

# The Single Plan for Student Achievement

**School:** Fesler (Isaac) Junior High  
**CDS Code:** 42691206046015  
**District:** Santa Maria-Bonita School District  
**Principal:** Anjanette Winckler  
**Revision Date:** May 11, 2017

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

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

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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

### Fesler (Isaac) Junior High's Vision and Mission Statements

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

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

## School Profile

Fesler Junior High School is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and its programs and welcome everyone to support our efforts.

Fesler Junior High School is located in the middle of Santa Maria and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2016-2017 school Fesler Junior High School achieved a 2012 Academic Performance Index (API) score of 749.

As for our student population student demographics 93% Latino and/or Hispanic students, 88 percent of our students are economically disadvantaged, and there are 6% of Special Education students.

All of our teachers are highly qualified.

## 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).

Surveys are given throughout the year to provide input and help drive student instruction.

### Classroom Observations

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

Classroom observations are completed on an ongoing bases to assist teachers with their instructional practices and strategies.

### 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)

SBAC, CELDT, Physical fitness testing is completed one time per year. Benchmarks and writing tests are performed throughout the school year for District use and to inform instruction.

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

Professional learning and department time is given to allow teachers to monitor student progress created from curriculum-embedded assessments. Instruction is modified appropriately.

### Staffing and Professional Development

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

All staff meet highly qualified requirements.

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

Teachers are provided up to 7 hours of staff time per month to increase competency of instructional materials.

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

Staff development is aligned to staff needs and driven by student performance needs.

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

Instructional coaches, leads, department heads are in place to assist teachers as needed.

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

Teachers are given time to collaborate at staff meeting, department, committee, and professional development sessions.

### Teaching and Learning

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

Curriculum guides have been or are being developed in all content areas.

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

The instructional minutes meet all official guidelines.

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

The master schedule and teacher training is an emphasis so that targeted students needs are addressed.

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

All students receive the required standards based instructional materials.

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

All core content materials meet the guidelines for SBE-adoption and standards aligned instruction.

#### Opportunity and Equal Educational Access

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

Courses and instructional strategies provided to meet the needs of underperforming students.

14. Research-based educational practices to raise student achievement

Teachers are provided continuous training and professional development in the area of research-based educational practices.

#### Parental Involvement

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

After school programs and resources are available for underachieving students.

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)

There are a variety of ways for parents to be involved including PTSA, SSC, and student related events.

#### Funding

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

Extended day classes and lunchtime extra help are provided to students who are considered underperforming.

18. Fiscal support (EPC)

The District and a Project Clerk is provided to assist with all fiscal matters.

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

This is an area that will be evaluated within the next few years for accurate descriptors.

There is a lack of substitutes in the District.

## 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 7	467	476	453	465	453	463	97.0	97.7
Grade 8	411	444	398	433	397	433	96.8	97.5
All Grades	878	920	851	898	850	896	96.9	97.6

\* 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 7	2493.6	2508.7	3	7	24	28	29	27	44	37
Grade 8	2535.1	2536.7	6	6	31	30	31	36	31	28
All Grades	N/A	N/A	4	7	27	29	30	32	38	33

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 7	7	13	43	44	50	43	
Grade 8	12	13	50	45	38	42	
All Grades	9	13	46	45	45	42	

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 7	11	16	46	46	43	38
Grade 8	18	17	46	55	35	28
All Grades	14	17	46	50	39	33

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	5	10	65	65	30	26
Grade 8	7	6	64	69	28	25
All Grades	6	8	65	67	29	25

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	10	16	57	51	33	33
Grade 8	16	18	56	55	27	27
All Grades	13	17	57	53	30	30

**Conclusions based on this data:**

1. In the area of ELA overall literacy there was a decrease of student in years 2015-2016 who nearly met or did not meet by 3%.
2. In reading the overall student scores decreased for 2015-2016 for those who nearly met or did not meet by 4%.
3. In writing the overall student scored decreased for 2015-2016 for those who nearly met or did not meet by 2%



## 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 7	467	476	459	467	453	466	98.3	98.1
Grade 8	411	444	402	436	399	436	97.8	98.2
All Grades	878	920	861	903	852	902	98.1	98.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2479.6	2478.8	3	4	12	15	33	35	50	46
Grade 8	2505.8	2505.8	5	5	14	13	32	36	47	47
All Grades	N/A	N/A	4	4	13	14	33	35	49	46

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 7	7	8	33	34	60	59
Grade 8	10	9	37	35	53	56
All Grades	9	8	35	34	56	57

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 7	5	6	40	49	55	45
Grade 8	8	6	55	56	37	38
All Grades	6	6	47	53	47	42

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 7	5	9	72	51	23	41
Grade 8	6	8	51	58	42	34
All Grades	6	9	62	54	32	37

**Conclusions based on this data:**

1. Overall math data for the 2015-2016 school year for students who nearly met and did not meet increased by 1%.
2. In the area of concepts and procedures for 2015-2016 for students who nearly met or did not meet stayed the same at 91%
3. In the area of problem solving for 2015-2016 school year for students who nearly met or did not meet increased by 1%.

## 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
7	20	5		86	62		48	58		9	20		5	7	
	12%	3%		51%	41%		29%	38%		5%	13%		3%	5%	
8	20	3		64	46		46	44		7	6		5	13	
	14%	3%		45%	41%		32%	39%		5%	5%		4%	12%	
Total	40	8		150	108		94	102		16	26		10	20	
	13%	3%		48%	41%		30%	39%		5%	10%		3%	8%	

**Conclusions based on this data:**

1. For the 2015-2016 school year there was a decrease by 10% of students scored in Advanced.
2. For the 2015-2016 school year there was a decrease of students who scored early advanced by 7%.
3. For 2015-2016 school year there was a 9% increase of students who scored intermediate on the CELDT results.

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
7	21	5		87	62		49	58		11	21		11	12	
	12%	3%		49%	39%		27%	37%		6%	13%		6%	8%	
8	21	3		64	46		47	44		7	6		9	18	
	14%	3%		43%	39%		32%	38%		5%	5%		6%	15%	
Total	42	8		151	108		96	102		18	27		20	30	
	13%	3%		46%	39%		29%	37%		6%	10%		6%	11%	

**Conclusions based on this data:**

1. For the 2015-2016 school year 59% of the students were categorized as Advanced and Early Advanced.
2. For the 2015-2016 school year 40% of the students were categorized as Intermediate or Early Advanced.
3. For the 2016 school year 15 of the students were categorized at beginner.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	367	310	264
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	367	310	264
Number Met	261	213	149
Percent Met	71.1%	68.7%	56.4%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	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	30	340	18	296	35	236
Number Met	6	216	2	184	2	105
Percent Met	20.0%	63.5%	11.1%	62.2%	5.7%	44.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	Yes	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. For AMAO 1: A increase of Title III Accountability decrease of percent met for 2015-2016 school year by 12.3%
2. For AMAO 2: For the years 2015-2016 there was an increase of students who were in EL instruction by 1.9%
3. For NCLB 1.5% of students in the area of annual growth increased for the 2015-2116 school year.

## School and Student Performance Data

### Title III Accountability (District Data)

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

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

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

#### Conclusions based on this data:

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



## Planned Improvements in Student Performance

### School Goal #1

<b>SUBJECT: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading; all students will be taught by highly qualified teachers. LCAP GOAL 1: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning.
<b>SCHOOL GOAL #1:</b>
By June 2020 there will be a 5% increase in proficiency rates on the CASSPP scores for ELA students.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• SRI Lexile test data from 2016-2017 school year.</li><li>• Placement criteria for EL students in high school courses (that are partially based on student lexile scores)</li><li>• 2016 CAASPP scores.</li></ul>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• Out of 896 students tested in 2016, 36% met or exceeded standards and 65% nearly or did not meet standards.</li><li>• There are a significant number of students that are not reading a grade level as measured by the lexile test and CAASPP scores.</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• Student lexiles will be measured quarterly by the English Department.</li><li>• Students will be given the CCSS formative assessments to evaluate progress by the English Department</li></ul> District Writing Sample

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>Implement CCSS in ELA and administer formative assessments, quarterly lexile tests and writing samples, and extended day opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>2017-2020</li> </ul>	<ul style="list-style-type: none"> <li>ELA Teachers</li> <li>Principal</li> <li>Library Clerk</li> <li>Computer Lab Technician</li> </ul>	Supplemental materials will be purchased to support implementation of the CCSS and to improve literacy.	4000-4999: Books And Supplies	Title I	15,000
			Scholastic Magazine Subscription	4000-4999: Books And Supplies	Title I	3300
			Licence for SRI	4000-4999: Books And Supplies	Title I	1000
			Supplemental books for library and classroom	4000-4999: Books And Supplies	Title I	1000
			Employ Library Media Clerk/Tech-Librarian	2000-2999: Classified Personnel Salaries	LCFF - Base	17,500
			Extra certificated time for tutoring	1000-1999: Certificated Personnel Salaries	Title I	10,000
			Equipment and technology for classroom	4000-4999: Books And Supplies	Title I	4000

## Planned Improvements in Student Performance

### School Goal #2

<b>SUBJECT: English Language Development</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: Limited-English proficient students will improve their English skills 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>
By 2020, five percent of our students will improve their CELDT and/or become re-designated.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• CELDT data</li><li>• Redesignation rates</li></ul>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• 2015-2016 will be used as a basis for reclassification.</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• Yearly monitoring of CELDT data</li><li>• Teacher observations</li><li>• District CELDT reclassification</li></ul>

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>Allocate resources and provide training to assist instructors to provide strategies for students to acquire the English language</li> </ul>	<ul style="list-style-type: none"> <li>2017-2020</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Bilingual aide</li> <li>Teacher tutor</li> </ul>	<ul style="list-style-type: none"> <li>Supplemental materials and technology will be purchased to support English acquisition (READ 180)</li> </ul>	4000-4999: Books And Supplies	Title I	11,407
			<ul style="list-style-type: none"> <li>Professional development opportunities and release/extra time, substitutes for teachers and staff to receive necessary training's in best practices for English development.</li> </ul>	1000-1999: Certificated Personnel Salaries	Title I	8,000
			<ul style="list-style-type: none"> <li>Project clerk salary to enter and monitor CELDT and other data</li> </ul>	2000-2999: Classified Personnel Salaries	Title I	26,550
			<ul style="list-style-type: none"> <li>Hire Bilingual aides to support English learners.</li> </ul>	2000-2999: Classified Personnel Salaries	LCFF - Base	20,500
			<ul style="list-style-type: none"> <li>Students will be offered after school programs to improve their language skills.</li> </ul>	1000-1999: Certificated Personnel Salaries	Title I	8,000
			<ul style="list-style-type: none"> <li>Hire Bilingual Aide to support EL Learners</li> </ul>	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	9,170
			<ul style="list-style-type: none"> <li>Purchase Technology to support math instruction</li> </ul>	4000-4999: Books And Supplies	LCFF - Supplemental	36,680
			<ul style="list-style-type: none"> <li>Hire Bilingual Aide to support EL learners</li> </ul>	2000-2999: Classified Personnel Salaries	LCFF - Base	11,000

## Planned Improvements in Student Performance

### School Goal #3

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: Students will reach high standards, attaining proficiency or better in mathematics; all students will be taught by highly qualified teachers. LCAP GOAL 1: Provide effective district/school wide support systems, procedures, materials and practices that support student learning.
<b>SCHOOL GOAL #3:</b>
Five percent of the student population will move from nearly or not met to meet or exceed proficiency in mathematics as measured by a 2017-18 CAASPP data.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• During the 2015-2016 CAASPP data (902 students with scores) 18% of our students met standards. 81% nearly or did not meet standards</li></ul>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• Students are adjusting to the new CCSS curriculum and the ways these tests measure their knowledge and skills</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• Cal Poly MDTP Pre-assessment in August</li><li>• End of the Semester Interim Assessment in December</li><li>• SBAC in May</li><li>• MDTP when appropriate</li></ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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>In the 2017-2020 school year teachers will implement CCSS in math and analyze data from assessments to determine next steps to support all students.</li> </ul>	2017-2020	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Supplemental materials and technology (including licensing) will be purchased to support the math program to ensure students have access to multiple CCSS resources.</li> </ul>	4000-4999: Books And Supplies	Title I	15,000
			<ul style="list-style-type: none"> <li>Professional development opportunities for teachers will be offered so that teachers obtain necessary training to be current in the best practices (release time and substitutes will be provided). Release time will be given for teachers to collaborate on analyzing administered assessments and to incorporate/align CCSS recognized resources such as MARS tasks, to newly adopted CPM curriculum.</li> </ul>	1000-1999: Certificated Personnel Salaries	Title I	8,000
			(professional development for site)			
			<ul style="list-style-type: none"> <li>Students will be offered after school programs to improve</li> </ul>	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,000





## Planned Improvements in Student Performance

### School Goal #4

<b>SUBJECT: Other Subjects (Social Studies, Science, PE, Arts)</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP GOAL 1: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. LCAP Goal 2: Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.
<b>SCHOOL GOAL #4:</b>
By 2020, 100% of Social Studies, Science and the Arts teachers will support and teach the CCSS literacy standards by utilizing Lesson Objectives and ELD frames.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• SARC data</li><li>• Physical Education testing</li></ul>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• Decline in proficiency for students in ELA</li><li>• Students had areas that could be improved in Physical Education</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• Each semester, SMART goals will be reviewed with principals</li><li>• Results will be shared in collaborative teams re: progress being made towards goals</li></ul>

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>Social Studies, Science, Arts, PE will develop SMART goals to support ELA in the implementation of the CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>2016-2020</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Meetings each semester with the principal to discuss SMART goals</li> <li>No cost</li> </ul>	0000: Unrestricted	In Kind	0
			<ul style="list-style-type: none"> <li>Extra/extended time to collaborate re: CCSS and NGSS (professional development for site)</li> </ul>	5000-5999: Services And Other Operating Expenditures	LCFF - Base	10,000
			<ul style="list-style-type: none"> <li>Professional development opportunities for CCSS and NGSS (professional development for site)</li> </ul>	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	6,000
			<ul style="list-style-type: none"> <li>Release time for Lead Learners to present information to departments</li> <li>District funded</li> </ul>	0000: Unrestricted	District Funded	0
			<ul style="list-style-type: none"> <li>Materials to support integration/ designated curriculum in science, social studies with literacy goals.</li> </ul>	4000-4999: Books And Supplies	LCFF - Base	7,000
			<ul style="list-style-type: none"> <li>Elective Materials for courses</li> </ul>	4000-4999: Books And Supplies	LCFF - Base	4,000

## Planned Improvements in Student Performance

### School Goal #5

<b>SUBJECT: Support Services (Counseling, Safety, Nutrition, Health)</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning. LCAP GOAL 3: Maintain a safe, secure, healthy and positive learning environment for all students and staff.
<b>SCHOOL GOAL #5:</b>
Goal 1: By 2020, decrease suspension rates by 5%, according to CALPADS data. Goal 2: By 2020 decrease overall suspension level to 2-8% school wide, measured by CALPADS data.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Suspension Data Analysis</li><li>• Attendance Data</li><li>• Academic Data (Grades, Citizenship, Smarter Balance, SRI...)</li><li>• School-wide Evaluation Tool (SET) and Self-Assessment Survey (SAS): Student and staff survey on connectedness and safety</li><li>• 2016-7 California Healthy Kids Survey (CHKS)</li><li>• 2016-2017 California School Staff Survey (CSSS)</li></ul>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• In the 2015-2016 FJHS had 126 students who were suspended and one expulsion. Those 126 students accounted for 235 suspension incidents.</li><li>• Most frequent cause for suspensions were Caused, Attempted or Threatened Physical Injury and Disruptive, Defiance.</li><li>• Hispanic or Latino (87.7 %)</li><li>• White (9.3 %)</li><li>• Male (67.2 %)</li><li>• English Learner (43.4 %)</li><li>• Economically Disadvantaged (94.5 %)</li><li>• Academic data baseline rate to be established during the 2015-2016 school year</li><li>• Fesler Junior High School's SET, SAS, CHKS, and CSSS data fro school connectedness and safety for students and staff to be conducted in the 2016-2017 school year. The findings from the data will be reflected in the 2017-2018 Single Plan.</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• Monthly monitoring of suspension data</li><li>• Comparison at the end of each school year</li></ul>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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>Review CAL-PADS discipline data</li> <li>Inform pupils of school rules and expectations</li> <li>Informational meetings for parents and guardians</li> <li>Safe School Plan</li> <li>Review SET, SAS, CHKS and CSSS survey results</li> <li>Implement In School Intervention (ISI) program</li> </ul>	<ul style="list-style-type: none"> <li>Annually</li> <li>August</li> <li>Monthly</li> <li>Annually</li> <li>Spring 2017</li> <li>October 2016 - June 2017</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Counselors</li> <li>Teachers</li> <li>School Site Council</li> <li>ELAC</li> <li>Leadership</li> <li>PTSC</li> <li>PBIS Committee</li> </ul>	<ul style="list-style-type: none"> <li>Address areas of concern based on CAL-PADS discipline data / Annually</li> <li>Administrative presentations to 7th and 8th grade classes / August</li> <li>Invite parents/guardians to attend informational meetings / Monthly</li> <li>Safe School Plan utilizing input from Safety Committee / Annually</li> <li>Determine what issues and concerns need to be addressed based on SET, SAS, CHKS and CSSS survey results / Spring 2017</li> <li>Implement In School Intervention (ISI) program in-lieu of suspension so students can continue to receive class assignments in a smaller environment with access to counseling, outreach consultant to meet socio-emotional needs / October 2016 -June 2017</li> </ul>	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,000
			<ul style="list-style-type: none"> <li>Social issues support/drug and</li> </ul>	5000-5999: Services And Other Operating	LCFF - Supplemental	30,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS and safety TIER 2/3			Supporting PBIS and the safety our the school	5000-5999: Services And Other Operating Expenditures		10,000
Schoolwide safe school events			Schoolwide extra curricular to support school safety	5000-5999: Services And Other Operating Expenditures		5,000

## 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>
By 2020 there will be a 10% increase of parent involved to better support the learning needs of their children and increase communication regarding services available at the school, measured by school survey.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Attendance at school events/parent nights/PTC/SSC/EAOP/Fund-raising Events</li></ul>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• Low attendance at PTC and SSC</li><li>* Implementation of PBIS is beginning and on-going.</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• Ongoing attendance monitoring and records of PTC and SSC</li><li>• Logging Parent Square communications</li><li>• Participation at Parent Nights/Fund-raising events/Attendance at end of year events and field trips</li><li>* Data from PBIS surveys</li></ul>



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>• 2017-2020 Continue to provide opportunities for parents to be involved in school activities</li> <li>* Announcements for school and community on marquee at front of school.</li> </ul>	2017-2020	Principal Staff Parents	Purchase Materials to support opportunities for parents to work together.	4000-4999: Books And Supplies	Title I	2,000
			Extra time for babysitting and translating, food, and project materials.	2000-2999: Classified Personnel Salaries	LCFF - Base	3,000
			Family activities (AVID college night, dinner with a scientist, etc.)	5000-5999: Services And Other Operating Expenditures	Title I	4,000
			Community Liaison to communicate with parents	2000-2999: Classified Personnel Salaries	LCFF - Base	13,500
				None Specified	None Specified	
			Use Title I funds to supplement the cost for the Digital Marque for Parent communication	4000-4999: Books And Supplies	Title I	5,000
			Parent Square	4000-4999: Books And Supplies	District Funded	0
			Professional development and inservices	5000-5999: Services And Other Operating Expenditures	LCFF - Base	10,000
Newsletters/Website Parent Communication	4000-4999: Books And Supplies	LCFF - Base	3,000			

## 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 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 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 TOSAsPrincipals	Lead Learners' salaries and benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	430,503
			Coordinator's salaries and benefits (25% funded with Title II)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	42,835
			Clerks' salaries and benefits (Part-time clerk II and 10% Account Clerk III funded with Title II)	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	26,292

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

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

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



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

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>A Project Clerk will be hired at each school to assist with categorical programs, parent outreach and identification/reclassification of English Learners, Migrant, Emergency Immigrant and Homeless students.</li> <li>The school will use various means to provide parents with timely information, such as letters, flyers, handouts, audiovisuals, phone calls, home visits, and informational meetings.</li> <li>The Parent Square Automated Phone Call System will be used to ensure that all parents receive information and reminders about school events, parent meetings, and student activities.</li> <li>Community Liaisons and Project Clerks will receive ongoing training on outreach strategies and services available for EL's and parent events.</li> <li>The school will disseminate information related to district/school, parent programs, parent meetings, committee meetings, school board meetings, and other activities in a form and language that parents understand. All information will be provided in English and the parents' primary language.</li> </ul>		School Administrators English Learner Coordinator Director of Consolidated Projects Family Advocates Community Liaisons Teachers	Project Clerks' salaries & benefits (16.7% funded with LCFF-Base)	2000-2999: Classified Personnel Salaries	LCAP Base	207,034
			Project Clerks' salaries & benefits (16.7% funded with Title I)	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	207,034
			ParentSquare	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	39,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Special accommodations and materials will be provided for persons with disabilities, parents who speak a language other than English, migratory farm workers, socioeconomic disadvantaged, and others.</li> <li>The school will provide parents with free access to school facilities, child care, translation, materials and resources to facilitate their involvement at school. Interpreters and child care will be provided for all parent meetings.</li> </ul>		School Administrators English Learner Coordinator Director of Consolidated Projects Family Advocates Community Liaisons Teachers	In kind expenses such as use of rooms and equipment.	0000: Unrestricted	In Kind	0

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in After School Programs</b>
<b>SCHOOL GOAL #4:</b>
<p>LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The district will support the implementation of academic and enrichment after school programs that promote student engagement and achievement, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Saturday School</li> <li>• Summer School</li> <li>• Intersession Programs</li> <li>• Before/After School Tutoring</li> <li>• Kinder Bridge</li> <li>• Arts</li> <li>• Band</li> <li>• Sports</li> <li>• English Language Development</li> <li>• Reading/Writing</li> <li>• Mathematics/Algebra JumpStart</li> <li>• Science</li> <li>• Social Studies</li> <li>• Technology/Computer</li> <li>• College and Career Readiness</li> <li>• Speech &amp; Debate Club</li> </ul>	2017-2020	Coordinator of ASES and After School Programs School Principals Assistant Principals Deans	Crossing Guards and Transportation for after school programs at 16 elementary schools	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	75,000
			After school programs at 4 junior high schools	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	100,000
			District Extended Day Programs (Saturday School, Summer School, Winter Intersession, Kinder Bridge, Algebra Jumpstart, Newcomer classes)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	1,100,000

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in After School Education &amp; Safety Program (ASES)</b>
<b>SCHOOL GOAL #5:</b>
<p>LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</p> <p>LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas. Maintain a safe, secure, healthy and positive learning environment for all students and staff.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. The ASES grant funds after school programs at 15 elementary school sites, 4 junior high sites and two off-site locations at Los Adobes de Maria &amp; Evans Park. The district provides additional funding to expand the ASES program at 3 elementary schools and one off-site campus. The ASES program is implemented in partnership with local community organizations. A variety of academic and enrichment activities are provided to students after school:</p> <ul style="list-style-type: none"> <li>Students in grades TK-6 are served from dismissal until 6:00 pm, 177 days per year, and attend a minimum of 5 days per week for a total of 15 hours.</li> <li>Students in grades 7-8 are served from dismissal until 6:30 pm, 177 days per year, and attend a minimum of 3 days per week for a total of 9 hours.</li> </ul>	2017-2020	Coordinator of ASES and After School Programs	Coordinator's salaries and benefits	1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	130,600
			Secretary and Clerk III's salaries and benefits	2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	136,945
			Instructional materials and supplies	4000-4999: Books And Supplies	After School and Education Safety (ASES)	55,864
			Contract with Community Agencies	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	1,463,607
			Indirect Cost	7000-7439: Other Outgo	After School and Education Safety (ASES)	39,817

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. The ASES Program includes two main program elements every day:</p> <ul style="list-style-type: none"> <li>Educational and Literacy: provide homework assistance and tutoring to help students meet state standards in language arts, math, social studies and science.</li> <li>Educational Enrichment: provide enrichment activities that reinforce and complement the school's academic program and core curriculum, such as visual and performing arts, music, physical education, health, nutrition, career awareness, community-service and youth development.</li> <li>All TK-6 students receive a nutritious snack and a small dinner daily.</li> <li>All 7-8 grade students will receive a small dinner daily.</li> <li>The ratio of students to ASES staff will be 20:1</li> <li>ASES staff receive on-going professional development related to effective practices in working with students.</li> <li>A teacher from each school site is hired to serve as ASES Academic Liaison to support the communication between the school site and ASES program, provide support to align the after school program with the instructional day, and mentor ASES staff.</li> </ul>	2017-2020	Coordinator of ASES and After School Programs	Contract with community agencies to offer the ASES program at Jimenez School to serve 80 students, expand ASES programs at Bruce and Tunnell schools to increase from 80 to 100 students at each site, and serve 20 additional students at Los Adobes de Maria.	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	192,500



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #6

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

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

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

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #7

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

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

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

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #8

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

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

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



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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. The district/school will promote parent, family and community engagement in the education of English learners:</p> <ul style="list-style-type: none"> <li>• Provide parental notifications to all parents and guardians of English learners within 30 days of enrollment and placement relevant to Title III.</li> <li>• Hire support staff to provide parent outreach and parent communication, and support EL monitoring and redesignation.</li> <li>• The district will provide family literacy nights at each school site to engage parents and children in reading activities.</li> <li>• Parents and children will participate in literacy activities at the Santa Maria City Public Library.</li> <li>• Parents will participate in meetings to be informed of their children's English learner status, the reclassification process, the relevance of A-G high school courses, and what parents can do at home to support their children's redesignation.</li> </ul>	2017-2020	English Learner Coordinator Principals District EL TOSAs	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	138480	15,000.00
LCFF - Supplemental	120850	0.00
Title I	140257	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
In Kind	0.00
LCFF - Base	123,480.00
LCFF - Supplemental	120,850.00
Title I	140,257.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	51,000.00
2000-2999: Classified Personnel Salaries	101,220.00
4000-4999: Books And Supplies	137,367.00
5000-5999: Services And Other Operating Expenditures	89,000.00
5700-5799: Transfers Of Direct Costs	6,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
0000: Unrestricted	In Kind	0.00
2000-2999: Classified Personnel Salaries	LCFF - Base	65,500.00
4000-4999: Books And Supplies	LCFF - Base	32,980.00
5000-5999: Services And Other Operating	LCFF - Base	25,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	9,170.00
4000-4999: Books And Supplies	LCFF - Supplemental	36,680.00
5000-5999: Services And Other Operating	LCFF - Supplemental	60,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	42,000.00
2000-2999: Classified Personnel Salaries	Title I	26,550.00
4000-4999: Books And Supplies	Title I	67,707.00
5000-5999: Services And Other Operating	Title I	4,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	51,800.00
<b>Goal 2</b>	131,307.00
<b>Goal 3</b>	65,980.00
<b>Goal 4</b>	27,000.00
<b>Goal 5</b>	68,000.00
<b>Goal 6</b>	40,500.00

## 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
Anjanette Winckler	X				
Rachelle Azziz		X			
Amy Lobsinger		X			
Veronica Tadeo		X			
Sandra Vargas			X		
Raquel Rubalcaba				X	
Gustavo Ramos				X	
Maria Quevedo				X	
Josephina Garcia				X	
Guadalupe Vega				X	
Luis Gordillo (non voting)					X
Wall, Mark (alternate)				X	
Leanne Jimenez (Alternate)				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>1</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

X Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

X District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

X Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on March 22, 2017.

Attested:

Anjanette Winckler

Typed Name of School Principal

Signature of School Principal

Date



Raquel Rubalcaba

Typed Name of SSC Chairperson



Signature of SSC Chairperson

Date