

# The Single Plan for Student Achievement

**School:** Tunnell Elementary School  
**CDS Code:** 42691206045991  
**District:** Santa Maria-Bonita School District  
**Principal:** Linda Muranaka  
**Revision Date:**

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

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

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

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## School Vision and Mission

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

Tunnell School Vision Statement:

"We are here to prepare children to be successful citizens"

Tunnell School Mission Statement:

All students WILL have the opportunity to succeed to their fullest potential through the united efforts of students, staff, parents, and the community while on a safe campus.

## School Profile

Tunnell Elementary School school is committed to every student achieving their highest potential. Tunnell provides a warm stimulating environment where students are actively involved in learning academics, developing creativity and practicing positive character traits. We are an

AVID school which is aligned to the new Common Core standards and College and Career readiness. Students receive a standards-based, challenging curriculum delivered by dedicated professional staff, tailored to meet their individual needs. We have implemented a Response to Intervention program to help all students develop reading and language skills Students also have access to instruction in Physical Education, Music, and the Arts, delivered by credentialed teachers and community art liaisons. Continual evaluation of student progress guides us as we refine the instructional program.

## 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).

After reviewing the surveys we have found that the majority of students feel safe at school and parents are happy about the education their child receives at Tunnell School.

### Classroom Observations

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

Principal and Assistant Principal evaluated teachers with formal and informal observations to ensure a high level of learning.

### 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)

After reviewing the data on our Smarter Balance Assessment we know that in order for Tunnell School to become proficient they must gain an average point increase of 50 points over the next three years.

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

We have developed essential standards for student success based on standardized tests and use formative assessments to monitor student learning.

### Staffing and Professional Development

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

All staff are highly qualified at Tunnell School.

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

Teachers at Tunnell School are being trained on our new adoption " Benchmark Advanced," which is Common Core aligned.

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

Staff development has been given to teachers on new math curriculum, GO Math which is common core aligned. We have also created curriculum maps to ensure all students have access to Common Core standards. We will be aligning next year to the English Language Arts standards with our new adoption, Benchmark Advanced.

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

Tunnell School will have four teacher tutors to support our intervention programs. We will also have an intervention teacher and ELD Tosa. Grades kinder and first have an instructional aide for 3.5 hours daily.

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

Teachers at Tunnell work in grade level Professional Learning Communities. During this time, approximately 2 hours a month, teachers monitor student progress on essential standards with common formative assessments.

### Teaching and Learning

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

Go Math curriculum is being used at Tunnell and it is Common Core aligned. We will be using our new English Language Arts adoption " Benchmark Advanced" next year.

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

Each teacher must submit to the principal annually their schedule to ensure that curricular minutes are being adhered to daily.

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

Students that are below grade level are given small group instruction daily with highly qualified teachers. Students who are performing at and above grade level are provided opportunities to experience extension activities.

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

All students have access to our standards based math and ELA curriculum, Go Math and Benchmark Advanced.

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)

Go Math and Benchmark Advanced for instructional materials and intervention

Opportunity and Equal Educational Access

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

During the school day, under performing students are taught differentiated levels of essential Common Core standards and given additional support through teacher tutors and instructional aides.

14. Research-based educational practices to raise student achievement

Tunnell school educators use Professional Learning Communities and the RTI model to determine best practices to raise student achievement and record these results to ensure that all students are learning.

Parental Involvement

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

Before and after school programs are available to help struggling students. ASES provides extended student supervision, homework help and dinner programs for struggling families. Students have access to free breakfast and lunch.

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)

Parent Teacher Association, School Site Council meet on a monthly basis to keep parents informed about the school.

Funding

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

Technology is being purchased and software programs that give students access to Common Core standards.

18. Fiscal support (EPC)

LCAP and LCFF funding are used to fund additional programs at Tunnell.

**Description of Barriers and Related School Goals**

A barrier that is hindering student progress is lack of specialized staff to support learning at Tunnell. We need more substitute teachers to allow our students to continue instruction while our classroom teachers conduct PLC meetings. A lack of qualified teacher tutors prevents us from arranging classroom groups to differentiate instruction.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	125	128	125	125	125	125	100.0	97.7
Grade 4	130	123	128	121	128	121	98.5	98.4
Grade 5	133	141	133	135	133	135	100.0	95.7
Grade 6	96	137	94	135	94	135	97.9	98.5
All Grades	484	529	480	516	480	516	99.2	97.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2367.6	2380.0	7	9	18	18	21	27	54	46
Grade 4	2402.4	2420.1	4	12	12	17	27	19	57	51
Grade 5	2416.1	2447.0	2	3	11	28	18	19	68	50
Grade 6	2473.0	2492.5	2	5	23	30	36	36	38	30
All Grades	N/A	N/A	4	7	16	24	25	25	56	44

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	9	12	33	38	58	50	
Grade 4	5	16	40	34	55	50	
Grade 5	5	9	22	37	73	54	
Grade 6	7	9	47	40	46	51	
All Grades	7	11	34	37	59	51	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	6	38	50	52	44
Grade 4	5	7	48	46	48	47
Grade 5	3	8	32	39	65	53
Grade 6	7	10	47	59	46	30
All Grades	6	8	41	49	53	44



<b>Listening</b>						
<b>Demonstrating effective communication skills</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	8	11	60	63	32	26
<b>Grade 4</b>	7	7	64	72	29	21
<b>Grade 5</b>	4	7	53	60	43	33
<b>Grade 6</b>	9	10	69	71	22	19
<b>All Grades</b>	7	9	61	66	32	25

<b>Research/Inquiry</b>						
<b>Investigating, analyzing, and presenting information</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	12	12	45	46	43	42
<b>Grade 4</b>	5	11	42	53	53	36
<b>Grade 5</b>	11	19	48	54	41	27
<b>Grade 6</b>	9	10	62	64	30	27
<b>All Grades</b>	9	13	48	54	43	33

**Conclusions based on this data:**

- 1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	125	128	125	125	125	125	100.0	97.7
Grade 4	130	123	128	122	128	122	98.5	99.2
Grade 5	133	141	133	137	133	137	100.0	97.2
Grade 6	96	137	93	136	93	136	96.9	99.3
All Grades	484	529	479	520	479	520	99.0	98.3

\* 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	2385.0	2387.9	6	2	25	21	27	42	42	36
Grade 4	2423.8	2424.7	3	5	13	21	42	31	42	43
Grade 5	2421.8	2422.7	1	1	4	4	27	30	68	65
Grade 6	2457.2	2477.6	1	6	8	18	47	33	44	43
All Grades	N/A	N/A	3	3	12	16	35	34	50	47

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	10	31	46	52	45
Grade 4	5	14	33	21	63	65
Grade 5	1	1	16	18	83	81
Grade 6	3	13	23	32	74	56
All Grades	6	9	26	29	68	62

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	9	41	41	49	50
Grade 4	5	10	43	39	52	51
Grade 5	3	3	26	34	71	64
Grade 6	3	7	53	43	44	50
All Grades	5	7	39	39	55	54

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	7	5	51	58	42	37
Grade 4	6	11	38	41	56	48
Grade 5	2	1	23	34	75	65
Grade 6	3	10	49	53	47	38
All Grades	5	7	39	47	56	47

**Conclusions based on this data:**

1. 56% of Tunnell students have met, or nearly met the standards for ELA on the CAASP exam.
2. 53% of Tunnell students have met, or nearly met the standards for Math achievement as determined by the CAASP exam.
3. Tunnell will continue interventions to raise our overall scores to the Standards met or above.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					1 11%		4 44%	5 56%		3 33%			2 22%	3 33%	
1		1 2%		10 19%	5 11%		18 34%	23 49%		8 15%	10 21%		17 32%	8 17%	
2		1 2%		9 14%	12 24%		26 39%	11 22%		23 35%	14 28%		8 12%	12 24%	
3	6 10%	1 2%		9 14%	8 15%		32 51%	21 40%		7 11%	16 30%		9 14%	7 13%	
4	16 26%	2 4%		17 27%	11 22%		19 31%	22 43%		6 10%	6 12%		4 6%	10 20%	
5	7 16%	1 3%		18 42%	17 43%		11 26%	16 40%		4 9%	3 8%		3 7%	3 8%	
6				7 32%	5 24%		6 27%	10 48%		6 27%	2 10%		3 14%	4 19%	
<b>Total</b>	29 9%	6 2%		70 22%	59 22%		116 36%	108 40%		57 18%	51 19%		46 14%	47 17%	

**Conclusions based on this data:**

1. Tunnell has increased students moving levels to proficient.
2. Tunnell is working to reclassifying more students than the previous year.
3. Tunnell will continue to provide our students services to increase their English proficiency.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				1 1%	1 1%		13 14%	13 17%		27 30%	12 16%		49 54%	49 65%	
1		1 2%		10 17%	5 9%		19 32%	25 46%		11 18%	10 19%		20 33%	13 24%	
2		1 2%		9 13%	12 22%		28 39%	12 22%		26 36%	14 26%		9 13%	15 28%	
3	7 10%	1 2%		11 16%	8 15%		34 49%	21 39%		7 10%	16 30%		10 14%	8 15%	
4	16 26%	2 4%		17 27%	11 21%		19 31%	23 43%		6 10%	6 11%		4 6%	11 21%	
5	7 16%	1 2%		18 41%	19 40%		11 25%	17 36%		4 9%	3 6%		4 9%	7 15%	
6		1 4%		7 30%	5 22%		7 30%	10 43%		6 26%	2 9%		3 13%	5 22%	
<b>Total</b>	30 7%	7 2%		73 17%	61 17%		131 31%	121 34%		87 21%	63 18%		99 24%	108 30%	

**Conclusions based on this data:**

1. Tunnell School reclassified 70 student sin 2015-2016
2. Tunnell School reclassified 29 students in 2016-2017.
3. Tunnell will increase the number of students reclassified.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	289	318	274
Percent with Prior Year Data	99.7%	100%	100.0%
Number in Cohort	288	318	274
Number Met	124	186	116
Percent Met	43.1%	58.5%	42.3%
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	289	64	344	67	288	68
Number Met	50	22	62	31	37	24
Percent Met	17.3%	34.4%	18.0%	46.3%	12.8%	35.3%
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. Our English learners have made steady progress.
2. We will continue to have high standards for academics to maintain this growth.
3. Students have individual accountability for standards so that our number of students gaining proficiency will continue to grow.



## 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
<b>NCLB Target</b>	59.0	60.5	62.0%
<b>Met Target</b>	<b>No</b>	<b>No</b>	<b>N/A</b>

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
<b>NCLB Target</b>	22.8	49.0	24.2	50.9	25.4%	52.8%
<b>Met Target</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>N/A</b>	<b>N/A</b>

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>
Tunnell students will demonstrate academic growth in English Language Arts.  Students in grades TK-6 will demonstrate academic growth in Reading / ELA as evidenced by district and school adopted formative and summative assessments. We intended that all students, including those with disabilities, low-income( frl, homeless, migrant), English Learners, re-designated fluent English proficient, and Foster youth have access to materials, programs, will improve in English Language Arts, as demonstrated by an increase of 17 points per year on the ELA CAASPP schoolwide, so that the school average is in the “Standards Met” or level 3, medium category by the end of the third year.
<b>Data Used to Form this Goal:</b>
CAASP test scores District ELA Benchmark District Writing Sample District Fluency Common Core Formative Assessments in ELA Achieve 3000 (3-6) Smarty Ants (K-3) Essential Standards RTI fluency-CBM
<b>Findings from the Analysis of this Data:</b>
We will continue to monitor common formative assessment data to monitor student achievement on essential standards chosen by each grade level to prepare students for state and district assessments.
<b>How the School will Evaluate the Progress of this Goal:</b>
Grades K-2 will use district-wide trimester benchmarks and formative assessments to guide instruction. Grades 3-6 will use district-wide trimester benchmarks, formative assessments, and yearly Smarter Balanced Interim Assessment results to guide instruction. Essential standards are taught daily in the classroom and the effectiveness is measured with formative assessments as well as district-wide trimester benchmarks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a school-wide reading intervention program to address the needs of students identified as two years below grade level on the district/school, benchmark assessments, school-wide formative assessments and/or ELA CAASPP.	2017-2020	Principal Leadership Team Intervention teachers Classroom Teachers	Purchase supplemental and ancillary reading materials, and technology equipment, computer software, including SBE approved reading intervention	4000-4999: Books And Supplies	LCFF - Supplemental	20,000
Professional development opportunities for teachers.	2017-2020	Principal Leadership Team Intervention teachers Classroom teachers	PD ELA, AVID, RTI, PLC, GATE, Math	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	20,000
Hire 2 teacher tutors to provide reading intervention to all students on a daily basis.	2017-2020	Principal	Teacher tutors' salaries and benefits.	1000-1999: Certificated Personnel Salaries	Title I	45,210
Hire substitute teachers for teacher release time	2017-2020	Principal Leadership Team	Progress monitoring for IEP, SST and formative assessments to improve student achievement.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15,000
Computer Lab Tech to provide support in language Arts	2017-2020	Principal	Computer Lab Technician's salaries and benefits (46.15% salary funded with District LCAP and 53.85% funded with Site LCFF-Base).	2000-2999: Classified Personnel Salaries	LCFF - Base	16,447
Library Media Assistant to provide supports in language arts	2017-2020	Principal	Library Media Assistant's salaries and benefits (46.15% salary funded with District LCAP and 53.85% funded with Site LCFF-Base).	2000-2999: Classified Personnel Salaries	LCFF - Base	20,059

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement school-wide programs to help support all students including GATE and AVID strategies.	2017-2020	Principal Leadership Team Classroom Teachers	Purchase software and hardware, and Ancillary materials for After School Programs	4000-4999: Books And Supplies	LCFF - Supplemental	10,000
Hire a crossover teacher tutor(TK) to provide interventions in the kindergarten classrooms	2017-2020	Principal	Crossover Teacher Tutor's salaries & benefits	1000-1999: Certificated Personnel Salaries	Title I	20,000
Hire Instructional Aide to provide reading interventions	2017-2020	Principal	Instructional aide's salaries & benefits	2000-2999: Classified Personnel Salaries	LCFF - Base	17,763
Additional time for Instructional Aide to provide reading interventions.	2017-2020	Principal	Additional time for reading interventions (.75 hours)	2000-2999: Classified Personnel Salaries	LCFF - Base	1,461
Student incentives for students.				4000-4999: Books And Supplies		

## 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>
Students will demonstrate growth in English Language Proficiency as evidenced by growth in the assessments as the relate to the District Adopted Materials.  All students will demonstrate growth and 50% of English Learners will increase by at least one proficiency level as demonstrated on the ELPAC.  10% of English Learners in grades 4 – 6 will demonstrate achievement in acquiring English Language Proficiency as evidenced by qualifying for Re-Designation as Fluent English Proficient.
<b>Data Used to Form this Goal:</b>
CELDT test results Re-designation rates District ELA Benchmarks District Writing Sample ELA Essential Standards Achieve 3000 Smarty Ants Common Formative Assessments in Language Arts
<b>Findings from the Analysis of this Data:</b>
At Tunnell Elementary, we expect to see a 10% annual increase in the reclassification rates.

**How the School will Evaluate the Progress of this Goal:**

CELDT/LPAC Test Results  
 Reclassification Rates  
 Trimester ELA Benchmarks  
 District Writing Sample  
 Essential Standards  
 Common Formative Assessments  
 Achieve 3000/Access

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire 1 teacher tutor	2017-2020	Principal/Leadership Team	Provide ELD intervention to all students on a daily basis, 3.5 hours per day	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,425
Hire translators for all parent meetings.	2017-2020	Principal	Hire translators for parent conferences and other meetings	2000-2999: Classified Personnel Salaries	LCFF - Base	9,001
Implement school-wide programs to help support all students including GATE and AVID strategies.	2017-2020	Principal	AVID training and supplies	5000-5999: Services And Other Operating Expenditures	LCFF - Base	10,000
Hire Project Clerk to assist with parent communication, English Language Learner Data, identification and reclassification.	2017-2020	Principal	Project Clerk's salaries & benefits (59.6% funded by Title I)	2000-2999: Classified Personnel Salaries	Title I	40,513
Hire Community Liaison to assist with parent-school-community partnerships and communication with parents of English learners.	2017-2020	Principal	Community Liaison's salaries & benefits (46.15% funded with District LCAP and 53.85% funded with Site LCFF-Base).	2000-2999: Classified Personnel Salaries	LCFF - Base	21,360

## 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>
Tunnell students will demonstrate academic growth in Mathematics.  The school average will improve by an average of 20 points per year on the Math CAASPP for 3rd through 6th grade students so that the school average is in the "Standards Met" or level 3, and medium category by the end of the third year.  All students in grades T/K - 6 will demonstrate academic growth in Mathematics as evidenced by district and grade level adopted assessment tools. We intend that all students: including those with disabilities, low income (FRL, Homeless, Migrant), English Learners, re-designated fluent and foster youth have access to the materials, technology and highly qualified teachers that will provide them with the tools necessary to be college and career ready.
<b>Data Used to Form this Goal:</b>
Common Formative Assessments on Essential Standards Timed Test of basic math facts Facts Wise Assessments District-wide trimester benchmark assessments Smarter Balanced Assessments IXL computer program data
<b>Findings from the Analysis of this Data:</b>
We will continue to monitor common formative assessment data to monitor student achievement on essential standards chosen by each grade level to prepare students for state and district assessments.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will use weekly and monthly formative assessments to guide instruction. Trimester benchmark assessments will be used to monitor the progress of essential standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development opportunities for teachers.	2017-2020	Principal	AVID, PLC, RTI, other professional development for teachers	1000-1999: Certificated Personnel Salaries	LCFF - Base	15,000
Teacher release time for collaboration, Tier II intervention and student progress monitoring.	2017-2020	Principal/Leadership Team	Extra time for Progress monitoring and on-going Tier 2 data evaluation. ISP, SST meetings to monitor student progress.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	16,000
Professional development opportunities for teachers	2017-2020	Principal/Leadership Team	PD Common Core Mathematics, Facts Wise Training, RTI progress monitoring, PLC's, and so forth.	1000-1999: Certificated Personnel Salaries	LCFF - Base	13,000
Hire 1 teacher tutor	2017-2020	Principal/Leadership Team	Provide mathematics intervention to all students on a daily basis, .5 hours per day.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,425
Provide supplemental math materials, manipulatives, technology equipment, computer software, including math intervention materials and supplies to support math instruction and interventions for students not meeting math standards.	2017-2020	Principal	Purchase supplemental materials and supplies to support math programs and interventions.	4000-4999: Books And Supplies	LCFF - Supplemental	16,036



## 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>
Tunnell students will increase their proficiency in social studies, science, PE, and art. We expect that all students--including those with disabilities, low income (FRL, Homeless, and Migrant students), English Learners, re-designated students, and foster youth--have access to the materials, technology, and highly-qualified teachers that will provide them with the tools necessary to be college and career ready.
<b>Data Used to Form this Goal:</b>
State PE Test CAASP Science Test Grade-level Social Studies Formative Assessments Portfolio Work Achieve 3000
<b>Findings from the Analysis of this Data:</b>
We expect to see a 10% annual proficiency increase in student performance in social studies, science, PE, and art.
<b>How the School will Evaluate the Progress of this Goal:</b>
State Physical Education Exam State Science Exam Portfolio Work Achieve 3000 Performance NGSS

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enrich students with drama, dance, singing	2017-2020	Principal/Leadership Team	Children's Creative Project	5000-5999: Services And Other Operating Expenditures	District Funded	0
District PE Teacher to provide small group interventions.	2017-2020	Principal	Hire one full time PE teacher	1000-1999: Certificated Personnel Salaries	District Funded	0
Science and Social Studies standards-based curriculum through Achieve 3000	2017-2020	Principal/Leadership Team	Software programs	4000-4999: Books And Supplies	Title I	1,968

## 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>
A minimum of 85% of the student population at Tunnell Elementary will continue to feel safe and connected at school.
<b>Data Used to Form this Goal:</b>
California Healthy Kids Survey School Climate Staff Survey
<b>Findings from the Analysis of this Data:</b>
30% of students will feel that they will have meaningful participation at Tunnell Elementary. 75% of students will feel a high connection at Tunnell Elementary.
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual Program Monitoring and Evaluation Survey *Decrease in suspension rates *3% Decrease in absenteeism PBIS

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Behavior intervention	2017-2020	Principal, Administrative Team, Out-Reach Counselor, School Site Council, Faculty, Staff, and school psychologist	PBIS	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improvements of aging facilities and purchase of grounds equipment.	2017-2020	Principal, Administrative Team, School Site Council, Faculty, and Staff	Replace equipment as needed	4000-4999: Books And Supplies	LCFF - Supplemental	5,000
Student Incentives.		Principal	Purchase items for student performance incentives	4000-4999: Books And Supplies	LCFF - Supplemental	1,000

## 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>
We expect to have a parents to attend parent conferences and at least one other activity at Tunnell Elementary School.
<b>Data Used to Form this Goal:</b>
Conference attendance data Parent Education Classes Fighting Back PTA Involvement Back to School Open House
<b>Findings from the Analysis of this Data:</b>
Parents are involved and active in participating in educational opportunities.
<b>How the School will Evaluate the Progress of this Goal:</b>
PBIS 15% increased monthly involvement in PTA Increased participation in parent programs Analysis of calendar of meetings, agendas, minutes, and sign-in sheets Parent Square

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Communication	2017-2020	Principal	Hire translators for parent meetings	2000-2999: Classified Personnel Salaries	LCFF - Base	9,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Lunch on the Lawn	2017-2020	Principal/Leadership Team	Parents will be invited to have lunch with their child	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500
Parent Newsletter	2017-2020	Principal/Leadership Team	Newsletter to be prepared monthly	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	0
CELDT Reclassification Celebration	2017-2020	Principal/Leadership Team	Parents of reclassified students will be invited to a ceremony celebrating reclassification	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500
Child Care	2017-2020	Principal	Provide Childcare for parent meetings	2000-2999: Classified Personnel Salaries	LCFF - Base	2,000

## 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 Principals/District EL TOSAs/Site 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	Project Clerks' salaries & benefits (7% funded with Title III-LEP)	2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	100,000
			Interpreters & child care for parent meetings	2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	5,000
			Books, supplies & snacks for parent literacy nights	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	20,000
4. Provide enhanced instructional opportunities for immigrant children and youth, including supplementary materials to accelerate their language acquisition.	2017-2020	English Learner Coordinator Principals District EL TOSAs Site EL Coaches	Purchase Imagine Learning software	4000-4999: Books And Supplies	Title III Immigrant Education Program	13,489

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	150,091	15,000.00
LCFF - Supplemental	100,886	-15,000.00
Title I	107,691	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCFF - Base	135,091.00
LCFF - Supplemental	115,886.00
Parent-Teacher Association (PTA)	1,000.00
Title I	107,691.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	135,060.00
2000-2999: Classified Personnel Salaries	137,604.00
4000-4999: Books And Supplies	55,004.00
5000-5999: Services And Other Operating Expenditures	12,000.00
5800: Professional/Consulting Services And Operating	20,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	0.00
5000-5999: Services And Other Operating	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	28,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	97,091.00
5000-5999: Services And Other Operating	LCFF - Base	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	41,850.00
4000-4999: Books And Supplies	LCFF - Supplemental	52,036.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	20,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	65,210.00
2000-2999: Classified Personnel Salaries	Title I	40,513.00
4000-4999: Books And Supplies	Title I	1,968.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	185,940.00
<b>Goal 2</b>	86,299.00
<b>Goal 3</b>	65,461.00
<b>Goal 4</b>	1,968.00
<b>Goal 5</b>	8,000.00
<b>Goal 6</b>	12,000.00

## 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
Linda Muranaka	X				
Tenisha Clifton		X			
Andrea Miller		X			
Lisa Sanchez		X			
Rosalie Valdez				X	
Heather Penot				X	
Victor Velazquez	X				
Ericka Romero			X		
Geraldine Bolusan				X	
MaryJane SantaAna				X	
Susan Breshears				X	
Angelica Gonzalez				X	
<b>Numbers of members of each category:</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>6</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

X Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

X District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

School Leadership Team

\_\_\_\_\_  
Signature

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

Attested:

Linda Muranaka

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date