, parent education nights, Open House, etc. |
| Data Used to Form this Goal: |
| Call records from Connect-Ed messages. Sign-in lists for SSC and ELAC meetings. |
| Findings from the Analysis of this Data: |
| Meetings during the 2014-15 year have been consistently attended by significant numbers of parents. |
| How the School will Evaluate the Progress of this Goal: |
| Sign-in sheets will be collected at Back-to-School Nights, ELAC meetings, Open House etc |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------|-----------------------|-------------------------|--------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Scheduled SSC/ELAC meetings for 2017-18: Sept. 27 Oct. 25 Nov. 29 Feb. 28 Mar. 28 Apr. 25 | 2017-2020 | Principal | No attached costs | 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 |
| Interpreters/ child care available for meetings, including parent conferences. | 2017-2020 | Principal | Interpreters and child care staff's salaries and benefits | 2000-2999: Classified Personnel Salaries | LCAP Concentration | 10,000 |
| Parent Square automated call system and other means of communication will be used to inform parents of important events. | 2017-2020 | Principal | Parent-Square automated call system District-funded | 4000-4999: Books And Supplies | District Funded | 0 |
| Community liaison will make parent contacts regarding school issues | 2017-2020 | Principal | Community Liaison's salaries and benefits (District-funded 50% and Site-funded 50%) | 2000-2999: Classified Personnel Salaries | LCFF - Base | 16,000 |
| Parent education program on social media will be offered, includes student assemblies. | 2017-2020 | Principal | Parent Education programs and assemblies | 5800: Professional/Consulting Services And Operating Expenditures | LCAP Concentration | 5,000 |
| | | GRAND TOTAL | | | | |

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

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| 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

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|--|
| 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

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| 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

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| 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

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| 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

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

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #7

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|---|
| 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

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|---|
| 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 | <p>Local conferences on-site and outside the district</p> <p>Local conferences for classified staff</p> <p>On-site Professional Development for Extended Day</p> <p>District professional development</p> | <p>5000-5999: Services And Other Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> | <p>Title III Part A: Language Instruction for LEP Students</p> <p>Title III Part A: Language Instruction for LEP Students</p> <p>Title III Part A: Language Instruction for LEP Students</p> <p>LCAP Supplemental</p> | <p>100,000</p> <p>10,000</p> <p>8,952</p> <p>50,000</p> |

| 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 | 244,705 | 0.00 |
| LCFF - Supplemental | 122,679 | 0.00 |
| Title I | 136,001 | 5,000.00 |
| LCAP Concentration | 135,405 | 0.00 |

| Total Expenditures by Funding Source | |
|--------------------------------------|--------------------|
| Funding Source | Total Expenditures |
| District Funded | 0.00 |
| In Kind | 0.00 |
| LCAP Concentration | 135,405.00 |
| LCFF - Base | 244,705.00 |
| LCFF - Supplemental | 122,679.00 |
| Title I | 131,001.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 0000: Unrestricted | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 164,000.00 |
| 2000-2999: Classified Personnel Salaries | 181,000.00 |
| 4000-4999: Books And Supplies | 151,085.00 |
| 5000-5999: Services And Other Operating Expenditures | 102,705.00 |
| 5800: Professional/Consulting Services And Operating | 35,000.00 |
| None Specified | 0.00 |

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 | District Funded | 0.00 |
| 4000-4999: Books And Supplies | District Funded | 0.00 |
| 5000-5999: Services And Other Operating | District Funded | 0.00 |
| 5800: Professional/Consulting Services And | District Funded | 0.00 |
| None Specified | District Funded | 0.00 |
| 0000: Unrestricted | In Kind | 0.00 |
| None Specified | In Kind | 0.00 |
| 2000-2999: Classified Personnel Salaries | LCAP Concentration | 10,000.00 |
| 4000-4999: Books And Supplies | LCAP Concentration | 90,405.00 |
| 5000-5999: Services And Other Operating | LCAP Concentration | 30,000.00 |
| 5800: Professional/Consulting Services And | LCAP Concentration | 5,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 71,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 171,000.00 |
| 5000-5999: Services And Other Operating | LCFF - Base | 2,705.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 33,000.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 19,679.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 70,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 60,000.00 |
| 4000-4999: Books And Supplies | Title I | 41,001.00 |
| 5800: Professional/Consulting Services And | Title I | 30,000.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 439,680.00 |
| Goal 2 | 35,000.00 |
| Goal 3 | 40,405.00 |
| Goal 4 | 77,705.00 |
| Goal 5 | 10,000.00 |
| Goal 6 | 31,000.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| James Bissin | X | | | | |
| Trinity Hamilton | | | X | | |
| Tricia Epperson | | X | | | |
| Miranda Dominguez | | X | | | |
| Krista Kringel | | X | | | |
| Jazmin Velasco | | | X | | |
| Rafael Gomez | | | | X | |
| Juan Lopez | | | | X | |
| Jessica Parker | | | | X | |
| Noe Cruz | | | | X | |
| Maria Velazquez | | | | X | |
| Numbers of members of each category: | 1 | 3 | 1 | 5 | |

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

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:

James Bissin

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date