

# The Single Plan for Student Achievement

**School:** Oakley Elementary School  
**CDS Code:** 42-61920-6046049  
**District:** Santa Maria-Bonita School District  
**Principal:** Cristina Ortega  
**Revision Date:** April 2017

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:

**Contact Person:** Cristina Ortega  
**Position:** Principal  
**Phone Number:** (805) 361-7625  
**Address:** 1120 W. Harding Ave.  
Santa Maria, CA 93458  
**E-mail Address:** [cortega@smbbsd.net](mailto:cortega@smbbsd.net)

**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 .....	4
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.....	22
School Goal #3.....	24
School Goal #4.....	27
School Goal #5.....	29
School Goal #6.....	31
Centralized Services for Planned Improvements in Student Performance .....	33
Centralized Service Goal #1 .....	33
Centralized Service Goal #2.....	35
Centralized Service Goal #3.....	39
Centralized Service Goal #4.....	45
Centralized Service Goal #5.....	46
Centralized Service Goal #6.....	48
Centralized Service Goal #7.....	51
Centralized Service Goal #8.....	54
Summary of Expenditures in this Plan.....	58
Total Allocations and Expenditures by Funding Source .....	58
Total Expenditures by Object Type.....	59
Total Expenditures by Object Type and Funding Source.....	60

Total Expenditures by Goal .....	61
School Site Council Membership .....	62
Recommendations and Assurances.....	63

## School Vision and Mission

### Oakley Elementary School's Vision and Mission Statements

The mission of Oakley Elementary is to work in partnership with students, families, and the community to ensure each student acquires the knowledge, skills, and core values necessary to achieve personal success and to enrich our community.

Oakley's vision is educating all students to reach their potential in a global community.

See it, Believe it, Achieve it!

## School Profile

Cary Calvin Oakley School is a kindergarten through sixth grade neighborhood school, within walking distance for most students. We are located in the northwest area of Santa Maria and many of our students' families work in the agriculture industry.

Our CBEDS student count for the 2016-2017 school year was 948. We have 71.2% qualifying for free or reduced lunches. 96% of our students are identified as Hispanic and those who are designated as English Language Learners comprise 76.9% of our population. We have 12.8% who qualify for the migrant program and 5.8% who are enrolled in special education classes.

Santa Maria-Bonita School District is a K-8 district with 20 schools, serving over 16,000 students. The district vision statement is, "We are here to prepare children to be successful citizens." The district mission is, "Our mission is to teach, to learn and to facilitate learning in a cooperative and safe environment."

## 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 2016-2017 California Healthy Kids Survey results give a summary of key indicators of school climate and student well-being. 112 5th grade students took the survey.

76% of these students have caring adult relationships, 80% feel safe at school, and 92% feel treated with respect.

The 2016-2017 California School Staff Survey results give a summary of key indicators of school climate and student behavior. 48 respondents completed the survey.

63% of the respondents believe the staff working environment is a supportive and inviting place for staff to work and 62% believe that nearly all/most students are well-behaved.

### 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 occur on a drop-in, evaluation process, and inviting basis. These observations happen on average of every two weeks. Students are engaged in various lessons such as Integrated ELD, Designated ELD, Math and writing. Many opportunities for collaborative conversations, small group instruction, and partner sharing are relevant.

### 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)

District Math Benchmarks and CAASPP results serve as focus areas for discussion during grade-level meeting in Professional Learning Communities. The data is a guide to determine areas of needs and direction as related to curriculum and meeting student needs.

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

Common formative assessments such as DIBELS Benchmark, Progress Monitoring, and DAZE are tools that allow for snapshot progress on how all students are doing in the areas of fluency and reading comprehension. This data is greatly used to evaluate specific interventions provided for students as well as during Student Study Team meetings.

#### Staffing and Professional Development

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

100% of Oakley teachers are highly qualified and have obtained the proper credentials.

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

Many professional development opportunities presented by experts in the field of education such as Kate Kinsella (English Language Development), Anthony Muhammad (Professional Learning Communities), Julie Adams (Brian Research), and Growth Mindset.

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

Weekly Thursday collaboration meetings allow for 2.5 hours of time for teachers to plan, create lessons, analyze data, and coach one another in all aspects of their profession.

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

Bilingual Instructional Assistant support all Transitional Kindergarten, Kindergarten, and First Grade teachers for 3 hours daily. There are two intervention teachers that provide small group instruction, professional development, and site goals. Lead Learners in the areas of Math, Language Arts and Technology also provide on-going support to teachers.

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

Weekly collaboration time is designed to primary support grade levels (TK-6) and at least three times a year vertical articulation meetings also occur, allowing TK-2 and 3-6 groups to meet and discuss alignment of standards and practices.

## Teaching and Learning

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

Grade level teams follow the PLC model and flow chart of standards, assessments, data, and supports to best meet the needs of ALL students, including those that need to be challenged and those require more one-on-one instruction.

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

Transitional Kindergarten & Kindergarten 300 minutes weekly of Reading/Language Arts and 200 minutes weekly of Math  
Grades 1-3 750 minutes weekly of Reading/Language Arts and 375 minutes weekly of Math  
Grades 4-6 600 minutes weekly of Reading/Language Arts and 375 minutes weekly of Math

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

Leveled skills provided for an hour and 30 minutes of Designated ELD instruction.

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

California Standards aligned curriculum used such as EngageNY, Treasures and GoMath materials.

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

NA

## Opportunity and Equal Educational Access

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

Three Intervention Teachers provide small group instruction and support for Tk-2, 3-6 and ELD leveled groups. Outreach counseling services, DARE program, Fighting Back Mentors fro Truancy Attendance, Foster Care, and behavioral concerns.

14. Research-based educational practices to raise student achievement

Growth Mindset, Professional Learning Communities, Visible Learning, collaborative conversations, project based teaching, Accelerated Reader, Number Talks, and Facts Wise.

## Parental Involvement

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

ASES after school program, Migrant Extended Day, Migrant Saturday School, Migrant Summer School, Parent Thrive classes, and Outreach Counseling services and support.

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)

NA

## Funding

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

ASES after school program, Migrant Extended Day, Migrant Saturday School, Migrant Summer School, Parent Thrive classes, and Outreach Counseling services and support.

18. Fiscal support (EPC)

Adequate fiscal support from LCAP, LCFF-Base, LCFF-Supplemental and Title 1 allocations.

## **Description of Barriers and Related School Goals**

Some barriers that were encountered during the 2016-2017 school year involved the lack of consistent district adopted Language Arts and English Language programs to best meet the needs of all students.

School goals for the 2016-2017:

Implement Designated ELD for 15 minutes daily in TK-K, and 30 minutes daily for 1st-6th

Develop as Professional Learning Communities

Embrace student-teacher relationships with Visible Learning research

## 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	117	144	114	143	114	143	97.4	99.3
Grade 4	153	124	151	118	151	118	98.7	95.2
Grade 5	134	155	131	152	130	152	97.8	98.1
Grade 6	115	131	112	131	112	131	97.4	100
All Grades	519	554	508	544	507	544	97.9	98.2

\* 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	2357.9	2365.7	4	5	11	14	31	29	55	52
Grade 4	2368.0	2404.0	0	7	9	12	17	20	75	61
Grade 5	2439.3	2415.5	3	2	16	13	28	19	52	66
Grade 6	2453.7	2477.0	3	5	13	25	29	31	55	39
All Grades	N/A	N/A	2	4	12	16	25	25	60	55

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	5	9	33	29	61	62	
Grade 4	1	10	30	34	68	56	
Grade 5	4	3	42	30	55	66	
Grade 6	2	4	35	53	63	44	
All Grades	3	6	35	36	62	57	

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	5	39	39	56	56
Grade 4	0	7	26	39	74	54
Grade 5	8	5	45	31	48	64
Grade 6	6	9	39	45	54	46
All Grades	4	6	36	38	59	56



Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	5	60	64	35	31
Grade 4	1	8	52	69	48	23
Grade 5	2	5	56	50	42	45
Grade 6	5	8	56	69	38	23
All Grades	3	6	56	62	41	31

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	6	49	59	46	35
Grade 4	1	5	34	47	65	48
Grade 5	7	7	56	47	37	46
Grade 6	8	12	58	63	34	24
All Grades	5	8	48	54	47	38

**Conclusions based on this data:**

1. Overall achievement in the area of Language Arts demonstrated a growth of 4% of students met & nearly meet standards from 2014-2015 to 2015-2016.
2. In the sub category of listening, demonstrating effective communication skills, a growth of 6% of students met & nearly meet standards from 2014-2015 to 2015-2016.
3. In the sub category of research/Inquiry, investigating, analyzing, and presenting information, a growth of 6% of students met & nearly meet standards from 2014-2015 to 2015-2016.

## 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	117	144	115	143	115	143	98.3	99.3
Grade 4	153	124	151	119	151	119	98.7	96
Grade 5	134	155	131	154	131	154	97.8	99.4
Grade 6	115	131	114	131	114	131	99.1	100
All Grades	519	554	511	547	511	547	98.5	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	2379.6	2382.4	3	3	17	19	34	29	45	48
Grade 4	2399.0	2416.4	0	2	7	13	35	39	58	46
Grade 5	2443.9	2433.8	1	2	13	8	27	32	59	58
Grade 6	2450.8	2463.6	3	4	7	18	32	28	58	50
All Grades	N/A	N/A	2	3	11	14	32	32	55	51

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	12	35	29	58	59
Grade 4	1	7	21	27	78	66
Grade 5	5	3	25	30	70	68
Grade 6	2	8	22	31	76	61
All Grades	3	7	25	29	71	64

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	8	7	41	45	50	48
Grade 4	1	3	29	42	70	55
Grade 5	2	4	37	30	61	66
Grade 6	4	5	36	44	60	51
All Grades	4	5	35	40	61	55

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	10	54	49	39	41
Grade 4	3	6	32	41	66	53
Grade 5	2	3	44	39	55	58
Grade 6	3	5	52	51	46	44
All Grades	3	6	44	45	52	49

**Conclusions based on this data:**

1. Overall achievement in the area of Mathematics demonstrated a growth of 3% of students met & nearly meet standards from 2014-2015 to 2015-2016.
2. In the sub category of concepts & procedures, applying mathematical concepts and procedures, a growth of 4% of students met & nearly meet standards from 2014-2015 to 2015-2016.
3. In the sub category of communicating reasoning, demonstrating ability to support mathematical conclusions, a growth of 5% of students met & nearly meet standards from 2014-2015 to 2015-2016.

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				3 18%			3 18%	12 48%		7 41%	7 28%		4 24%	6 24%	
1	2 2%	1 1%		11 11%	9 8%		29 30%	43 38%		26 27%	33 29%		28 29%	27 24%	
2	2 2%			8 7%	11 11%		39 35%	28 29%		44 39%	40 41%		20 18%	19 19%	
3	1 1%	1 1%		19 19%	12 12%		44 44%	52 50%		29 29%	28 27%		6 6%	11 11%	
4	6 5%	1 1%		30 23%	22 25%		55 42%	42 48%		22 17%	17 19%		17 13%	6 7%	
5	11 14%	1 1%		28 36%	25 26%		26 33%	51 53%		7 9%	11 11%		6 8%	8 8%	
6	3 5%			11 20%	10 22%		30 55%	21 47%		8 15%	6 13%		3 5%	8 18%	
<b>Total</b>	25 4%	4 1%		110 19%	89 16%		226 38%	249 44%		143 24%	142 25%		84 14%	85 15%	

**Conclusions based on this data:**

1. The percent of students in the proficiency level of intermediate increased 6% from 2014-2015 to 2015-2016.
2. The percent of students in the proficiency level of early intermediate increased 1% from 2014-2015 to 2015-2016.
3. The percent of students in the proficiency level of advanced decreased 3% from 2014-2015 to 2015-2016.

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				5	1		14	17		34	32		112	102	
				3%	1%		8%	11%		21%	21%		68%	67%	
1	2	1		11	9		32	45		27	33		34	29	
	2%	1%		10%	8%		30%	38%		25%	28%		32%	25%	
2	3			8	11		40	29		45	40		24	22	
	3%			7%	11%		33%	28%		38%	39%		20%	22%	
3	1	1		19	12		45	53		30	30		9	15	
	1%	1%		18%	11%		43%	48%		29%	27%		9%	14%	
4	6	1		30	22		55	42		23	17		18	9	
	5%	1%		23%	24%		42%	46%		17%	19%		14%	10%	
5	11	1		29	26		26	51		8	11		9	11	
	13%	1%		35%	26%		31%	51%		10%	11%		11%	11%	
6	4			11	10		30	21		8	6		5	10	
	7%			19%	21%		52%	45%		14%	13%		9%	21%	
Total	27	4		113	91		242	258		175	169		211	198	
	4%	1%		15%	13%		32%	36%		23%	23%		27%	28%	

**Conclusions based on this data:**

1. The percent of students in the proficiency level of intermediate increased 4% from 2014-2015 to 2015-2016.
2. The percent of students in the proficiency level of beginning increased 1% from 2014-2015 to 2015-2016.
3. The percent of students in the proficiency level of early advanced decreased 2% from 2014-2015 to 2015-2016.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	596	588	569
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	596	588	569
Number Met	311	279	277
Percent Met	52.2%	47.4%	48.7%
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	591	124	625	127	575	134
Number Met	79	43	80	49	54	30
Percent Met	13.4%	34.7%	12.8%	38.6%	9.4%	22.4%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

#### Conclusions based on this data:

1. AMAO 1, annual growth, target was not meet in 2013-2014 and 2014-2015.
2. AMAO 2, attaining English proficiency, target was not meet in 2013-2014 and 2014-2015.
3. AMAO 3, adequate yearly process for English learner subgroup, met participation rate in English-Language Arts and Mathematics in 2014-2015.



## 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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

#### 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

<b>SUBJECT: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
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.
<b>SCHOOL GOAL #1:</b>
The percentage of students who score at the proficient or advanced level on the ELA portion of the Smarter Balanced Assessment will increase by at least 3% each year.
<b>Data Used to Form this Goal:</b>
AR Star assessments DIBELS benchmarks DIBELS progress monitoring End of unit assessments
<b>Findings from the Analysis of this Data:</b>
Students are making continuous progress with comprehension and fluency measures. End of unit assessments indicate a high level of mastery.
<b>How the School will Evaluate the Progress of this Goal:</b>
AR Star assessments End of unit assessments Smarter Balanced Interim Assessments Smarter Balanced Assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide ELA materials and books to address California State Standards	2017-2020	Principal and Assistant Principal	Identify and purchase core and supplemental materials needed each trimester for class sets of materials	4000-4999: Books And Supplies	LCFF - Base	5,000
			Purchase subscriptions to periodicals	4000-4999: Books And Supplies	LCFF - Base	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Motivate students to read independently	2017-2020	Library Clerk	Purchase high interest books and match them to student reading levels for library books	4000-4999: Books And Supplies	LCFF - Base	2,945
			Use Title I to supplement the purchase of high interest books and match them to student reading levels for library books	4000-4999: Books And Supplies	Title I	3,000
			Pay half (53.85%) salary for library clerk (46.15% of full time salary for library clerk funded by district)	2000-2999: Classified Personnel Salaries	LCFF - Base	20,000
3. Identify struggling readers by assessing foundational reading skills and analyze the data to form intervention groups	2017-2020	Intervention Teachers	Hire one additional intervention teacher	1000-1999: Certificated Personnel Salaries	LCFF - Base	100,000
4. Provide additional Tier 2 support for reading skills	2017-2020	Intervention Teachers Classroom Teachers Principal	Use Title I funds to select and purchase supplemental reading intervention materials to support the Tier 2 interventions	4000-4999: Books And Supplies	Title I	3,000
			Provide student agendas for organizing assignments	4000-4999: Books And Supplies	Title I	3,000
			Hire 4 Teacher Tutors to support strategic grouping of students	1000-1999: Certificated Personnel Salaries	LCFF - Base	64,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Provide a Tier 3 opportunity for students identified as needing intensive support	2017-2020	Intervention Teachers Principal Assistant Principal	Purchase reading/language arts ancillary materials	4000-4999: Books And Supplies	LCFF - Supplemental	3,000
			Provide extra duty pay to support the SST process	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000
6. Use technology tools to enhance instruction	2017-2020	Classroom Teachers Computer Lab Technician	Purchase hardware and software	4000-4999: Books And Supplies	LCFF - Supplemental	10,000
			Use Title I to supplement the purchase of hardware and software	4000-4999: Books And Supplies	Title I	10,000
			Pay half (53.85%) salary for a lab technician (46.15% of full time salary for lab technician funded by district)	2000-2999: Classified Personnel Salaries	LCFF - Base	20,000
7 Professional development opportunities for core ELA and reading skills instruction	2017-2020	Principal Assitant Principal Intervention Teachers	Hire consultants/presenters	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	8,000
			Provide ongoing training for staff and follow-up activities	5000-5999: Services And Other Operating Expenditures	Title I	5,000
			Conference attendance	5000-5999: Services And Other Operating Expenditures	Title I	10,000
8. Common formative assessments to monitor student progress	2017-2020	Principal Assitant Principal Intervention Teachers	Purchase assessments/software licenses such as Accelerated Reader and DIBELS annual licenses	4000-4999: Books And Supplies	LCFF - Supplemental	10,000
			Provide student incentives for reaching goals	4000-4999: Books And Supplies	LCFF - Supplemental	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. Collaboration time to analyze results of common assessments and/or lesson planning	2017-2020	Intervention Teachers Grade Level Teams	Provide release time to monitor and plan lessons.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000

## Planned Improvements in Student Performance

### School Goal #2

<b>SUBJECT: English Language Development</b>
<b>LEA/LCAP GOAL:</b>
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.
<b>SCHOOL GOAL #2:</b>
At least 50% of our English Language Learners will increase one proficiency level on the CELDT each year.
<b>Data Used to Form this Goal:</b>
Annual CELDT/ELPAC results
<b>Findings from the Analysis of this Data:</b>
Last year, 50% of our ELL students moved up one proficiency level on the CELDT.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monthly and trimester program monitoring Annual review of CELDT/ELPAC results Reclassification rate Designated and Integrated ELD teaching strategies observation checklist

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. SBE approved materials will be used to support English language acquisition	2017-2020	Principal Assitant Principal Intervention Teachers	Identify and purchase support materials	4000-4999: Books And Supplies	LCFF - Supplemental	12,000
			Use Title I to identify and purchase supplemental support materials.	4000-4999: Books And Supplies	Title I	9,500
2. Classroom support and clarification will be provided for English learners	2017-2020	Classroom Teachers and Bilingual Aides	Hire one part time Bilingual Classroom Aide	2000-2999: Classified Personnel Salaries	LCFF - Base	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Professional development opportunities on research based practices	2017-2020	Principal Asisstant Principal Intervention Teachers	Provide ongoing training and follow up activities	5000-5999: Services And Other Operating Expenditures	Title I	5,000
			Hire professional consultants/presenters	5000-5999: Services And Other Operating Expenditures	Title I	5,000
			Conference attendance	5000-5999: Services And Other Operating Expenditures	Title I	5,000

## Planned Improvements in Student Performance

### School Goal #3

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
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.
<b>SCHOOL GOAL #3:</b>
The percentage of students who score at proficient or advanced on the math portion of the Smarter Balanced Assessment will increase by at least 3% each year.
<b>Data Used to Form this Goal:</b>
FactsWise mastery End of unit assessments District benchmarks
<b>Findings from the Analysis of this Data:</b>
Students at every grade level are achieving math facts goals in higher numbers than past years. GoMath end of unit assessments indicate strong progress with number sense and problem solving strategies.
<b>How the School will Evaluate the Progress of this Goal:</b>
End of unit assessments for GoMath program Smarter Balanced Interim Assessments Smarter Balanced Assessments



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide core program materials, including ancillary materials, to address Math California State Standards	2017-2020	Principal Assistant Principal	Identify and purchase ancillary materials necessary to support student achievement	4000-4999: Books And Supplies	LCFF - Supplemental	8,000
			Use Title I to identify and purchase supplemental ancillary materials necessary to support student achievement	4000-4999: Books And Supplies	Title I	8,000
2. Identify struggling students by assessing basic math skills and use the data to form intervention groups	2017-2020	Intervention Teachers Classroom Teachers	Hire 1 Teacher Tutors for Math Intervention	1000-1999: Certificated Personnel Salaries	LCFF - Base	14,000
3. Provide additional Tier 2 support for students at the strategic level	2017-2020	Classroom Teachers, Intervention Teachers Teacher Tutors	Purchase supplemental materials and manipulatives	4000-4999: Books And Supplies	Title I	5,000
4. Provide Tier 3 support for students at the intensive level	2017-2020	Intervention Teachers Teacher Tutors	Provide supplemental materials and manipulatives	4000-4999: Books And Supplies	Title I	5,000
5. Use technology tools to enhance instruction	2017-2020	Classroom Teachers Computer Lab Tech	Purchase hardware and software to support implementation of the math program	4000-4999: Books And Supplies	LCFF - Supplemental	10,000
			Use Title I to supplement the purchase of hardware and software to support implementation of the math program	4000-4999: Books And Supplies	Title I	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Professional development opportunities for core math instruction and remedial strategies	2017-2020	Principal Assitant Principal Intervention Teachers	Provide ongoing training for staff	5000-5999: Services And Other Operating Expenditures	Title I	5,000
			Hire consultants/presenters	5000-5999: Services And Other Operating Expenditures	Title I	5,000
7. Common formative assessments to monitor student progress	2017-2020	Principal Assitant Principal Intervention Teachers	Purchase assessments/software licenses	4000-4999: Books And Supplies	LCFF - Supplemental	8,000
			Provide student incentives for reaching goals	4000-4999: Books And Supplies	LCFF - Supplemental	3,000
8. Collaboration time to analyze results of common assessments for instructional planning	2017-2020	Intervention Teachers Classroom Teachers	Provide release time to monitor and plan	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000

## Planned Improvements in Student Performance

### School Goal #4

<b>SUBJECT: Other Subjects (Social Studies, Science, PE, Arts)</b>
<b>LEA/LCAP GOAL:</b>
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.
<b>SCHOOL GOAL #4:</b>
The number of students performing in the “Healthy Fitness Zone” on the Californian Physical Fitness Test will increase by at least 5% each school year.
<b>Data Used to Form this Goal:</b>
California Science Test (CAST) results California Physical Fitness Test (PFT) results
<b>Findings from the Analysis of this Data:</b>
A comparison of the 2013 and 2015 school year results indicate an 11% to 26% increase in the number of students performing in the fit zone for each of the exercises.
<b>How the School will Evaluate the Progress of this Goal:</b>
Common Formative Assessments California Science Test (CAST) results California Physical Fitness Test (PFT) results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide comprehensive PE instruction for grades first through sixth grade	2017-2020	Principal Assistant Principal PE Teacher Classroom Teachers	Purchase PE equipment	4000-4999: Books And Supplies	LCFF - Supplemental	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Provide supplemental educational and enrichment experiences to support student learning in history/social studies, science, physical education, arts, and technology.	2017-2020	Principal Assistant Principal Classroom Teachers	Purchase materials and supplies including supplies, e-books, science materials, magazines, and software.	4000-4999: Books And Supplies	Title I	8,000
			Transportation, lodging, meals, and admission fees for an outdoor science camp program for 6th grade students.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	12,000
			Provide field trips to build background knowledge	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			Provide assemblies and special presentations such as WalkThrough, Gold Rush, Zoo to You and Art	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
3. Professional development opportunities for Next Generation Science Standards	2017-2020	Principal Assistant Principal	Hire consultants/presenters	5000-5999: Services And Other Operating Expenditures	Title I	5,000
			Provide ongoing training for staff and follow-up activities	5000-5999: Services And Other Operating Expenditures	Title I	5,000
			Conference attendance	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
4. Provide materials and books to address Next Generation Science Standards	2017-2020	Principal Assistant Principal Classroom Teachers	Purchase ancillary materials necessary to support student achievement	4000-4999: Books And Supplies	Title I	5,000

## Planned Improvements in Student Performance

### School Goal #5

<b>SUBJECT: Support Services (Counseling, Safety, Nutrition, Health)</b>
<b>LEA/LCAP GOAL:</b>
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.
<b>SCHOOL GOAL #5:</b>
The percentage of students who report feeling safe at school most, or all of the time on the California Healthy Kids Survey will increase by at least 2% each year.
<b>Data Used to Form this Goal:</b>
California Healthy Kids Survey School Attendance Student Discipline Reports
<b>Findings from the Analysis of this Data:</b>
On our 2015 California Healthy Kids Survey, 90% reported feeling safe at school most or all of the time.
<b>How the School will Evaluate the Progress of this Goal:</b>
California Healthy Kids Survey Suspension Rates Chronic Absenteeism Rate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Programs will be implemented to enhance the school experience for all students	2017-2020	Principal Assistant Principal Leadership Team Classroom Teachers	Contract with Santa Maria Youth and Family to provide comprehensive social emotional development and support	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000
			Purchase incentives for attendance	4000-4999: Books And Supplies	LCFF - Supplemental	1,500
			Hire one additional Outreach Consultant	2000-2999: Classified Personnel Salaries	LCFF - Base	32,000
			Extra hours for teachers to provide Extended Day opportunities such as Battle of the Books, Track Team, Soccer, Cheerleading, Ballet Folklorico, etc.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10,594
			Purchase safety materials	4000-4999: Books And Supplies	LCFF - Supplemental	1,500
			Purchase materials to promote positive school culture	4000-4999: Books And Supplies	LCAP Supplemental	2,500
2. Implement AVID strategies	2017-2020	Principal Assistant Principal Classroom Teachers	Purchase necessary materials such as binders, dividers, notebooks, agendas for WICOR	4000-4999: Books And Supplies	Title I	8,159
			Release time for grade level teams and AVID teams to collaborate	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500
			AVID Summer Institute conference	5000-5999: Services And Other Operating Expenditures	Title I	15,000

## Planned Improvements in Student Performance

### School Goal #6

<b>SUBJECT: Parent Involvement</b>
<b>LEA/LCAP GOAL:</b>
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).
<b>SCHOOL GOAL #6:</b>
Strengthen family and community involvement in a welcoming school climate to close achievement gaps.
<b>Data Used to Form this Goal:</b>
Parent enrollment and participation data for English Language classes Parent attendance at School Site Council Meetings
<b>Findings from the Analysis of this Data:</b>
Parents are involved and actively participating at school events.
<b>How the School will Evaluate the Progress of this Goal:</b>
California Family Engagement Framework Rubric Conference and meeting sign-in sheets and enrollment in parent education classes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Parents will be offered opportunities to be involved in the educational process	2017-2020	Principal Assistant Principal	Extra time for classified staff to provide interpreters for Back-to-School Night, Parent conferences, SSC/ELAC, Family Fun Night and Open House.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,000
			Extra time for classified staff to provide childcare for Back-to-School Night, Parent conferences, SSC/ELAC, Family Fun Night and Open House.	2000-2999: Classified Personnel Salaries	Title I	5,000
2. Parent education opportunities will be provided	2017-2020	Principal Assistant Principal	Purchase materials and supplies for parent involvement programs, meetings, and trainings	5000-5999: Services And Other Operating Expenditures	Title I	5,000
3. Implement a comprehensive family engagement program to promote family, school, and community partnerships based on the California Family Engagement Framework.	2017-2020	Principal Assistant Principal	Pay half (59%) salary for a Project Clerk (41% of full time salary for project clerk funded by district)	2000-2999: Classified Personnel Salaries	LCFF - Base	25,000
			Pay half (53.85%) salary for a Community Liaison (46.15% of full time salary for community liaison funded by district)	2000-2999: Classified Personnel Salaries	LCFF - Base	16,000



## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Health and Safety Programs</b>
<b>SCHOOL GOAL #1:</b>
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"> <li>• Extra-Curricular Activities</li> <li>• Too Good for Drugs Program</li> <li>• Positive Behavior Programs and Strategies (including PBIS)</li> <li>• Second Step Antibullying Program</li> <li>• Student Connections (Teen Court, Foster Youth liaison)</li> <li>• Project Alert (Junior High)</li> <li>• Opportunity Classes (Junior High)</li> <li>• Fitzgerald Classes (8th grade)</li> <li>• Family Therapy Counseling (250 hrs per Junior High)</li> </ul>	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"> <li>• Program Specialist for School Based Services and Family Engagement</li> <li>• Outreach Counselors who will work with students on school related issues and adjustment to all phases of school.</li> <li>• School Psychologists</li> <li>• Health Assistants</li> <li>• District Family Outreach Advocate</li> <li>• UCSB Academic Outreach Counselors</li> <li>• Healthy Start Advocates &amp; Coordinator</li> <li>• School Nurses</li> <li>• Student Supervisors</li> <li>• BCBA Behavioral Support Specialists</li> <li>• School Resource Officers</li> <li>• Truancy Mentors (contract with Fighting Back)</li> <li>• CalSoap Tutors (partnership with Allan Hancock College)</li> <li>• Night Custodians for Extended Day and Family Engagement Activities</li> </ul>	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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Professional Development</b>
<b>SCHOOL GOAL #2:</b>
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"> <li>District Instructional Team meetings to coordinate services and support the implementation of LEA, LCAP and School Single Plans.</li> <li>LEA Stakeholder Committee meetings to provide input, monitor implementation, and assess effectiveness of LEA and School Single Plans.</li> <li>Bi-annual leadership retreats for all district and school leaders interspersed with monthly meetings for professional development</li> </ul>	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"> <li>School and teacher leaders' monthly meetings within cluster groups to examine and plan effective strategies to improve student achievement.</li> <li>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.</li> </ul>	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"> <li>Minimum days will be allocated on a weekly basis for professional development and collaborative grade level meetings:</li> <li>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.</li> </ul>	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"> <li>District Teachers on Special Assignment, intervention teachers and Lead Learners will be hired to provide training and coaching for teachers.</li> <li>Coordinator, MEPIC Clerk, and Account Clerk will be hired to organize professional development and provide clerical support for professional development.</li> <li>Lesson Study will be implemented focusing on ELA and math for collaborative planning and the enhancement of instructional delivery.</li> <li>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.</li> <li>Conference opportunities are provided on Common Core Standards, English Learner instruction, Professional Learning Communities, and offerings by Santa Barbara County Education Office.</li> </ul>	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"> <li>Curriculum Subs are hired to release teachers for lesson study and collaborative planning .</li> <li>New Teachers participate in the Teacher Induction Program to focus on the California Standards of the Teaching Profession.</li> <li>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).</li> <li>Teachers and administrators are surveyed to identify areas of professional development need</li> <li>Site professional development plans are monitored yearly for alignment to district LEA Plan.</li> </ul>	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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Family and Community Involvement</b>
<b>SCHOOL GOAL #3:</b>
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"> <li>• Hold annual Title I parent meeting to inform parents about Title I programs and services available for their children.</li> <li>• Hold three annual parent meetings: Back to School Night, Open House and English Learner Orientation.</li> <li>• Hold meetings with School Site Council and English Learner Advisory Committee six times per year.</li> <li>• Hold parent conferences for all students and students “at-risk” three times per year.</li> <li>• Involve parents in planning, monitoring and evaluating programs, Title I Parent Involvement Policy, Parent Compact and School Plan</li> </ul>	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"> <li>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.</li> </ul>	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"> <li>Parent Project classes for parents of students at risk will be provided three times per year.</li> <li>Dare to Thrive (Atreviendose a Prosperar) Family Engagement program will be conducted at 10 schools every year.</li> <li>English as a Second Language classes will be provided for parents and children at 13 schools every year.</li> <li>Spanish Literacy classes will be provided for parents at two elementary schools every year.</li> <li>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).</li> </ul>	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"> <li>District-wide parent Orientation to prepare parents prior to SSC/ELAC elections every two years.</li> <li>District-wide training for SSC/ELAC members every two years.</li> </ul>	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"> <li>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.</li> <li>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.</li> </ul>	2017-2020	School Administrators English Learner Coordinator Director of Consolidated Projects Family Advocates Community Liaisons Teachers	<p>Categorical Program Administrators' salaries &amp; benefits (25% Director and 10% Assistant Administrator funded with LCFF-Base).</p> <p>Categorical Program Administrators' salaries &amp; benefits (25% Director and 5% Assistant Administrator funded with Title I)</p> <p>CPO Secretary, Account Clerk, Clerk III and Clerk IV's salaries &amp; benefits (50% funded with LCFF-Base)</p> <p>CPO Secretary and Account Clerk's salaries &amp; 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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Community Liaisons and Project Clerks will receive ongoing training on outreach strategies and services available for EL's and parent events.</li> <li>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.</li> </ul>		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"> <li>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.</li> <li>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.</li> </ul>		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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in After School Programs</b>
<b>SCHOOL GOAL #4:</b>
<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"> <li>• Saturday School</li> <li>• Summer School</li> <li>• Intersession Programs</li> <li>• Before/After School Tutoring</li> <li>• Kinder Bridge</li> <li>• Arts</li> <li>• Band</li> <li>• Sports</li> <li>• English Language Development</li> <li>• Reading/Writing</li> <li>• Mathematics/Algebra JumpStart</li> <li>• Science</li> <li>• Social Studies</li> <li>• Technology/Computer</li> <li>• College and Career Readiness</li> <li>• Speech &amp; Debate Club</li> </ul>	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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in After School Education &amp; Safety Program (ASES)</b>
<b>SCHOOL GOAL #5:</b>
<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 &amp; 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"> <li>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.</li> <li>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.</li> </ul>	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"> <li>• Educational and Literacy: provide homework assistance and tutoring to help students meet state standards in language arts, math, social studies and science.</li> <li>• 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.</li> <li>• All TK-6 students receive a nutritious snack and a small dinner daily.</li> <li>• All 7-8 grade students will receive a small dinner daily.</li> <li>• The ratio of students to ASES staff will be 20:1</li> <li>• ASES staff receive on-going professional development related to effective practices in working with students.</li> <li>• 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.</li> </ul>	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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Migrant Education Program (MEP)</b>
<b>SCHOOL GOAL #6:</b>
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"> <li>• Migrant Extended Day</li> <li>• Migrant After School Tutoring/Homework</li> <li>• Migrant Saturday School</li> <li>• Migrant Summer School</li> <li>• Migrant Distance Learning</li> <li>• Science Camp Keep Program</li> <li>• Speech &amp; Debate</li> <li>• UCSB Summer Algebra Academy</li> <li>• Social Studies/Civics Close Up</li> <li>• STEM College Residential</li> </ul>	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"> <li>• School Readiness Home Education</li> <li>• Migrant Preschool Twilight Centers</li> <li>• Migrant Preschool Saturday Academy</li> <li>• Migrant Summer School Readiness Program</li> <li>• Migrant Family Biliteracy Program</li> </ul>	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"> <li>Dental, Vision and Health Screening (3-5 y/o)</li> <li>Dientes Sanos/Healthy Teeth Program</li> <li>Migrant Dental Clinic</li> <li>Emergency Medical/Dental Services</li> <li>Emergency Clothing</li> <li>Behavioral/Social Emotional Support Services</li> </ul>	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"> <li>State Migrant Parent Conference</li> <li>Regional Migrant Family Literacy Conference</li> <li>State Migrant Parent Advisory Committee (SPAC) meetings</li> <li>Regional Migrant Parent Advisory Committee (RAC) meetings</li> <li>PAC Family Literacy Nights</li> </ul>	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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in McKinney-Vento Homeless Program</b>
<b>SCHOOL GOAL #7:</b>
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"> <li>• After School Tutoring</li> <li>• Saturday School</li> <li>• Summer School</li> <li>• Hygiene supplies, emergency clothing, books &amp; school supplies</li> <li>• Homeless Foster Youth Mentor/Tutor</li> </ul>	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"> <li>• Head Start Program at Good Samaritan Shelter</li> <li>• Hygiene supplies, emergency clothing, books &amp; school supplies</li> </ul>	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"> <li>• Dental Access Resource</li> <li>• Santa Maria Healthy Start</li> <li>• School Supplies &amp; backpacks</li> <li>• Health and hygiene supplies</li> <li>• Immunization &amp; Referrals for health services</li> <li>• Emergency Food &amp; Clothing</li> <li>• Emergency Housing/Shelter</li> <li>• Transportation</li> <li>• Home Visits</li> <li>• Enrollment &amp; Records Assistance</li> <li>• Mental Health/Behavioral Support</li> <li>• Homeless Liaison Case Worker</li> <li>• Foster Youth Case worker</li> </ul>	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"> <li>• Parent Project for parents of students at risk</li> <li>• Family Engagement Program "Dare to Thrive"</li> <li>• Homeless/Foster Youth Parent Meetings</li> </ul>	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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Learner &amp; Immigrant Programs</b>
<b>SCHOOL GOAL #8:</b>
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"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	2017-2020	English Learner Coordinator Principals District EL TOSAs Site EL Coaches	Local conferences on-site and outside the district	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	100,000
			Local conferences for classified staff	2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	10,000
			On-site Professional Development for Extended Day	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	8,952
			District professional development	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	50,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. The district will provide the following services and staff to ensure English proficiency and academic achievement of English learners:</p> <ul style="list-style-type: none"> <li>• Purchase supplemental materials to support the ELD instruction for English learners, long-term English learners and newcomers.</li> <li>• Purchase assessments to monitor the academic growth and language development of all English learners.</li> <li>• 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.</li> <li>• Hire two District Teachers on Special Assignment (TOSA) to support teachers in the instruction of Designated ELD and provide professional development districtwide.</li> <li>• 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.</li> <li>• Hire a certificated Limited Assignment Teacher for each junior high school to support ELD/ELA interventions and small group instruction.</li> </ul>	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"> <li>Hire two certificated teacher tutors for each elementary school to support ELD/ELA interventions and small group instruction.</li> <li>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.</li> <li>Hire twenty bilingual instructional assistants to provide extra support to newcomers and long-term English learners.</li> <li>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.</li> <li>Provide extended day classes with emphasis on reading and writing for long-term English learners in partnership with ASES.</li> </ul>	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"> <li>• Provide parental notifications to all parents and guardians of English learners within 30 days of enrollment and placement relevant to Title III.</li> <li>• Hire support staff to provide parent outreach and parent communication, and support EL monitoring and redesignation.</li> <li>• The district will provide family literacy nights at each school site to engage parents and children in reading activities.</li> <li>• Parents and children will participate in literacy activities at the Santa Maria City Public Library.</li> <li>• 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.</li> </ul>	2017-2020	English Learner Coordinator Principals District EL TOSAs	<p>Project Clerks' salaries &amp; benefits (7% funded with Title III-LEP)</p> <p>Interpreters &amp; child care for parent meetings</p> <p>Books, supplies &amp; snacks for parent literacy nights</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title III Part A: Language Instruction for LEP Students</p> <p>Title III Part A: Language Instruction for LEP Students</p> <p>Title III Part A: Language Instruction for LEP Students</p>	<p>100,000</p> <p>5,000</p> <p>20,000</p>
<p>4. Provide enhanced instructional opportunities for immigrant children and youth, including supplementary materials to accelerate their language acquisition.</p>	2017-2020	English Learner Coordinator Principals District EL TOSAs Site EL Coaches	<p>Purchase Imagine Learning software</p>	<p>4000-4999: Books And Supplies</p>	<p>Title III Immigrant Education Program</p>	<p>13,489</p>

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	313945	0.00
LCFF - Supplemental	139594	2,500.00
Title I	147659	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCAP Supplemental	2,500.00
LCFF - Base	313,945.00
LCFF - Supplemental	137,094.00
Title I	147,659.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	187,000.00
2000-2999: Classified Personnel Salaries	133,000.00
4000-4999: Books And Supplies	161,104.00
5000-5999: Services And Other Operating Expenditures	120,094.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCAP Supplemental	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	178,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	123,000.00
4000-4999: Books And Supplies	LCFF - Base	12,945.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	73,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	50,094.00
2000-2999: Classified Personnel Salaries	Title I	5,000.00
4000-4999: Books And Supplies	Title I	72,659.00
5000-5999: Services And Other Operating	Title I	70,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	290,945.00
<b>Goal 2</b>	46,500.00
<b>Goal 3</b>	79,000.00
<b>Goal 4</b>	53,000.00
<b>Goal 5</b>	75,753.00
<b>Goal 6</b>	56,000.00

## 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
Cristina Ortega	X				
Carmen Enriquez				X	
Olga Cortes				X	
Ofelia Hernandez				X	
Florencia Camarillo				X	
Belinda Garcias				X	
Ana Mejia		X			
Katie Payne		X			
Analisse Berger		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>		<b>5</b>	

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

## Recommendations and Assurances

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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 31, 2017.

Attested:

Cristina Ortega		
Typed Name of School Principal	Signature of School Principal	Date

Carmen Enriquez		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date