

The Single Plan for Student Achievement

School: Liberty Elementary School
CDS Code: 42691206045272
District: Santa Maria-Bonita School District
Principal: Lynn Shrogin
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Liberty Elementary School's Vision and Mission Statements

MISSION

Our mission is to teach, to learn and to facilitate learning in a cooperative and safe environment.

VISION

At Liberty school, students, staff, parents and community members are committed to providing a safe environment that promotes collaboration, self responsibility and an engaging, challenging curriculum that supports lifelong learners with a growth mindset.

School Profile

CORE VALUES

1. We believe every person has a value and potential.
2. WE believe in the power of teaching.
3. We believe families are critical partners in a child's education.
4. We believe the greatest learning occurs in a safe environment.
5. We believe all students should be given the best education possible.
6. We believe in being advocates for our district's excellence.
7. We believe in dignity and respect for all.

MISSION

Our mission is to teach, to learn and to facilitate learning in a cooperative and safe environment.

VISION

At Liberty school, students, staff, parents and community members are committed to providing a safe environment that promotes collaboration, self responsibility and an engaging, challenging curriculum that supports lifelong learners with a growth mindset.

Liberty School is located in the southwestern region of Santa Maria. Liberty is one of 21 schools in the S.M.B.S.D., of which 4 are Junior High Schools and 17 are Elementary Schools. Liberty School has been open since 2004 and now has transitional kinder through sixth grade including two learning handicapped, and two severely handicapped classes. Presently we have 907 students enrolled at Liberty school. We have 139 kinder students, 111 first graders, 124 second graders, 118 third graders, 125 fourth graders, 141 fifth graders and 149 sixth graders. We have 457 boys and 450 girls, and 33 teachers. Currently, we have 10% in special education, 66% qualifying for English language Learner support, and 83% qualifying for free or reduced price meals.

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).

We complete the Healthy Kids Survey and results are collected by the district. Staff members complete Google surveys as we progress through the PLC process and that data is used to lead the direction in terms of support for the PLC.

Classroom Observations

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

Administration is in classroom weekly with formal observations given as stated in the district contract (one formal observation for tenured teachers and two formal observations for probationary and temporary teachers). Administration and support staff complete TIER II behavior plan walkthroughs for all students on a behavior plan.

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)

Teachers analyze CAASPP data to guide instruction and possible intervention needs. They also use district benchmarks to help plan for enrichment and intervention to reach the needs of all students. CELDT data is analyzed to place students in appropriate ELD classes and help plan instruction for the 4 strands of ELD instruction (reading, writing, speaking, listening).

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

Teachers use formative assessment data to make daily adjustments to curriculum lessons and plan interventions accordingly. Teachers use summative assessment data to help plan necessary interventions and possible enrichment activities. Teachers are given time to analyze data and plan lessons that will address the student needs of the class. Students are placed in MTSS through formative and summative assessments that can give a well rounded idea of what each individual student needs to be successful.

Staffing and Professional Development

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

Teachers and staff meet weekly as outlined in the district contract.

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

Teachers attend mandatory district professional development approximately 4 times a year. Teachers also receive weekly on-site professional development that aligns to the individual school's needs that support the school vision statement.

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

Professional development is aligned to the needs of the school as outlined in the school vision statement. These professional developments include but are not limited to growth mindset, vocabulary for Common Core, Professional Learning Communities, Formative & Summative Assessment, math and language arts curriculum, and Smarter Balance procedures.

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

Teachers receive support from district TOSAs that specialize in math, reading, science, and special education needs. On campus, there is an Intervention Teacher who helps with reading intervention, growth mindset, and other language arts based curriculum needs.

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

Teachers are given time daily for preparation and/or collaboration with other teachers as outlined in the district contract. Teachers are given time weekly to meet as a grade level and plan as needed.

Teaching and Learning

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

Teachers use curriculum provided by the district in accordance with district guidelines. Time is given to teachers to plan lessons that align to common core standards.

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

All mandated instructional minutes are scheduled as outlined in the district and state guidelines. Schedules are checked regularly to guarantee compliance.

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

Teachers provide daily intervention through small group reteaching. Teacher tutors and intervention staff instruct students in small groups to help standards that are not mastered.

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

Teachers use district mandated curriculum as aligned through district guidelines.

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 students are placed in classes that provide standards-aligned instruction in core subjects. Additional intervention time and resources are provided when students are not mastering the standards. These intervention materials are approved by the district and align to student needs.

Opportunity and Equal Educational Access

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

All students are exposed to grade-level curriculum. In addition, students who do not show mastery of grade level standards are brought forward to intervention staff. Student data is analyzed and interventions are planned as additional support to the grade-level curriculum.

14. Research-based educational practices to raise student achievement

Teachers use Good First Instruction to expose all students to the grade level curriculum. GATE differentiation strategies are used when enrichment is needed. MTSS/RTI strategies for intervention are used when students do not show mastery. These include but are not limited to lessons in decoding, blending, reading comprehension, writing, math facts, math calculation, and NTSS science standards.

Parental Involvement

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

Parents are offered parenting classes and ELD classes to help learn new parenting and communication skills. Liberty offers support in after school programs such as homework club, type-to-learn, and Achieve3000. The district offers support through programs for migrant students and community liaisons.

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)

Parents, families, staff, and community representatives are invited to participate in ELAC, school site council, and Booster Club.

Funding

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

We provide extended classes in homework support, Type to Learn, Achieve3000, migrant intersession and summer school. We also provide parent ESL classes in the evening.

18. Fiscal support (EPC)

We provide teacher tutors to help support Response to Intervention and Multi Tiered Systems of Support.

Description of Barriers and Related School Goals

Some of our barriers are that some of our children come from socially economically disadvantaged families. Many of these students are second language learners and their vocabulary is limited on both their primary and secondary languages. Liberty has approximately 40% recidivism rate which leads to students constantly having to adjust to new school settings. Currently, Liberty School does not have an Intervention room which we used to use for small group interventions, testing, and placement of students. Transitional Kindergarten through 1st grade classes currently have instructional aides for 3.5 hours a day. Our school goal is to hire five additional instructional aides to support 2nd-6th grade students to address some of the aforementioned barriers.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	130	110	123	107	122	107	94.6	97.3
Grade 4	153	117	145	113	145	113	94.8	96.6
Grade 5	153	129	139	124	138	124	90.8	96.1
Grade 6	93	114	91	113	91	113	97.8	99.1
All Grades	529	470	498	457	496	457	94.1	97.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2358.6	2347.1	4	4	15	10	23	24	57	62
Grade 4	2386.4	2398.7	5	6	8	13	21	22	66	58
Grade 5	2415.5	2427.5	1	3	14	15	20	29	63	52
Grade 6	2483.2	2471.8	2	5	33	19	26	35	38	42
All Grades	N/A	N/A	3	5	16	14	22	28	58	53

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	7	4	36	32	57	64	
Grade 4	5	6	33	35	62	59	
Grade 5	4	3	35	35	61	61	
Grade 6	7	7	42	33	52	60	
All Grades	5	5	36	34	59	61	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	5	35	35	60	61
Grade 4	3	6	34	42	63	52
Grade 5	4	9	35	42	61	49
Grade 6	12	6	48	52	38	42
All Grades	5	7	37	43	57	51

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	7	64	50	32	43
Grade 4	4	4	55	64	41	32
Grade 5	4	5	49	52	47	44
Grade 6	9	4	71	68	20	27
All Grades	5	5	59	58	36	37

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	8	37	44	52	48
Grade 4	3	4	41	46	56	50
Grade 5	7	6	42	52	51	43
Grade 6	10	7	65	61	25	32
All Grades	7	6	45	51	48	43

Conclusions based on this data:

1. Tracking CAASPP cohorts by grade level; 3rd to 4th, 4th to 5th and 5th to 6th grades for the 2014-15 and 2015-16 CAASPP administrations; all three cohorts of Liberty students showed growth in their average grade level CAASPP scale score in English language arts.
2. Tracking CAASPP cohorts by grade level; 3rd to 4th, 4th to 5th and 5th to 6th grades for the 2014-15 and 2015-16 CAASPP administrations; all three cohorts of Liberty students showed growth in their average grade level CAASPP scale score in mathematics.
3. When tracking the three CAASPP testing cohorts from the 2014-15 to the 2015-16 CAASPP administrations, Liberty students showed a reduction in the percentage of students inhabiting the 'Not At Standard' (lowest) category in both English language arts and mathematics.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	130	110	127	110	126	110	97.7	100
Grade 4	153	117	149	117	146	117	97.4	100
Grade 5	153	129	144	128	143	128	94.1	99.2
Grade 6	93	114	93	114	93	114	100.0	100
All Grades	529	470	513	469	508	469	97.0	99.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2370.3	2356.7	1	1	20	15	20	19	59	65
Grade 4	2411.4	2421.9	0	3	9	15	39	41	50	41
Grade 5	2399.8	2416.3	1	0	1	3	16	23	82	74
Grade 6	2461.9	2440.4	2	2	12	6	31	31	55	61
All Grades	N/A	N/A	1	1	10	10	26	28	62	61

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	4	32	25	64	71
Grade 4	4	8	26	30	69	62
Grade 5	1	1	8	16	90	84
Grade 6	4	3	30	23	66	75
All Grades	3	4	23	23	73	73

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	7	33	27	60	65
Grade 4	3	3	34	42	63	56
Grade 5	1	1	15	22	85	77
Grade 6	1	2	43	29	56	69
All Grades	3	3	30	30	67	67

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	6	44	48	51	45
Grade 4	1	9	44	43	54	48
Grade 5	0	1	27	29	73	70
Grade 6	4	2	48	44	47	54
All Grades	2	4	40	41	57	55

Conclusions based on this data:

1. Tracking CAASPP cohorts by grade level; 3rd to 4th, 4th to 5th and 5th to 6th grades for the 2014-15 and 2015-16 CAASPP administrations; all three cohorts of Liberty students showed growth in their average grade level CAASPP scale score in English language arts.
2. Tracking CAASPP cohorts by grade level; 3rd to 4th, 4th to 5th and 5th to 6th grades for the 2014-15 and 2015-16 CAASPP administrations; all three cohorts of Liberty students showed growth in their average grade level CAASPP scale score in mathematics.
3. When tracking the three CAASPP testing cohorts from the 2014-15 to the 2015-16 CAASPP administrations, Liberty students showed a reduction in the percentage of students inhabiting the 'Not At Standard' (lowest) category in both English language arts and mathematics.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					2 11%		5 45%	4 22%		5 45%	8 44%		1 9%	4 22%	
1	4 6%	3 4%		12 18%	16 21%		29 43%	29 38%		11 16%	18 23%		11 16%	11 14%	
2				5 9%	5 7%		24 41%	28 41%		18 31%	29 42%		11 19%	7 10%	
3	2 2%			8 10%	4 5%		38 47%	24 32%		20 25%	35 46%		13 16%	13 17%	
4	7 8%	4 5%		15 16%	7 9%		44 47%	43 55%		13 14%	14 18%		14 15%	10 13%	
5	2 3%	1 2%		16 22%	19 30%		34 46%	29 45%		11 15%	10 16%		11 15%	5 8%	
6		1 2%		11 30%	11 20%		17 46%	17 31%		3 8%	9 16%		6 16%	17 31%	
Total	15 4%	9 2%		67 16%	64 15%		191 45%	174 40%		81 19%	123 28%		67 16%	67 15%	

Conclusions based on this data:

1. The percentage of Liberty students who met AMAO #1 held relatively constant at 41.5% of students meeting this goal between the 2015-16 and the 2016-17 CELDT administrations.
2. The percentage of Liberty students who met AMAO #2 held constant at 26.9% for students who have been receiving instruction in U.S. schools for more than 5 years between the 2015-16 and the 2016-17 CELDT administrations.
3. There was a 1% increase in the percentage of Liberty students who met the AMAO #2 goal and have been receiving instruction in U.S. schools for less than 5 years between the 2015-16 and the 2016-17 CELDT administrations.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				2	2		20	10		24	30		49	65	
				2%	2%		21%	9%		25%	28%		52%	61%	
1	5	3		15	17		33	29		13	18		14	15	
	6%	4%		19%	21%		41%	35%		16%	22%		18%	18%	
2				6	5		24	29		18	30		12	10	
				10%	7%		40%	39%		30%	41%		20%	14%	
3	2			10	4		39	27		20	35		21	19	
	2%			11%	5%		42%	32%		22%	41%		23%	22%	
4	7	4		15	7		45	44		14	14		20	14	
	7%	5%		15%	8%		45%	53%		14%	17%		20%	17%	
5	2	1		16	19		36	29		12	11		19	12	
	2%	1%		19%	26%		42%	40%		14%	15%		22%	17%	
6		1		12	11		20	18		3	9		8	17	
		2%		28%	20%		47%	32%		7%	16%		19%	30%	
Total	16	9		76	65		217	186		104	147		143	152	
	3%	2%		14%	12%		39%	33%		19%	26%		26%	27%	

Conclusions based on this data:

1. There was a 6% reduction in the percentage of Liberty students who inhabited the intermediate category (3) between the 2014-15 and the 2015-16 CELDT administrations.
2. The percentage of Liberty students who met AMAO #1 held relatively constant at 41.5% of students meeting this goal between the 2015-16 and the 2016-17 CELDT administrations.
3. There was a 1% increase in the percentage of Liberty students who met the AMAO #2 goal and have been receiving instruction in U.S. schools for less than 5 years between the 2015-16 and the 2016-17 CELDT administrations.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	411	421	437
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	411	421	437
Number Met	170	179	198
Percent Met	41.4%	42.5%	45.3%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	413	94	405	108	435	111
Number Met	41	29	51	28	38	30
Percent Met	9.9%	30.9%	12.6%	25.9%	8.7%	27.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

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

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

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

Conclusions based on this data:

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

Planned Improvements in Student Performance

School Goal #1

SUBJECT: English Language Arts
LEA/LCAP GOAL:
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning.
SCHOOL GOAL #1:
Liberty students will demonstrate academic growth in English Language Arts as demonstrated on a variety of measures. For the four CAASPP testing cohorts, (3rd, 4th, 5th, and 6th grades) our target is to show a 5 point growth school-wide in the percentage of students who enter the 'At Standard' and 'Exceeded Standard' category and a minimum of 45 points of scale score growth school-wide in the average scale score for Liberty students in each of the 3 testing cohorts, which have at least two years of CAASPP data. For students in grades TK through 2nd, academic growth for these students will be evidenced on district and school adopted formative and summative assessments. It is our goal that all students, students with disabilities, foster home, homeless, free and reduced lunch, Migrant, Economically disadvantaged, and English learners all have access to materials, technology and highly qualified teachers to provide them with the skills necessary to be college and career ready.
Data Used to Form this Goal:
Data from 2017, 2018, 2019, 2020 CAASPP administration.
Findings from the Analysis of this Data:
The students at Liberty Elementary school maintained their performance on the CAASPP in the area of English Language Arts. On a colored scale, (ordered from red, orange, yellow, green, blue) Liberty scored in the yellow range.
How the School will Evaluate the Progress of this Goal:
Students will decrease the percentage of all students in the 'far below basic' and 'below basic' areas by 5% and increase the percentage of all students in the 'basic' and 'proficient' areas on the District Assessments for ELA.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Purchase supplemental and ancillary materials to support students identified as strategic or intensive, including SBE approved reading interventions for students performing two or more grade levels below and core replacement (Program 5) programs. Purchase supplemental and ancillary materials to support students identified as benchmark/beyond or GATE.</p> <p>2. Focus high quality professional development for principals and teachers on the implementation of CCSS ELA standards at each level (intensive, strategic, benchmark, beyond)</p> <p>3. Provide students with rich and varied educational experiences. These will include field trips, fine arts activities, assemblies, and guest speakers which will be provided to encourage a school attitude of success in academics.</p> <p>4. Provide a comprehensive Extended Day Program with opportunities for remediation, enrichment, the arts, physical education and homework support.</p>	2017-2020	Principal	1.Materials and technology will be purchased for ELA to ensure access to Common Core State Standards.	4000-4999: Books And Supplies	LCFF - Supplemental	14,822
		Faculty				
		ASES	1.Materials and technology will be purchased for ELA to ensure access to Common Core State Standards.	4000-4999: Books And Supplies	LCAP Concentration	9,827
		Migrant				
		District	1.Materials and technology will be purchased for ELA to ensure access to Common Core State Standards.	4000-4999: Books And Supplies	LCFF - Base	6,952
		Computer tech				
		Grade level collaborative teams	1.Use Title I funds to supplement materials and technology for ELA to ensure access to Common Core State Standards.	4000-4999: Books And Supplies	Title I	2,349
	2. Professional development opportunities for teachers in Common Core ELA.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	16,000		
	3. Speakers, field trips, assemblies, guest speakers, art and ,music lessons.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	9,000		
	4. ASES Extended Day Program, Migrant Extended Day program, Liberty Extended Day Program	1000-1999: Certificated Personnel Salaries	LCFF - Base	8,340		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>5. Provide opportunities to lower teacher to student ratios through instructional aides.</p> <p>6. Provide computer lab technician as support for the classroom with integration of software and maintenance of equipment, and to assist with technology instruction and core instruction.</p> <p>7. Hire additional intervention support staff to support interventions, assessments, grade level collaboration, and staff development.</p> <p>8. Provide a library media specialist to provide all students access to leveled texts and support.</p> <p>9. Provide a project clerk to provide clerical support and data to help students master CCSS, ELA, EDP, and provide parent and community communication.</p>	2017-2020	Principal	5. Salaries and benefits for instructional assistants.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	75,600
		Faculty	5. Salaries and benefits for bilingual instructional assistants.	2000-2999: Classified Personnel Salaries	Title I	18,900
		ASES	6. Salary and benefits for computer technician.	2000-2999: Classified Personnel Salaries	LCFF - Base	21,404
		Migrant	7. Salary and benefits for additional intervention staff	1000-1999: Certificated Personnel Salaries	LCFF - Base	20,606
		District	7. Use Title I funds to supplement salary and benefits for additional intervention staff	1000-1999: Certificated Personnel Salaries	Title I	94,500
		Computer tech	8. Salary and benefits for library media specialist	2000-2999: Classified Personnel Salaries	LCFF - Base	21,279
		Grade level collaborative teams	9. Salary and benefits for project clerk	2000-2999: Classified Personnel Salaries	LCFF - Base	40,640

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>10. Provide access to technology for every student and staff member to support, enhance and increase knowledge of content standards and to improve motivation in learning. Provide technology and software that supports standards based instruction and train students to use technology to improve learning.</p> <p>11. Provide incentives for academic achievement, behavior and/or attendance.</p> <p>12. Provide on-site training if appropriate (consultant fees)</p> <p>13. Hire an Intervention teacher to support interventions, assessments, grade level collaboration, and staff development.</p>	2017-2020	Principal	10. Purchase hardware, infrastructure, equipment, furniture and software.	4000-4999: Books And Supplies	LCFF - Supplemental	35,000
		Faculty				
		ASES	11. Purchase incentives for achievement as needed throughout the year.	4000-4999: Books And Supplies	LCFF - Base	5,000
		Migrant				
District	12. Arrange for speakers and trainings, including stipends for presenters as needed throughout the year.	5000-5999: Services And Other Operating Expenditures	Title I	3,000		
Computer tech						
		Grade level collaborative teams	13. Salary and benefits for Intervention teacher (funded by District LCAP funds)	1000-1999: Certificated Personnel Salaries	District Funded	0

Planned Improvements in Student Performance

School Goal #2

SUBJECT: English Language Development
LEA/LCAP GOAL:
LEA GOAL: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP GOAL: Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.
SCHOOL GOAL #2:
Liberty Elementary School English language learners will continue to show academic growth in their language capacity and development as measured on a variety of measures. For students taking the CELDT assessment these years, our goal is to show a minimum of 15 points of growth in the average Liberty School students' scale score in the Overall subcategory proficiency score. For students being administered the ELPAC, our goal will be to meet the initial state of California targets set for us on this new assessment in the coming school years.
Data Used to Form this Goal:
Data from 2017, 2018, 2019, 2020 CAASPP administration.
Findings from the Analysis of this Data:
Data shows that 2% of students were reclassified in 2015-2016.
How the School will Evaluate the Progress of this Goal:
There will be a 2% increase in the CELDT reclassification rate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Purchase supplemental and ancillary materials to support students acquiring English language skills.</p> <p>2. Focus high quality professional development for principals and teachers on the implementation of effective strategies for ELLs</p> <p>3. Provide students with rich and varied educational experiences. These will include field trips, fine arts activities, assemblies, and guest speakers which will be provided to encourage a school attitude of success in academics.</p> <p>4. Provide a comprehensive Extended Day Program with opportunities for remediation, enrichment, the arts, physical education and homework support.</p> <p>5. Provide opportunities to lower teacher to student ratios and provide targeted small group instruction through hiring instructional aides.</p>	2017-2020	Principal	<p>1. Materials and technology will be purchased for ELD to ensure access to Common Core State Standards. (incorporated in Goal 1)</p> <p>2. Professional development opportunities for teachers in ELD. (incorporated in Goal 1)</p> <p>3. Speakers, field trips, assemblies, guest speakers, art and, music lessons. (incorporated in Goal 1)</p> <p>4. ASES Extended Day Program, Migrant Extended Day program, Liberty Extended Day Program (incorporated in Goal 1)</p> <p>5. Salaries and benefits for instructional assistants. (incorporated in Goal 1)</p>	4000-4999: Books And Supplies	LCFF - Supplemental	0
		Faculty		5000-5999: Services And Other Operating Expenditures	LCFF - Base	0
		District		5000-5999: Services And Other Operating Expenditures	LCFF - Base	0
		District ASES		1000-1999: Certificated Personnel Salaries	LCFF - Base	0
		District Migrant		2000-2999: Classified Personnel Salaries	LCFF - Supplemental	0
		Computer tech				
		Grade level collaborative teams				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>6. Provide computer lab technician as support for the classroom with integration of software and maintenance of equipment, and to assist with technology instruction and core instruction.</p> <p>7. Hire additional intervention support and staff to support intensive interventions, assessments, grade level collaboration, and staff development.</p> <p>8. Provide a library media specialist to provide all students access to leveled texts and support.</p> <p>9. Provide a project clerk to provide clerical support and data to help students master CCSS, ELD, EDP, and provide parent and community communication.</p>	2017-2020	Principal	6. Salary and benefits for computer technician. (incorporated in Goal 1)	2000-2999: Classified Personnel Salaries	LCFF - Base	0
		Faculty				
		District				
		District ASES				
		District Migrant	7. Salary and benefits for intervention support staff. (incorporated in Goal 1)	1000-1999: Certificated Personnel Salaries	LCFF - Base	0
		Computer tech				
		Grade level collaborative teams	8. Salary and benefits for library media specialist (incorporated in Goal 1)	2000-2999: Classified Personnel Salaries	LCFF - Base	0
			9. Salary and benefits for project clerk (incorporated in Goal 1)	2000-2999: Classified Personnel Salaries	LCFF - Base	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>10. Provide access to technology for every student and staff member to support, enhance and increase knowledge of content standards and to improve motivation in learning. Provide technology and software that supports standards based instruction and train students to use technology to improve learning.</p> <p>11. Provide incentives for academic achievement, behavior, and/or attendance.</p> <p>12. Provide on-site training if appropriate (consultant fees)</p> <p>13. Hire an English Language Development coach to support interventions, assessments, grade level collaboration, and staff development.</p>	2017-2020	Principal	<p>10. Purchase hardware, infrastructure, equipment, furniture and software. (incorporated in Goal 1)</p> <p>11. Purchase incentives for achievement as needed throughout the year. (incorporated in Goal 1)</p> <p>12. Arrange speakers and trainings, including stipends for presenters as needed throughout the year. (incorporated in Goal 1)</p> <p>13. Salary and benefits for ELD coach (funded by District LCAP funds)</p>	4000-4999: Books And Supplies	LCFF - Supplemental	0
		Faculty		4000-4999: Books And Supplies	LCFF - Base	0
		District		5000-5999: Services And Other Operating Expenditures	Title I	0
		District ASES		1000-1999: Certificated Personnel Salaries	District Funded	0
		District Migrant				
		Computer tech				
		Grade level collaborative teams				

Planned Improvements in Student Performance

School Goal #3

SUBJECT: Mathematics
LEA/LCAP GOAL:
LEA GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. LCAP GOAL: Provide effective district/school wide support systems, procedures, materials and practices that support student learning.
SCHOOL GOAL #3:
Liberty students will demonstrate academic growth in Mathematics as demonstrated on a variety of measures. For the four CAASPP testing cohorts, (3rd, 4th, 5th, and 6th grades) our target is to show a 5 point growth school-wide in the percentage of students who enter the 'At Standard' and 'Exceeded Standard' category and a minimum of 50 points of scale score growth school-wide in the average scale score for Liberty students in each of the 4 testing cohorts, which have at least two years of CAASPP data. For students in grades TK through 2nd, academic growth for these students will be evidenced on district and school adopted formative and summative assessments. It is our goal that all students, students with disabilities, foster home, homeless, free and reduced lunch, Migrant, Economically disadvantaged, and English learners all have access to materials, technology and highly qualified teachers to provide them with the skills necessary to be college and career ready.
Data Used to Form this Goal:
Data from 2016 and 2017 SBAC administration needed to assess the success of implementation.
Findings from the Analysis of this Data:
The students at Liberty Elementary school maintained their performance on the CAASPP in the area of Math. On a colored scale, (ordered from red, orange, yellow, green, blue) Liberty scored in the yellow range.
How the School will Evaluate the Progress of this Goal:
Students will decrease the percentage of all students will decrease the percentage of all students in the 'far below basic' and 'below basic' areas by 5% and increase the percentage of all students in the 'basic' and proficient' areas on the District Assessments for math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Purchase supplemental and ancillary materials to support students acquiring math skills.</p> <p>2. Focus high quality professional development for principals and teachers on the implementation of effective strategies for math.</p> <p>3. Provide students with rich and varied educational experiences. These will include field trips, fine arts activities, assemblies, and guest speakers which will be provided to encourage a school attitude of success in academics.</p> <p>4. Provide a comprehensive Extended Day Program with opportunities for remediation, enrichment, the arts, physical education and homework support.</p> <p>5. Provide opportunities to lower teacher to student ratios and provide targeted small group instruction through hiring instructional aides.</p>	2017-2020	Principal	<p>1. Materials and technology will be purchased for math to ensure access to Common Core State Standards.</p> <p>2. Professional development opportunities for teachers in math. (incorporated in Goal 1)</p> <p>3. Speakers, field trips, assemblies, guest speakers, art, and music lessons. (incorporated in Goal 1)</p> <p>4. ASES Extended Day Program, Migrant Extended Day program, Liberty Extended Day Program (incorporated in Goal 1)</p> <p>5. Salaries and benefits for instructional assistants. (incorporated in Goal 1)</p>	4000-4999: Books And Supplies	LCFF - Base	28,679
		Faculty		5000-5999: Services And Other Operating Expenditures	LCFF - Base	0
		District		5000-5999: Services And Other Operating Expenditures	LCFF - Base	0
		District ASES		1000-1999: Certificated Personnel Salaries	LCFF - Base	0
		District Migrant		2000-2999: Classified Personnel Salaries	LCFF - Supplemental	0
Computer tech						
Grade level collaborative teams						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>6. Provide computer lab technician as support for the classroom with integration of software and maintenance of equipment, and to assist with technology instruction and core instruction.</p> <p>7. Hire additional intervention support staff to support interventions, assessments, grade level collaboration, and staff development.</p> <p>8. Provide a library media specialist to provide all students access to leveled texts and support.</p> <p>9. Provide a project clerk to provide clerical support and data to help students master CCSS, math, EDP, and provide parent and community communication.</p>	2017-2020	Principal	6. Salary and benefits for computer technician. (incorporated in Goal 1)	2000-2999: Classified Personnel Salaries	LCFF - Base	0
		Faculty				
		District	7. Salary and benefits for intervention staff. (incorporated in Goal 1)	1000-1999: Certificated Personnel Salaries	LCFF - Base	0
		District ASES				
		District Migrant				
		Computer tech	8. Salary and benefits for library media specialist (incorporated in Goal 1)	2000-2999: Classified Personnel Salaries	LCFF - Base	0
		Grade level collaborative teams				
			9. Salary and benefits for project clerk (incorporated in Goal 1)	2000-2999: Classified Personnel Salaries	LCFF - Base	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
<p>10. Provide access to technology for every student and staff member to support, enhance and increase knowledge of content standards and to improve motivation in learning. Provide technology and software that supports standards based instruction and train students to use technology to improve learning.</p> <p>11. Provide incentives for academic achievement, behavior, and/or attendance.</p> <p>12. Provide on-site training if appropriate (consultant fees).</p>	2017-2020	Principal	10. Purchase hardware, infrastructure, equipment, furniture and software. (incorporated in Goal 1)	4000-4999: Books And Supplies	LCFF - Supplemental	0	
		Faculty		11. Purchase incentives for achievement as needed throughout the year. (incorporated in Goal 1)	4000-4999: Books And Supplies	LCFF - Base	0
		District					
		District ASES					
		District Migrant					
		Computer tech					
		Grade level collaborative teams	12. Arrange speakers and trainings, including stipends for presenters as needed throughout the year. (incorporated in Goal 1)	5000-5999: Services And Other Operating Expenditures	Title I	0	

Planned Improvements in Student Performance

School Goal #4

SUBJECT: Other Subjects (Social Studies, Science, PE, Arts)
LEA/LCAP GOAL:
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.
SCHOOL GOAL #4:
All Liberty TK-6 students will show academic improvement in Social Studies, Science, Physical Education, Fine Arts, and technology as measured by the California Science Test, Physical Fitness Test, and all district ad school assessments. Our goal is to provide access to experiential learning, materials, technology, and highly qualified teachers to provide our students with a deep understanding of history/social studies, science, physical education, arts, and technology to be college and career ready.
Data Used to Form this Goal:
California Science Test, Physical Fitness Test, district and school site formative and summative assessment data.
Findings from the Analysis of this Data:
Students participated in required Science, Social Studies, Art, and PE as seen in required instructional minutes.
How the School will Evaluate the Progress of this Goal:
Students will be exposed to science, social studies, art, and PE as evidenced in the monitoring of academic minutes for each classroom, 5th grade state science testing, 5th grade PE testing, and progress on district benchmarks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Purchase supplemental and ancillary materials to support students in all subject areas.</p> <p>2. Focus high quality professional development for principals and teachers on the implementation of effective strategies for all subject areas.</p> <p>3. Provide students with rich and varied educational experiences. These will include field trips, fine arts activities, assemblies, and guest speakers which will be provided to encourage a school attitude of success in academics.</p> <p>4. Provide a comprehensive Extended Day Program with opportunities for remediation, enrichment, the arts, physical education and homework support.</p> <p>5. Provide opportunities to lower teacher to student ratios and provide targeted small group instruction through hiring instructional aides.</p>	2017-2020	Principal	<p>1. Materials and technology will be purchased for all subject areas to ensure access to Common Core State Standards. (incorporated in Goal 1)</p> <p>2. Professional development opportunities for teachers in all subject areas. (incorporated in Goal 1)</p> <p>3. Speakers, field trips, assemblies, guest speakers, art and, music lessons. (incorporated in Goal 1)</p> <p>4. ASES Extended Day Program, Migrant Extended Day program, Liberty Extended Day Program (incorporated in Goal 1)</p> <p>5. Salaries and benefits for instructional assistants. (incorporated in Goal 1)</p>	4000-4999: Books And Supplies	LCFF - Supplemental	0
		Faculty		5000-5999: Services And Other Operating Expenditures	LCFF - Base	0
		District		5000-5999: Services And Other Operating Expenditures	LCFF - Base	0
		District ASES		1000-1999: Certificated Personnel Salaries	LCFF - Base	0
		District Migrant		2000-2999: Classified Personnel Salaries	LCFF - Supplemental	0
Computer tech						
Grade level collaborative teams						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>6. Provide computer lab technician as support for the classrooms with integration of software and maintenance of equipment, and to assist with technology instruction and core instruction.</p> <p>7. Hire additional intervention support staff to support interventions, assessments, grade level collaboration, and staff development.</p> <p>8. Provide a library media specialist to provide all students access to leveled texts and support.</p> <p>9. Provide a project clerk to provide clerical support and data to help students master CCSS, all subject areas, EDP, and provide parent and community communication.</p>	2017-2020	Principal	6. Salary and benefits for computer technician. (incorporated in Goal 1)	2000-2999: Classified Personnel Salaries	LCFF - Base	0
		Faculty				
		District				
		District ASES				
		District Migrant	7. Salary and benefits for intervention staff (incorporated in Goal 1)	1000-1999: Certificated Personnel Salaries	LCFF - Base	0
		Computer tech	8. Salary and benefits for library media specialist. (incorporated in Goal 1)	2000-2999: Classified Personnel Salaries	LCFF - Base	0
		Grade level collaborative teams				
			9. Salary and benefits for project clerk (incorporated in Goal 1)	2000-2999: Classified Personnel Salaries	LCFF - Base	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>10. Provide access to technology for every student and staff member to support, enhance and increase knowledge of content standards and to improve motivation in learning. Provide technology and software that supports standards based instruction and train students to use technology to improve learning.</p> <p>11. Provide incentives for academic achievement, behavior, and/or attendance.</p> <p>12. Provide on-site training if appropriate (consultant fees)</p> <p>13. Provide instruction in fine arts (including art, dance, music, and theater)</p> <p>14. Provide physical education instruction.</p>	2017-2020	Principal	<p>10. Purchase hardware, infrastructure, equipment, furniture and software. (incorporated in Goal 1)</p> <p>11. Purchase incentives for achievement as needed throughout the year. (incorporated in Goal 1)</p> <p>12. Arrange speakers and trainings, including stipends for presenters as needed throughout the year. (incorporated in Goal 1)</p> <p>13. Contracts and fees for but not limited to Children's Creative Project guest artists.</p> <p>14. Salaries and benefits for PE specialists (funded by District LCAP funds)</p>	4000-4999: Books And Supplies	LCFF - Supplemental	0
		Faculty		4000-4999: Books And Supplies	LCFF - Base	0
		District		5000-5999: Services And Other Operating Expenditures	Title I	0
		District ASES		5000-5999: Services And Other Operating Expenditures	LCFF - Base	20,000
		District Migrant		1000-1999: Certificated Personnel Salaries	District Funded	0
		Computer tech				
		Grade level collaborative teams				

Planned Improvements in Student Performance

School Goal #5

SUBJECT: Support Services (Counseling, Safety, Nutrition, Health)
LEA/LCAP GOAL:
LEA GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning. LCAP GOAL: Maintain a safe, secure, healthy and positive learning environment for all students and staff.
SCHOOL GOAL #5:
Liberty Elementary School will continue to provide a safe learning environment and implement strategies to promote good behavior, citizenship, and health. (Goals should be prioritized, measurable, and focused on identified student learning needs. Students with unmet behavioral needs will receive appropriate counseling and behavioral support programs.
Data Used to Form this Goal:
80% of Liberty students will feel safe in school, as measured by the Healthy Kids Survey when administered in 2017-2020.
Findings from the Analysis of this Data:
Liberty Elementary School had a suspension rate of 3.44% during the 2015-2016 school year. In 2014-2015, the suspension rate was 4.11%. The attendance rate in 2015-2016 was 96.12%.
How the School will Evaluate the Progress of this Goal:
The attendance rate for Liberty Elementary students will be at 96% and the suspension rate will be under 5.5%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Provide a variety of activities with staff supervision to help students adapt to school environment, and adjust to all phases of individual growth and how it relates to academic performance. Can include but not limited to extra-curricular activities, sports, and clubs.</p> <p>2. Provide programs to help students adapt to school environment, and adjust to all phases of academic growth, to include but not limited to Behavior Support Plans, Second Step, Too Good for Drugs, DARE, assemblies, and programs.</p> <p>3. Provide materials and supplies for all necessary programs and possible incentives for academic achievement and character education.</p> <p>4. Focus high quality professional development for principals and teachers related to school safety and school climate.</p>	2017-2020	Principal	1. Provide for Outreach Consultant(s)	5800: Professional/Consulting Services And Operating Expenditures	LCAP Concentration	101,850
		Faculty	1. Provide for Outreach Consultant(s), stipends for activities/sports/clubs, supplies/equipment.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	53,650
		Peace Officers				
		Outreach Counselor	2. Provide programs, speakers, field trips, assemblies, guest speakers, technology related to school safety and school climate.	4000-4999: Books And Supplies	LCFF - Base	7,000
School Psychologist	3. Provide materials, supplies, certificates, and incentives	5000-5999: Services And Other Operating Expenditures	LCAP Concentration	5,000		
SSC						
Behavior Specialist	4. Professional development opportunities for teachers as needed throughout the year.	4000-4999: Books And Supplies	LCAP Concentration	5,000		
Grade Level collaborative teams						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Provide students with rich and varied educational experiences for all students related to school safety, bullying, and/or character education. These will include field trips, fine arts activities, assemblies, and guest speakers which will be provided to encourage a school attitude of success in academics.	2017-2020	Principal Faculty Peace Officers Out Reach Counselor School Psychologist SSC Behavior Specialist Grade Level collaborative teams	5. Provide assemblies, fine arts lessons, field trips and other varied educational experiences, including but not limited to transportation costs, admissions, and stipends/consultant fees as needed throughout the year.	5000-5999: Services And Other Operating Expenditures	LCAP Concentration	3,000

Planned Improvements in Student Performance

School Goal #6

SUBJECT: Parent Involvement
LEA/LCAP GOAL:
LCAP GOAL: Create a culture of respect and caring that supports positive relationships among all stakeholders. LEA ACTION: Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents).
SCHOOL GOAL #6:
Strengthen family and community involvement in a welcoming school climate. (Goals should be prioritized, measurable, and focused on identified student learning needs.). Parents will be encouraged to and be given the opportunity to be actively involved in their children’s education. All parents will be given the opportunity to participate in decision making at Liberty school through their involvement in SSC/ELAC or through their conversations with school administration.
Data Used to Form this Goal:
Parent Surveys 2017-2020.
Findings from the Analysis of this Data:
Data shows that we have a higher level of participation in our evening events such as Local Community Services Night, Back to School Night, Open House, Family Night, and Parent/Student ELD night classes.
How the School will Evaluate the Progress of this Goal:
Increase in parent participation in above programs as well as extending migrant programs and using Achieve 3000 to connect parents to their children's learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Provide community building and parent events including but not limited to conferences, assemblies, parent education, Back to School Night, Open house, and School Site Council (SSC).</p> <p>2. Provide materials needed for parent involvement activities including but not limited to conferences, assemblies, parent education, Back to School Night, Open house, and School Site Council (SSC).</p> <p>3. Involve parents in the planning, review, and evaluation of programs through SSC, ELAC, Booster Club, etc.</p> <p>4. Establish protocols, resources, and support for parents including but not limited to translation services, child care, outreach consultants, materials and resources to facilitate their involvement in school.</p> <p>5. Hire a Community Liaison to assist with parent communication.</p> <p>6. Hire a Project Clerk to manage testing data that is communicated with parents.</p>	2017-2020	Principal	1. Provide stipends for staff to assist with preparation and facilitation of parent events as needed throughout the year.	1000-1999: Certificated Personnel Salaries	Title I	2,000
		Faculty		2. Provide materials needed for parent involvement.	4000-4999: Books And Supplies	Title I
		Grade level collaboration teams	3. Provide information (letters, flyers, calls) to invite and include parents/families.	4000-4999: Books And Supplies	Title I	1,000
		SSC/ELAC/Booster Club	4. Provide child care for parent events, translation services, interpreters, and necessary materials.	2000-2999: Classified Personnel Salaries	LCAP Concentration	11,340
		Project Clerk	5. Benefits and salary for Community Liaison	2000-2999: Classified Personnel Salaries	LCFF - Base	14,970
		Community Liaison	6. Benefits and salary for project clerk (incorporated in Goal 1)	2000-2999: Classified Personnel Salaries	LCFF - Base	0
Outreach Consultant(s)						

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Health and Safety Programs
SCHOOL GOAL #1:
LEA GOAL: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LCAP GOAL: Maintain a safe, secure, healthy and positive learning environment for all students and staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. A variety of services will be provided for students to help them adapt to school environment, and adjust to all phases of individual growth and how it relates to academic performance. The following programs will be implemented during the school day and after school: <ul style="list-style-type: none"> • Extra-Curricular Activities • Too Good for Drugs Program • Positive Behavior Programs and Strategies (including PBIS) • Second Step Antibullying Program • Student Connections (Teen Court, Foster Youth liaison) • Project Alert (Junior High) • Opportunity Classes (Junior High) • Fitzgerald Classes (8th grade) • Family Therapy Counseling (250 hrs per Junior High) 	2017-2020	Director of Pupil Services	Contract with Fighting Back	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	429,650
			PBIS Training and Resources	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	82,000
			Student Connections (Second Step, Teen Court, Foster Youth Liaison)	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	90,423
			Opportunity Classes (Junior High)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	500,000
			Fitzgerald Classes (8th grade)	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	365,980
			MFT Counseling	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	65,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. The following staff will be hired to contribute to safe, healthy school environments conducive to learning:</p> <ul style="list-style-type: none"> • Program Specialist for School Based Services and Family Engagement • Outreach Counselors who will work with students on school related issues and adjustment to all phases of school. • School Psychologists • Health Assistants • District Family Outreach Advocate • UCSB Academic Outreach Counselors • Healthy Start Advocates & Coordinator • School Nurses • Student Supervisors • BCBA Behavioral Support Specialists • School Resource Officers • Truancy Mentors (contract with Fighting Back) • CalSoap Tutors (partnership with Allan Hancock College) • Night Custodians for Extended Day and Family Engagement Activities 	2017-2020	Director of Pupil Services	Outreach Counselors' salaries & benefits	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	621,869
			Program Specialist's salaries & benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	134,156
			Health Assistants' salaries & benefits	2000-2999: Classified Personnel Salaries	LCAP Supplemental	472,911
			Family Outreach Advocate's salaries & benefits	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	80,000
			Healthy Start Advocates & Coordinator's salaries & benefits	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	526,883
			UCSB Academic Outreach Counselors	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	103,000
			Student Supervisors' and Night Custodians' salaries & benefits.	2000-2999: Classified Personnel Salaries	LCAP Supplemental	310,198
			BCBA Behavioral Specialists	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	220,000
			School Resource Officers	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	200,000
			CalSoap Tutors	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	171,804

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Professional Development
SCHOOL GOAL #2:
<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 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>1. Innovative Leadership: District will continue to provide the following activities to promote collaborative leadership and improve student achievement:</p> <ul style="list-style-type: none"> District Instructional Team meetings to coordinate services and support the implementation of LEA, LCAP and School Single Plans. LEA Stakeholder Committee meetings to provide input, monitor implementation, and assess effectiveness of LEA and School Single Plans. Bi-annual leadership retreats for all district and school leaders interspersed with monthly meetings for professional development 	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum TOSAs/Principals	District TOSAs' Salaries & Benefits (26.57% funded with Title I-PISA)	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	132,540
			Extra time for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	91,000
			Extra time for classified staff to prepare training materials	2000-2999: Classified Personnel Salaries	Title I Part A: Professional Development (PI Schools)	940
			Books and training supplies	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	82,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> School and teacher leaders' monthly meetings within cluster groups to examine and plan effective strategies to improve student achievement. Outside consultants to provide training and coaching for district and school leaders on Professional Learning Communities, Leadership, Research-Based Instructional Strategies, and State Common Core Standards. 	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum Curriculum TOSAs Principals	Professional Development, Conferences and Outside Consultants	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	400,000
			Use Title I-PISA funds to supplement cost for Professional Development, Conferences & Presenters	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	143,800
2. Innovative Instructional Delivery: <ul style="list-style-type: none"> Minimum days will be allocated on a weekly basis for professional development and collaborative grade level meetings: Continue to provide administrative, certificated and classified staff with professional development that supports State Standards in all academic areas, provides best practices, and supports the needs and program needs of school sites from preschool through 8th grade, including but not limited to, Math, ELA, ELD, Science, Social Studies, GATE, AVID, Dual Language Immersion, STEM, PE, Technology, Special Education, Preschool, Robotics and Visual and Performing Arts. 	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum Curriculum TOSAs Principals	District TOSAs' salaries and benefits (73.42% funded with Title II)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	348,014
			District TOSAs' salaries and benefits (5 staff funded with LCAP)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	609,048
			Site Intervention Teachers' salaries and benefits (91% funded with LCAP)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	1,783,635
			Site Intervention Teachers' salaries and benefits (9% funded with Title II)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	174,142
			Prof. Dev. Physical Education Specialists' salaries and benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	1,419,985
			Professional Development, Conferences and Outside Consultants	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	260,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> District Teachers on Special Assignment, intervention teachers and Lead Learners will be hired to provide training and coaching for teachers. Coordinator, MEPIC Clerk, and Account Clerk will be hired to organize professional development and provide clerical support for professional development. Lesson Study will be implemented focusing on ELA and math for collaborative planning and the enhancement of instructional delivery. During minimum days teachers and administrators meet to monitor student progress, using formative and summative assessments for strategic and intensive interventions during and outside the school day. Conference opportunities are provided on Common Core Standards, English Learner instruction, Professional Learning Communities, and offerings by Santa Barbara County Education Office. 	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum TOSAs Principals	Lead Learners' salaries and benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	430,503
			Coordinator's salaries and benefits (25% funded with Title II)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	42,835
			Clerks' salaries and benefits (Part-time clerk II and 10% Account Clerk III funded with Title II)	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	26,292

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

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

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

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #6

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

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #7

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

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #8

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

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

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

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	273,520	0.00
LCFF - Supplemental	125,422	0.00
Title I	126,749	0.00
LCAP Concentration	136,017	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCAP Concentration	136,017.00
LCFF - Base	273,520.00
LCFF - Supplemental	125,422.00
Title I	126,749.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	125,446.00
2000-2999: Classified Personnel Salaries	204,133.00
4000-4999: Books And Supplies	120,629.00
5000-5999: Services And Other Operating Expenditures	109,650.00
5800: Professional/Consulting Services And Operating	101,850.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	LCAP Concentration	11,340.00
4000-4999: Books And Supplies	LCAP Concentration	14,827.00
5000-5999: Services And Other Operating	LCAP Concentration	8,000.00
5800: Professional/Consulting Services And	LCAP Concentration	101,850.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	28,946.00
2000-2999: Classified Personnel Salaries	LCFF - Base	98,293.00
4000-4999: Books And Supplies	LCFF - Base	47,631.00
5000-5999: Services And Other Operating	LCFF - Base	98,650.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	75,600.00
4000-4999: Books And Supplies	LCFF - Supplemental	49,822.00
1000-1999: Certificated Personnel Salaries	Title I	96,500.00
2000-2999: Classified Personnel Salaries	Title I	18,900.00
4000-4999: Books And Supplies	Title I	8,349.00
5000-5999: Services And Other Operating	Title I	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	403,219.00
Goal 2	0.00
Goal 3	28,679.00
Goal 4	20,000.00
Goal 5	175,500.00
Goal 6	34,310.00

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
Lynn Shrogin	X				
Cynthia Ortiz				X	
Myrna Flores				X	
Veronica Pinales				X	
Gabriela Jimenez-Assistant Principal			X		
Darlene Regalado			X		
Lauren Maloney		X			
Alexandra Brown		X			
Cheryl Lenz		X			
Kathy Castle		X			
Numbers of members of each category:	1	4	2	3	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature



X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature



X District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature



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

Signature

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

Attested:

Lynn Shrogin

Typed Name of School Principal



Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date