

The Single Plan for Student Achievement

School: Ontiveros (Juan Pacifico) Elementary School
CDS Code: 42-69120-6109268
District: Santa Maria-Bonita School District
Principal: Mrs. Gayle Vyenielo
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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

Ontiveros (Juan Pacifico) Elementary School 's Vision and Mission Statements

School Vision

Collaborative We work together to be sure everyone is successful

Open We open doors to encourage each other's future successes

Navigate We steer and guide each other to be the best people we can be at all times

Diverse We are all unique and our talents shine in different ways

Optimistic We are positive in our outlook and believe in ourselves and in each other

Rigorous We know what we need to achieve and we work hard toward our goal

Super Successful Scholar We strive to do our best to realize our full potential

CONDORS: Learning as we Soar Toward the Future

Core Values

1. We believe every person has 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 happens in a safe environment
5. We believe all students deserve the best education possible
6. We believe in being advocates for our school and district's excellence
7. We believe in dignity and respect for all

District Vision, "We are here to prepare to children to be successful citizens."

School Profile

Juan Pacifico Ontiveros Elementary School is located in the north western region of Santa Maria and serves students in grades transitional-kindergarten through sixth grade, following a modified year-round calendar. Approximately 1,006 students are enrolled in 35 regular classrooms. There are also two full-time Intervention Teachers on Special Assignment, a full time Resource Teacher, and a .5 Resource Teacher provide intensive academic services. In addition, the school employs one English Language Development (ELD) Teacher on Special Assignment to help develop curriculum, analyze data as it relates to EL students, directly teach EL students, and support teachers in their designated and integrated English Language development lesson development. The school also has one severely handicapped special day class, one State Pre-School class, and provides the facilities for one County Pre-school class.

Approximately 10% of our students qualify for migrant education services, 65% for English Language Learner support, and 82% qualify for free and reduced lunch. Hispanic/Latino students comprise 97% of the population. Although the Ontiveros student population does migrate across schools within the district, 120 students (83.33%) in sixth grade (2016-2017 school year) have been continuously enrolled at Ontiveros since kindergarten. Approximately 10% of our population qualify as GATE students and about 6% receive Special Education Services.

We are a community of learners, staff, parents, and community members who are committed to supporting all of our students throughout their elementary years. Ontiveros' school goal is to help every student be successful. Shared core values include respect for diversity, dignity, and equity. At Ontiveros, staff collaboration drives efforts to create, modify, and implement innovative curriculum and promotes ongoing academic growth. Ontiveros students participate in a broad-based curriculum, including integrated language arts, mathematics, science, history/social science, visual and performing arts, physical education, and health.

High expectations for Common Core State Standards-based learning reflect a school-wide belief that all students can achieve. The Response to Intervention model provides intense intervention and support across all grade levels. In order to serve the needs of English Language Learners, students from impoverished homes, and the needs of the whole child, Ontiveros has developed an integrated school plan that targets language acquisition, parent education, homework support, and academic achievement. In addition, Ontiveros is beginning the process of becoming an AVID school.

The vision of the Santa Maria Bonita School District, “We are here to prepare children to be successful citizens,” is embodied in the faculty and staff of Ontiveros Elementary School. Teachers actively involve students in learning academic content as well as positive values through service-based learning. Additionally, the educators differentiate standards-based curriculum to meet the needs of individual students, building on student background knowledge, strengths, and cultural and familial experiences. Ongoing evaluation of student progress and achievement informs instruction to advance academic proficiency. Staff, students, parents, and community members work together to ensure that every student is able to learn in a safe, stimulating, and caring environment.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Healthy Kids Survey 5th Grade 2016-2017

Classroom Observations

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

Both the Principal and the Assistant Principal share evaluation and classroom observation responsibilities. Each classroom is visited on a monthly basis.

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)

At Ontiveros, we analyze data from all mandated state testing to identify growth areas. In addition, District Benchmarks are used to diagnose and prescribe instruction.

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

The staff makes use of frequent common formative assessments to identify students' needs. District benchmark assessments and curricular embedded assessments are used to reteach standards and skills that are not sufficiently mastered. The school also utilizes Curriculum Based Measurements (CBM), QPS, Lexile Levels to identify students who need to have foundational skills addressed. If these skills prove to be two years below grade level, Ontiveros has intervention teachers, teacher tutors, and Limited Assignment Teachers to work with the students in small groups.

Staffing and Professional Development

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

All teachers at Ontiveros are highly qualified.

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

The highly qualified and motivated teachers at Ontiveros are offered and take advantage of frequent opportunities for professional development. The school district offers numerous opportunities for staff development through After School Institutes and Professional development Thursdays. Teachers are offered opportunities to observe fellow staff members and teachers from other schools. Staff is also offered opportunities for training throughout the school year for the different programs utilized at our school, including Achieve 3000 and Imagine Learning. Staff is also offered opportunities to attend professional development conferences. Finally, teachers seek out opportunities for professional development on their own time, including evenings and weekends.

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

Staff development is always complimentary to the content standards.

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

The school district and the school site make content experts and instructional coaches available to teachers. The school site regularly schedules coaching with Achieve 3000, SmartyAnts, and Imagine Learning. In addition, teachers on staff have expertise that they share through grade level and vertical collaboration.

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

Teachers are given weekly opportunities to collaborate through grade level meetings. In addition, they are given opportunities to collaborate with grade levels above and below them.

Teaching and Learning

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

District adopted curriculum, supplemental materials, and instruction is aligned to content and performance standards.

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

Recommended instructional minutes are adhered to for reading/language arts and mathematics.

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

Ontiveros adapts its flexible master schedule to allow for tier two and tier three interventions. The students that are identified as intensive receive research-based interventions from classroom teachers, interventionists, resource teachers, limited assignment teachers, teacher tutors, and instructional aides through the Response To Intervention(RTI) Model.

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

Standards based instructional materials are available to all students.

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)

Ontiveros uses SBE and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

Services are provided by the regular program that enable under performing students to meet standards using the Response to Intervention model. Students are identified through ongoing formative assessment, learning goals are established and specific skills are taught. Students are systematically reassessed and move accordingly. The Student Study Process is available to better assist students who continue to under perform in the RTI model. The team provides support from a variety of resources.

14. Research-based educational practices to raise student achievement

Ontiveros uses research-based educational practices, including PLC, AVID, and GATE, to raise student achievement.

Parental Involvement

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

Ontiveros makes resources available for families provided by the school, district, and community based programs to assist under-achieving students. Our school Leadership Team will review and interpret the new California Family Engagement Framework Rubric. Our goal is to understand the expectations that correspond to this new state document and how our school can successfully meet the 18 principles itemized within the five areas outlined in the California Family Engagement Framework Rubric.

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)

Ontiveros has active community representatives including parents, classroom teachers, other school personnel, and community partners that are included in the planning, implementation and evaluation of school programs. All major school program decisions are shared and discussed with staff, School Site Council, and English Language Advisory Committee.

Funding

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

Ontiveros provides extended day and intercession opportunities, funded by categorical funds, that enable underperforming students to meet standards.

18. Fiscal support (EPC)

- 1) Title 1 3010- \$151,359
- 2) LCFF Base 0977- \$278,680
- 3) LCFF Concentration 0971- \$138,899
- 4) Site LCAP 0971- \$153,306 (Attached Plan)
- TOTAL- \$722, 244

Description of Barriers and Related School Goals

Ontiveros students, families, staff, and teachers are dedicated to learning. Some Ontiveros students face many challenges. On average, 70% of Ontiveros students are considered socio-economically disadvantaged and 85% receive free and reduced lunch. Over 70% of our Kinder through third grade students are English Learners, while more than 35% of our fourth through sixth grade students are English Learners. In total, about 65% of Ontiveros students are considered as having Limited English Fluency. 79% of our student population come from primarily Spanish speaking homes, 2% from homes with the primary language as Mixtecan, and 1% from homes that speak other languages including Arabic, Ilocano, and Tagalog. 50% of parents of Ontiveros students did not complete high school, 7% completed college/grad school, 50% completed high school. 10% of our students are part of a Migrant population. Despite these barriers, Ontiveros students continue to show regular and steady academic growth. Ontiveros continues to be one of the top performing schools in the district.

The Ontiveros School Staff is committed to providing the best, most compete education for our students' development of social, emotional, heath oriented, and academic needs in the safest and academically challenging environment possible.

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	153	146	149	144	148	144	97.4	98.6
Grade 4	154	158	151	153	151	153	98.1	96.8
Grade 5	140	143	139	141	139	141	99.3	98.6
Grade 6	121	137	119	136	119	136	98.3	99.3
All Grades	568	584	558	574	557	574	98.2	98.3

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2384.6	2382.7	5	6	18	16	39	37	37	42
Grade 4	2434.0	2444.7	15	11	18	22	26	32	42	35
Grade 5	2473.3	2471.8	8	10	27	28	33	26	32	35
Grade 6	2505.8	2534.9	8	13	31	40	38	31	24	15
All Grades	N/A	N/A	9	10	23	26	34	32	34	32

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	6	45	47	47	48	
Grade 4	15	7	40	55	46	38	
Grade 5	7	12	45	38	47	50	
Grade 6	8	13	55	57	38	31	
All Grades	9	9	46	49	45	42	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	13	59	53	36	34
Grade 4	15	18	53	54	32	29
Grade 5	20	21	48	46	32	33
Grade 6	18	24	55	60	26	16
All Grades	15	19	54	53	32	28

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	4	67	71	30	25
Grade 4	9	9	63	69	28	22
Grade 5	6	9	72	66	22	25
Grade 6	5	10	74	79	21	12
All Grades	6	8	69	71	26	21

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	13	7	54	49	33	44
Grade 4	15	13	48	62	36	25
Grade 5	19	23	60	57	22	19
Grade 6	19	35	55	57	25	7
All Grades	16	19	54	57	29	24

Conclusions based on this data:

1. 3rd - 6th grade scored an average of 25.1 below Level 3 on the CAASPP and increased by 10.1 points from 14/15 to 15/16. To put our school average score in the Level 3, scores need to increase about 9 points per year over the next three years.
2. The number of students in the Standards Met and Standards exceeded increased, while the number of students in Standard Not Met and Standard Nearly Met decreased.
3. Reading and Listening shows have the fewest percentage of students in the Above Standard category and so are an area in need of growth.

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	153	146	152	145	152	145	99.3	99.3
Grade 4	154	158	153	156	153	156	99.4	98.7
Grade 5	140	143	140	142	140	142	100.0	99.3
Grade 6	121	137	121	136	121	136	100.0	99.3
All Grades	568	584	566	579	566	579	99.6	99.1

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2396.4	2399.9	3	5	22	19	32	40	43	36
Grade 4	2435.4	2444.9	5	6	18	19	41	46	37	29
Grade 5	2481.3	2466.2	12	10	16	13	35	32	36	44
Grade 6	2500.7	2507.3	10	13	18	21	38	35	34	32
All Grades	N/A	N/A	7	8	19	18	36	39	38	35

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	14	10	37	46	49	43
Grade 4	10	13	33	42	56	45
Grade 5	16	14	40	31	44	55
Grade 6	12	15	37	40	51	44
All Grades	13	13	37	40	50	47

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	8	46	52	47	39
Grade 4	8	8	41	49	50	44
Grade 5	11	8	42	38	47	54
Grade 6	10	15	51	46	39	39
All Grades	9	10	45	46	46	44

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	8	10	56	61	36	28
Grade 4	12	13	44	48	44	38
Grade 5	11	10	51	47	38	43
Grade 6	12	12	59	53	29	35
All Grades	11	11	52	52	37	36

Conclusions based on this data:

1. Third - sixth grade students scored an average of 43 points below Level 3 on the CAASPP and increased by 2.1 points from 2014-2015 to 2015-2016 as found through the CDE data website.
2. The overall percentage of students in the Standards Exceeded and Standard Met (26%) stayed the same from 2014-2015 to 2015-2016. In addition, the overall percentage of students in the Standard Nearly Met and Standard Not Met stayed the same from 2014-2015 to 2015-2016.
3. Sixth grade made growth in the Standard Exceeded and Standard Met by 6%. Fourth grade also grew in these two categories by 2%. Third and Fifth grade went down in these two categories by 1% and 5%, respectively.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				1			8	11		2	7		3	7	
				7%			57%	44%		14%	28%		21%	28%	
1	3	2		19	11		60	38		23	26		12	15	
	3%	2%		16%	12%		51%	41%		20%	28%		10%	16%	
2	3	3		17	14		59	57		38	30		15	11	
	2%	3%		13%	12%		45%	50%		29%	26%		11%	10%	
3	3	2		26	21		63	54		24	30		12	11	
	2%	2%		20%	18%		49%	46%		19%	25%		9%	9%	
4	10	6		32	38		45	50		15	8		6	5	
	9%	6%		30%	36%		42%	47%		14%	7%		6%	5%	
5	21	7		38	32		22	23		2	8			2	
	25%	10%		46%	44%		27%	32%		2%	11%			3%	
6	2	3		12	17		21	14		1	3		1		
	5%	8%		32%	46%		57%	38%		3%	8%		3%		
Total	42	23		145	133		278	247		105	112		49	51	
	7%	4%		23%	23%		45%	44%		17%	20%		8%	9%	

Conclusions based on this data:

1. The percentage of students scoring Advanced went down 3% from 2014-2015 to 2015-2016. The percentage of students scoring Early Advanced from 2014-2015 to 2015-2016 stayed the same.
2. The percentage of students scoring Intermediate went down 1% from 2014-2015 to 2015-2016. The percentage of students scoring Early Intermediate up 3% from 2014-2015 to 2015-2016. The percentage of students scoring Beginning went up 1% from 2014-2015 to 2015-2016.
3. The percentage of students scoring advanced in sixth grade students grew 3% and the percentage of sixth grade students scoring in the Early Advanced category grew by a significant 14%.

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				6	4		23	23		30	31		60	78	
				5%	3%		19%	17%		25%	23%		50%	57%	
1	3	2		22	11		62	38		25	27		12	16	
	2%	2%		18%	12%		50%	40%		20%	29%		10%	17%	
2	3	3		17	14		60	58		39	30		17	16	
	2%	2%		13%	12%		44%	48%		29%	25%		13%	13%	
3	3	2		26	21		64	55		24	30		16	16	
	2%	2%		20%	17%		48%	44%		18%	24%		12%	13%	
4	10	6		32	38		46	51		15	8		6	10	
	9%	5%		29%	34%		42%	45%		14%	7%		6%	9%	
5	21	7		38	32		23	24		2	8			4	
	25%	9%		45%	43%		27%	32%		2%	11%			5%	
6	3	4		12	17		22	15		1	3		3		
	7%	10%		29%	44%		54%	38%		2%	8%		7%		
Total	43	24		153	137		300	264		136	137		114	140	
	6%	3%		21%	20%		40%	38%		18%	20%		15%	20%	

Conclusions based on this data:

1. The percentage of students scoring Advanced went down 3% from 2014-2015 to 2015-2016. The percentage of students scoring Early Advanced from 2014-2015 to 2015-2016 went down 1%.
2. The percentage of students scoring Intermediate went down 2% from 2014-2015 to 2015-2016. The percentage of students scoring Early Intermediate went up 2% from 2014-2015 to 2015-2016. The percentage of students scoring Beginning went up 5% from 2014-2015 to 2015-2016.
3. Significant growth of 15% was made by 4th and 6th grade in the Early Advanced level.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	601	619	566
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	601	619	566
Number Met	346	358	297
Percent Met	57.6%	57.8%	52.5%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	594	131	590	143	580	108
Number Met	113	80	102	80	93	57
Percent Met	19.0%	61.1%	17.3%	55.9%	16.0%	52.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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. Although the State AMAO 1 was not met, Ontiveros English Learners who took the CELDT over the three years out performed the district by 4.6% in 2013, 2014, 7.9% in 2014-2015, and 5.5% in 2015-2016.
2. Although the State AMAO 2 was not met, Ontiveros students who have been here less than 5 years consistently outperformed the district average by 5.3% in 2013-2014, 4.6% in 2014-2015, and 5.4% in 2015-2016.
3. Ontiveros met the NCLB Target for attaining English Proficiency for students that have been here more than 5 years in all three years exhibited in this report.

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. The District came closest to meeting the NCLB target for AMAO 1 with scores from the 3 reported years on the average of 10.5 points below the target.
2. The District average for the three years reported was 33.5% below the target for AMAO2, students who have been here more than 5 years.
3. The District average for the three years reported was 11.8% below the target for AMAO2, students who have been here less than 5 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:
Ontiveros students will improve in English Language Arts, as demonstrated by an increase of 10 points per year on the ELA CAASPP for 3rd - 6th grade students, so that the school average is in the "Standards Met" or level 3 and "Medium" category by the end of 2020. Students identified as being two years or more below grade level will decrease by 15% over the next three years. 70% of students in grades TK-6 will demonstrate academic growth in Reading/ELA as evidenced by district and school adopted formative and summative assessments. We intend that all students, including those with disabilities, low income (FRL, homeless, migrant), English learners, re-designated fluent English proficient and foster youth have access to materials, 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 as presented in the beginning of this plan. California Department of Education Dashboard Data District ELA Benchmarks District Writing Samples District Fluency Common Formative Assessments Achieve 3000 (3-6) Smarty Ants (K-3) Essential Standards RTI Assessments Additional Intervention Assessments RAZ-Kids

Findings from the Analysis of this Data:

- 3rd - 6th grade scored an average of 25.1 below Level 3 on the CAASPP and increased by 10.1 points from 14/15 to 15/16. according to the California Department of Education Dashboard.
- Kinder - 2nd grade, data as listed above needs to be evaluated.
- Students in grades 1-3 that are at risk or below grade level continue to move fluidly through our Response to Intervention Model.
- ELA with an emphasis on Common Core State Standards (CCSS) is an area of focus for student instruction. Continued professional development on Common Core State Standards is crucial to implementing this goal. Professional Development should also focus on the grade level development of Common Formative Assessments, as they relate to identified Essential Standards and analysis of the data created by these assessments.

How the School will Evaluate the Progress of this Goal:

- Analyze District and School adopted ELA benchmarks and assessment data, as well as grade level common formative assessments collected throughout each trimester for % of students meeting standards.
- Analyze student data for increases in Benchmark and high Strategic groups, and decreases in Intensive and low Strategic groups.
- Analyze CAASPP student scores annually to determine the average score and the distance from or above standard met. of students who have increased ELA scores from the previous year.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a school-wide reading intervention program to address the needs of students identified as performing two or more grade levels below on the district/school benchmark and formative assessments and/or ELA CAASPP.	2017-2020	Site Administration, Leadership Team, Intervention Teachers, classroom teachers.	Purchase supplemental and ancillary materials and technology, including SBE approved reading interventions.	4000-4999: Books And Supplies	LCFF - Base	4320
			District funded teacher tutors.	1000-1999: Certificated Personnel Salaries	District Funded	0
			Site funded teacher tutors and limited assignment teachers for provide small group interventions.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7500
			Stipends and release time for progress monitoring, including release time for Student Study Team (SST) members.	1000-1999: Certificated Personnel Salaries	LCFF - Base	1000
			District funded interventional materials	4000-4999: Books And Supplies	District Funded	0
			Hire Intervention teachers and staff to support intensive interventions, assessments, grade level collaboration, and staff development 50%	1000-1999: Certificated Personnel Salaries	LCFF - Base	61886.00
			Hire Intervention teachers and staff to support intensive interventions, assessments, grade level collaboration, and staff development 50%	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	61886.00
			Fund professional development as it relates to ELA intervention.	5800: Professional/Consulting Services And Operating	LCFF - Base	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide student access to GATE and AVID strategies.	2017-2020	Site Administration, Leadership Team, GATE and AVID trained teachers	Purchase supplemental and ancillary materials to support students identified as GATE or to support AVID strategies.	4000-4999: Books And Supplies	LCAP Base	
			Fund professional development as it relates to GATE and AVID.	5000-5999: Services And Other Operating Expenditures	LCAP Base	
			Provide release time to further teacher professional development as it relates to GATE and AVID.	1000-1999: Certificated Personnel Salaries	LCAP Base	
Provide and support professional development opportunities to support student growth in ELA.	2017-2020	District C&I, Site Administration, Lead Learners, Intervention, Leadership Team	District provided professional development as it relates to ELA.	5000-5999: Services And Other Operating Expenditures	District Funded	0
			Fund professional development to support student growth in ELA. Allow for conference expenses including registration, travel, release time and stipends	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2500
			Purchase materials and supplies for training and conferences	5000-5999: Services And Other Operating Expenditures	LCFF - Base	250
			Provide release time for teachers to collaborate, do cross teacher observations, and/or attend professional development opportunities.	1000-1999: Certificated Personnel Salaries	LCFF - Base	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training and time for lesson development, lesson study, vertical and horizontal articulation, and PLC time.	2017-2020	District C & I / TOSAs, Site Administration, Lead Learners, Leadership Team	Provide staff development.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2500
			Provide release time or EWA's for teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
Support progress monitoring of students, identifying students in need of Student Study Team.	2017-2020	Site Administration, Grade Level Reps, Teachers, Intervention Teachers	Provide EWA's and release time.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2000
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 front-load language arts skills in all curricular areas to transfer to ELA time. Encourage a school attitude of success in academics.	2017-2020	Site Administration, Grade Level Representatives, Leadership Team	PTA Funded (field trips)	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	0
			Site funded Field Trips, Assemblies, and instruction	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	2000
			Children's Creative Project Assemblies	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0
			Purchase materials, supplies, certificates, and incentives		LCFF - Base	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a comprehensive Extended Day Program with opportunities for remediation, enrichment, English Language Arts, and homework support.	2017-2020	District ASES, District Migrant, Site Administration, Teachers, Staff	ASES	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	0
			Migrant Programs	1000-1999: Certificated Personnel Salaries	Migrant Ed	0
			Provide site funded teachers to provide after-school remediation, enrichment, and homework support.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
Provide opportunities to lower teacher-to-student ratios through rotations, instructional assistants, teacher tutors, and LATS.	2017-2020	District C & I, Site Administration, Teachers, Staff, Leadership Team, Intervention Teacher	Provide LATS and Teacher Tutors district-funded.	1000-1999: Certificated Personnel Salaries	District Funded	0
			Use Title I to hire additional LATS and Teacher Tutors.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	26,251
			Provide Release time during assessments, collaborations, and staff development.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	750
Provide winter/summer intersession opportunities and/or Saturday School for test and school readiness	2017-2020	District C & I, Site Administration, Teachers, Staff, Leadership Team	District Funded Saturday School	1000-1999: Certificated Personnel Salaries	District Funded	0
			Hire credentialed teachers to identify and teach appropriate students for winter/summer intersession programs.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Instructional Assistants, certificated teacher tutors and/or limited assignment teachers to reduce teacher-to-student ratio, and provide targeted small group instruction based on formative and summative assessment data.	2017-2020	District, Site Administration, Staff	Site funded Classroom Aide	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	18000
Provide a library media specialist to provide all students access to leveled texts and support the professional library.	2017-2020	District, Site Administration	Library Media Specialist Site funded 53.85%	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	20540
Provide a project clerk to provide clerical support and data to help students master CCSS, ELS, EDP, and provide parent and community communication.	2017-2020	District, Site Administration	Salary and benefits for a project clerk	2000-2999: Classified Personnel Salaries	LCFF - Base	38419

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement school wide programs to help support all students in Technology as it relates to ELA by providing access to technology for every student and staff member to support, enhance and increase knowledge of content standards and to improve motivation in learning.	2017-2020	District, Site Administration	Purchase supplemental and ancillary materials.	4000-4999: Books And Supplies	LCFF - Supplemental	3000
			Purchase supplemental and ancillary materials.	4000-4999: Books And Supplies	LCFF - Base	4000
			Purchase technology, including: software, licenses, replacement parts, iPads, Chromebooks, hardware, infrastructure, equipment, and furniture.	4000-4999: Books And Supplies	LCFF - Base	10000
			Site funding for a computer lab technician to support classrooms and the computer lab, with integration of software and maintenance of equipment, and to assist with technology instruction and core instruction through the use of technology (46.15% salary funded by district LCAP and 53.85% salary funded with Title I).	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	22463
			Provide staff development and time for technology training to enhance instruction.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
			Hire a certificated teacher or provide EWAs, stipends, or extended day, intercession opportunities to teach	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
			students to use technology to improve student learning and test preparedness.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a school wide program to address the needs in ELA for all students.	2017-2020	Site Administration, leadership team, teachers	Purchase supplemental and ancillary materials to support students in all levels as needed with the new district adoption.	4000-4999: Books And Supplies	LCFF - Base	5000
			Site funded instructional assistants	2000-2999: Classified Personnel Salaries	LCFF - Base	15655
Provide time for collaboration among teachers/students to discuss student progress in ELA standards.	2017-2020	Site Administration, leadership team, teachers	Provide stipends, EWA's and teacher release time.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1500

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:
All Ontiveros students will demonstrate growth in English Language Proficiency as evidenced by growth in the assessments as they relate to the District Adopted Materials. All students will demonstrate growth and 50% of English Learners will increase by at least one proficiency level as demonstrated on the ELPAC. 10% of English Learners in grades 4 – 6 will demonstrate achievement in acquiring English Language Proficiency as evidenced by qualifying for Re-Designation as Fluent English Proficient.
Data Used to Form this Goal:
Analysis of ELPAC data Data as presented in the beginning of this plan. Analysis of local assessments and benchmarks and other formative and summative data, as appropriate Classroom observations
Findings from the Analysis of this Data:
Preliminary Data for 2016-2017 shows that 34 % of students are CELDT 1 or 2 overall on 2016-2017 CELDT , as compared to 29% in 2015-2016 and 25% in 2014-2015. As of 4/28/2017 130 students were re-designated Fluent English Proficient in 2016-2017. Students-need focused ELD instruction.
How the School will Evaluate the Progress of this Goal:
Analyze ELPAC scores for % who have increased scores from previous year Analyze the number of students re-designated as Bridging or Lifelong Language Learners

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Interventions to support students acquiring English language skills and academic language. Implement a Response to Intervention model that addresses the academic/linguistic needs of students in ELD.	2017-2020	Site Administration, Leadership Team, ELD TOSA, Intervention Teacher, Teacher Tutors, Aides, Teachers, LAT	Purchase ELD intervention Materials	4000-4999: Books And Supplies	LCFF - Base	1000
			Use district approved ELD materials.	4000-4999: Books And Supplies	District Funded	0
			Stipends and release time for progress monitoring, including release time for Student Study Team (SST) members.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
			Fund professional development as it relates to Math Interventions.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1000
Focus high quality professional development for principals and teachers on effective strategies for ELLs for both Designated and Integrated ELD time.	2017-2020	District C & I, Site Administration, Lead Learners	Fund professional Development Opportunities as they relate to ELD.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1500
			Fund release time/stipends for team work and collaboration.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
Provide time for collaboration among teachers/students to discuss student progress in acquiring English	2017-2020	Site Administration, Leadership Team, ELD TOSA, Intervention Teacher	Fund release time/stipends for team work and collaboration.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
Create supports for content standards for English Language Learners.	2017-2020	Site Administration, Teachers, ELD TOSA	Purchase related materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	2466.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify and provide remediation for students participating in the ASES and migrant extended day programs.	2017-2020	Site Administration, Teachers, Leadership Team	Student participation in ASES and migrant extended day programs. Provide stipend/release time for a teaching staff representative/liason for after school programs.	1000-1999: Certificated Personnel Salaries	District Funded Title I Part A: Allocation	0 1000
Provide students with rich and varied educational experiences (field trips, fine arts activities, assemblies, and guest speakers) to build background knowledge and encourage a school attitude of success in academics.	2017-2020	Site Administration, Teachers, Staff, Intervention Teachers, ELD TOSA, Teacher Tutors, LAT	District Funded speakers, assemblies, field trips, art and music lessons Site funded speakers, assemblies, field trips, art and music lessons Purchase incentives, materials, and certificates	5800: Professional/Consulting Services And Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies	District Funded LCFF - Supplemental LCFF - Supplemental	0 1500 250
Provide a comprehensive Extended Day Program with opportunities for remediation, enrichment, the arts, physical education and homework support	2017-2020	District ASES, District Migrant, Site Administration, Teachers, Staff	District Funded - ASES EDP, Migrant EDP		District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Instructional Assistants, certificated teacher tutors and/or limited assignment teachers to reduce teacher-to-student ratio, and provide targeted small group instruction based on formative and summative assessment data.	2017-2020	District, Site Administration	Site funded LAT-Split funded with LCAP	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	17120
			District Funded Teacher Tutors and LAT	1000-1999: Certificated Personnel Salaries	District Funded	0
			Sited Funded Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Base	15613
			District Funded Instructional Assistants	2000-2999: Classified Personnel Salaries	District Funded	0
			Site funded LAT-Split funded with LCAP	2000-2999: Classified Personnel Salaries	LCAP Base	
Hire Intervention teachers to support intensive interventions, assessment, grade level collaboration and site professional development.	2017-2020	District, Site Administration	ELD Intervention Teacher District Funded	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide certificated staff member to organize, support, and monitor the extended day program	2017-2020	District, Site Administration	Stipend for certificated staff.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide students with access to technology as it relates to ELD. This includes a computer lab technician as support for the classroom and computer lab, with integration of software and maintenance of equipment, and to assist with technology instruction and core instruction through the use of technology	2017-2020	District, Site Administration, Computer Lab Tech	Salary and benefits for computer lab technician (46.15 % funded by District LCAP).	2000-2999: Classified Personnel Salaries	District Funded	0
			Provide access to technology for every student and staff member to support based instruction. This may include purchase of computers, replacement parts, iPads, Chromebooks, Red Cat Amplifiers, RAZ-Kids, hardware, infrastructure, equipment, furniture and software (including Imagine Learning, StarFall, Accelerated Reader, BrainPop, Success Maker, Achieve 3000, Smarty Ants, and others when determined to be beneficial) and other technology replacement parts as needed.	4000-4999: Books And Supplies	LCFF - Base	10000
			Train students to use technology to improve learning. Training to take place in special in-school sessions, as offered in extended day, and/or in Winter/Summer Intercession.	4000-4999: Books And Supplies	Title I Part A: Allocation	1000
			Provide access to technology for every student and staff member to support based instruction. This may include purchase of	4000-4999: Books And Supplies	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a 1 FTE library media specialist to provide all students access to leveled texts and support the professional library	2017-2020	District, Site Administration, Library, Teachers	District Funded salary and benefits for library media specialist	2000-2999: Classified Personnel Salaries	District Funded	0
Provide winter/summer intersession opportunities and/or Saturday School for test preparedness, interventions as they related to fundamental skills and/or content standards, and school readiness	2017-2020	Site Administration, Grade Level Reps, Lab tech, Teachers	Hire credentialed teachers to identify and teach appropriate students for winter/summer intersession programs and/or Saturday School	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2500
Provide a school wide program to address the needs of English Language Learners at all levels for both designated and integrated English Language Development.	2017-2020	District, Site Administration, Teachers	District adopted materials. Purchase supplemental and ancillary materials to support student in all levels as need with the new district adoption. Including a bilingual and listening library. Fund professional development as it relates to ELD. Purchase supplemental and ancillary materials to support student in all levels as need with the new district adoption. Including a bilingual and listening library.	4000-4999: Books And Supplies 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies	District Funded Title I Part A: Allocation LCFF - Base	0 5000 1000 2500

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:
Ontiveros students will improve in Math, as demonstrated by an increase of 15 points per year on the Mathematics CAASPP for 3rd - 6th grade students, so that the school average is in the "Standards Met" or level 3 and Medium category by the end of 2020. All students in grades TK-6 will demonstrate academic growth in Mathematics as evidenced by district and school adopted formative and summative assessments. We intend that all students, including those with disabilities, low income (FRL, homeless, migrant), English learners, re-designated fluent English proficient and foster youth have access to materials, 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 as provided in the beginning of this plan. California Department of Education Dashboard Data Analysis of local math assessments and other formative and summative data, as appropriate. Essential Standards RTI Assessments Additional Intervention Assessments Classroom observations.
Findings from the Analysis of this Data:
3rd - 6th grade scored an average of 43 points below Level 3 on the CAASPP and increased by 2.1 points from 14/15 to 15/16. Kinder - 2nd grade, data as listed above needs to be evaluated. Students in grades 1-3 that are at risk or below grade level continue to move fluidly through our Response to Intervention Model Math with an emphasis on Common Core State Standards (CCSS) is an area of focus for student instruction. Continued professional development on Common Core State Standards is crucial to implementing this goal. Professional Development should also focus on the grade level development of Common Formative Assessments, as they relate to identified Essential Standards and analysis of the data created by these assessments.

How the School will Evaluate the Progress of this Goal:

- Analyze 2017 and 2018 CAASPP student scores in Math for percentage of students who have increased scores from the previous year.
- Analyze District Math benchmarks for percentage of students achieving Proficient or Advanced levels.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a school wide math and standards based Intervention program with supplemental and ancillary materials (including manipulatives) to support students including SBE approved math interventions.	2017-2020	District, Site Administration, Leadership Team, Teachers	Purchase supplemental and ancillary materials, including manipulatives and technology including SBE approved math interventions.	4000-4999: Books And Supplies	LCFF - Supplemental	7500
			Hire certificated teacher tutors and limited assignment teachers to support flexible regrouping during math content instruction to reduce teacher-student ratio and provide targeted small group instruction based on assessment results (TK-6).	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	25552
			Hire support staff to support intensive interventions, small group interventions, and assessments,	2000-2999: Classified Personnel Salaries	District Funded	0
			Stipends and release time for progress monitoring, including release time for Student Study Team (SST) members.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000
			Fund professional development as it relates to Math Intervention.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1000
			Purchase supplemental and ancillary materials, including manipulatives and technology including SBE approved math interventions.	4000-4999: Books And Supplies	Title I Part A: Allocation	2466.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide student access to GATE and AVID strategies.	2017-2020	Site Administration, Grade Level Reps	Purchase supplemental and ancillary materials to support students identified as GATE and/or to support AVID strategies.	4000-4999: Books And Supplies	LCAP Base	
			Fund professional development as it relates to GATE and AVID.	5800: Professional/Consulting Services And Operating Expenditures	LCAP Base	
			Provide release time to further teacher professional development as it relates to GATE and AVID.	1000-1999: Certificated Personnel Salaries	LCAP Base	
Provide and support opportunities for high quality professional development for principals and teachers to support student growth in Math.	2017-2020	District C & I, Site Administration, Lead Learners, Teachers	District provided professional development as it relates to math.	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0
			Fund professional development to support student growth in math. Allow for conference expenses, including registration, and travel.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	4500
			Provide release time for teachers to collaborate, do cross teacher observations, and/or attend professional development.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2000
			Purchase materials and supplies that accompany training and conferences.	4000-4999: Books And Supplies	LCFF - Supplemental	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training and time for lesson development, lesson study, and vertical and horizontal articulation.	2017-2020	School Administration, Math Lead Learner, Leadership Team, Vertical and Grade Level Teams	Fund professional development.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1000
			Provide for release time, extra work agreements (EWA)/stipends for teamwork and collaboration.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500
Monitor and adjust student Math intervention programs. Support progress monitoring of students, identifying students in need of Student Study Team.	2017-2020	School Administration, Student Study Team members, Teachers, Interventions Teachers, Resource Teachers, Psychologist, Outreach Consultant,	Provide for release time, EWA/stipends for teamwork and collaboration.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide students with rich and varied educational experiences (field trips, fine arts activities, assemblies, achievement celebrations, and guest speakers) to build background knowledge and encourage a school attitude of success in academics.	2017-202	School Administration, Leadership Team, Teachers	Site funded speakers, field trips, assemblies, guest speakers, STEM (Science, Technology, Engineering, and Math) activities, art and music lessons	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1000
			Children's Creative Project Classes/Assemblies.	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0
			Purchase materials, supplies, certificates, and incentives.	4000-4999: Books And Supplies	LCFF - Supplemental	250
			PTA funded -speakers, field trips, assemblies, guest speakers, STEM (Science, Technology, Engineering, and Math) activities, art and music lessons	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a comprehensive Extended Day Program with opportunities for remediation, enrichment, math, and homework support.	2017-2020	- District ASES, District Migrant, Principal, Teachers, Staff	ASES	5000-5999: Services And Other Operating Expenditures	District Funded	0
			Migrant Programs.	1000-1999: Certificated Personnel Salaries	District Funded	0
			Provide site funded teachers to provide after school remediations, and enrichment opportunities.	1000-1999: Certificated Personnel Salaries	LCAP Base	
			Provide for certificated staff member(s) to receive a stipend to organize, support, and monitor extended day program.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
Provide winter/summer intersession opportunities and/or Saturday School for test and school readiness	2017-2020	District, School Administration, Teachers, Staff	District Funded Saturday School	1000-1999: Certificated Personnel Salaries	District Funded	0
			Hire credentialed teacher to identify and teach appropriate students for winter/summer intersession programs.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2500
			Provide certificated staff member(s) to receive a stipend to organize, support, and monitor intersession program.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a school wide program to address the needs in Math for all students.	2017-2020	District, Site Administration.	Purchase supplemental and ancillary materials to support student in all levels as needed to enhance district adoption.	4000-4999: Books And Supplies	LCFF - Base	3000
			District adopted materials.	4000-4999: Books And Supplies	District Funded	0
			Sited Funded Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Base	17481
			Fund professional development as it relates to Math.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1000
			Purchase supplemental and ancillary materials to support student in all levels as needed to enhance district adoption.	4000-4999: Books And Supplies	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology Implement school wide programs to help support all studnets in technology as it relates to MATH by providing access to technology for every student and staff membe. This will enhance and increase knowledge of content standards and improvie motivation in learning.	2017-2020	District, Site Administration, Library, Teachers	Purchase supplemental and ancillary materials.	4000-4999: Books And Supplies	LCFF - Base	3000
			Purchase technology, including software, licesnses, replacement parts, IPads, Chromebooks, hardware, infrastructure, equipment, and furniture. This may include Red Cat Amplifiers, equipment, furniture and software (including Sumdog, Brain Pop, Reasoning Minds, etc.)	4000-4999: Books And Supplies	LCFF - Base	8914
			Provide computer lab technician as support for the classroom and computer lab, with integration of software and maintenance of equipment, and to assist with technology instruction and core instruction through the use of technology (46.15 % funded by District LCAP).	2000-2999: Classified Personnel Salaries	District Funded	0
			Provide staff development time for technology training to enhance instruction.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2000
			Purchase supplemental and ancillary materials	4000-4999: Books And Supplies	LCFF - Supplemental	2000
			Provide Staff Development time for teacher training in	1000-1999: Certificated Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a library media specialist to provide all students access to leveled texts and support the professional library	2017-2020	Site Administration, Principal,	District funded portion of library media specialist's salaries and benefits (46.15%)	2000-2999: Classified Personnel Salaries	District Funded	0
Provide time for collaboration among teachers/students to discuss student progress in math standards.	2017-2020	Site Administration, leadership team, intervention teachers, teachers	Provide stipents, EWA's, and teacher release time.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000

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 social studies, science, PE, and the arts; 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. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.
SCHOOL GOAL #4:
Ontiveros students will improve in Social Studies, Science and Physical Education, as measured by the California Science Test (CAST), Physical Fitness Test (PFT), and school assessments. By June 2020, 50% of students in grade 5 will meet or exceed the science standards as measured by the CAST. By June 2020, fifth grade students will score in the Healthy Fitness Zone (HFZ) for all six fitness areas measured by the Physical Fitness Test. All students in grades TK-6 will demonstrate academic growth in Social Studies, Science, Physical Education, Arts and Technology as evidenced by school adopted formative and summative assessments. We intend that all students, including those with disabilities, low income (FRL, homeless, migrant), English learners, re-designated fluent English proficient and foster youth have access to experiential learning, materials, technology and highly qualified teachers to provide them 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:
Review of instructional minutes and instructional minute guidelines Review Physical Fitness Testing results for 5th grade Analyze 2015-2016 CST Science Scores. Review CAST scores for 5th grade.
Findings from the Analysis of this Data:
Based on preliminary data from the 2016-2017 fitness testing and the substantiated 2015-2016 fitness data, students showed growth in Aerobic Capacity and Body Composition. Based on preliminary data from the 2016-2017 fitness testing and the substantiated 2015-2016 fitness data, students decreased in Abdominal Strength, Trunk Strength, Upper Body Strength, and Flexibility. Based on preliminary data from the 2016-2017 fitness testing and the substantiated 2015-2016 fitness data, students showed a decline from the 2015-2016 fitness scores. Fifth grade had 76% at or above the target on the 2015-2016 CST Science. CAST Scores not available yet. Analyze 2015-2016 CST Science Scores.

How the School will Evaluate the Progress of this Goal:

Analyze Teachers' Instructional Minutes reports
 Analyze CAST scores.
 Analyze Fitness test scores.
 Analyze observations and anecdotal data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze classroom schedules on a regular basis for appropriate instructional subject-minute compliance	2017-2020	Site Administration, Teachers	Instructional Time <ul style="list-style-type: none"> Monitor and adjust classroom instructional minute schedules 	0000: Unrestricted	District Funded	0
Provide students with rich and varied educational experiences (field trips, fine arts activities, assemblies, achievement celebrations, and guest speakers) to build background knowledge and encourage a school attitude of success in academics.	2017-2020	Site Administration, Leadership Team, Teachers	PTA funded Speakers, field trips, assemblies, guest speakers, art and music lessons	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	0
			Site funded Speakers, field trips, assemblies, guest speakers, art and music lessons	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide materials and supplies to enhance instruction in social studies, P.E, science, and the arts.	2017-2020	District, Site Administration	District funded instructional materials and equipment.	4000-4999: Books And Supplies	District Funded	0
			Site funded supplemental materials, supplies, certificates, and incentives.	4000-4999: Books And Supplies	LCFF - Base	1200
			Purchase supplemental and ancillary materials to support student in all levels, especially 5th grade.	4000-4999: Books And Supplies	LCFF - Supplemental	563
			Site Funded Science Specialist Teacher Tutor	1000-1999: Certificated Personnel Salaries	LCFF - Base	44000
Provide physical education instruction	2017-2020	District C & I, Site Administration, PE specialist, Teachers,	Purchase PE equipment and supplies and replace as needed.	4000-4999: Books And Supplies	LCFF - Base	1000
			Hire certificated PE teachers	1000-1999: Certificated Personnel Salaries	District Funded	0
			Purchase supplemental PE equipment and supplies and replace as needed.	4000-4999: Books And Supplies	LCFF - Supplemental	1000
Provide students rich instruction in fine arts (including art, dance, music, and theater)	2017-2020	- District C & I, Principal, Children's Creative Project guest artists	Contracts and fees for Children's Creative Project guest artists	5000-5999: Services And Other Operating Expenditures	District Funded	0
			Hire certificated teachers and/or specialist in the different art disciplines to further enhance the arts in extended day, intercession programs, or as needed.	1000-1999: Certificated Personnel Salaries	District Funded	0

Planned Improvements in Student Performance

School Goal #5

SUBJECT: Support Services (Counseling, Safety, Nutrition, Health)
LEA/LCAP GOAL:
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:
Ontiveros students will demonstrate improvement in social and learning outcomes, as demonstrated by the California Healthy Kids Survey, student attendance, and student discipline records. By June 2020, 85% of students in grade 5 will report high/moderate levels of engagement and support on the 15 key indicators of School Engagement and Supports, School Safety, Disciplinary Environment and Lifetime Substance Use School measured by the California Healthy Kids Survey. By June 2020, student attendance rates will increase to 98% schoolwide. Student suspension rates will decrease from 3.1 (205-2016)% to 1.5% by 2020. We intend to address the needs of all students, including the health, behavioral and social/emotional needs of students with disabilities, low income (FRL, homeless, migrant), English learners, re-designated fluent English proficient and foster youth that interfere with their learning and impede them to be college and career ready.
Data Used to Form this Goal:
What data did you use to form this goal? <ul style="list-style-type: none">• District and school attendance rates• CA Healthy Kids Survey results 2016-2017• Student attitudes toward school (anecdotal data)
Findings from the Analysis of this Data:
What were the findings from the analysis of this data? <ul style="list-style-type: none">• 2015-2016 Final Attendance for Ontiveros was 97.29% (fourth highest in District)• District average attendance was 96.91% for 15/16, 97.005% (13-14),• 51% of students report high academic motivation (CHKS)• 92% of students feel that the school treats the students with respect (CHKS)• 75% of students report having high school connectedness (CHKS)• 80% of students feel safe at school most or all of the time (CHKS)

How the School will Evaluate the Progress of this Goal:

- Analyze District and school attendance rates
- Analyze CA Healthy Kids Survey results
- Analyze observations and anecdotal data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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, to include extra-curricular activities, sports, and clubs.	2017-2020	Site Administration, Psychologist, ORC, Teachers	District funded Outreach Consultant	5000-5999: Services And Other Operating Expenditures	District Funded	0
			District Funded School Psychologist	1000-1999: Certificated Personnel Salaries	District Funded	0
			Provide stipends and release time for activities, sports, and clubs	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	750
			Provide supplies and supplemental materials	4000-4999: Books And Supplies	LCFF - Supplemental	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide programs to help students adapt to school environment, and adjust to all phases of academic growth.	2017-2020	District C & I, Site Administration, ORC, Teachers	Site funded Programs, speakers, field trips, assemblies, guest speakers, materials, and incentives	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1000
			District funded programs, materials, incentives, speakers, field trips, assemblies, guest speakers which may include DARE and Too Good For Drugs.	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0
			Purchase social and emotional curricula	4000-4999: Books And Supplies	LCFF - Supplemental	500
			Stipends/EWAs to develop Behavioral Support plans	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	750
			Purchase materials to support anti-drug and anti-bullying - which may include agendas with embedded curricula.	4000-4999: Books And Supplies	LCFF - Supplemental	500
Provide materials and supplies for all programs to celebrate student achievement and progress to motivate students, help them adapt to the school environment, and reach their full potential in academic growth.	2017-2020	Site Administrators, Teachers	Purchase materials and supplies to support student celebrations.	4000-4999: Books And Supplies	LCFF - Base	1000
			Fund assemblies and speakers to motivate students.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1000

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:
SCHOOL GOAL # 6: Ontiveros will maintain high levels of parent involvement, as demonstrated by the California Family Engagement Framework Rubric. By June 2020, Ontiveros School will demonstrate a Basic or Progressive Implementation Level of the 18 principles within the five action areas outlined in the California Family Engagement Framework Rubric (Build capacity, Demonstrate Leadership, Resources, Monitor Progress, Access and Equity). We intend to partner with families, district, school and community, to address the needs of students with disabilities, low income (FRL, homeless, migrant), English learners, re-designated fluent English proficient and foster youth to support students to be college and career ready.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Parent conference attendance reporting forms• Parent event sign in sheets• Analysis of calendar of meetings, agendas, minutes, sign-in sheets, attendance, and graduation records• CA Healthy Kids Survey (2016-2017) results
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• 98% parents attended a parent conference in 2016-2017, and 86% attendance at Open House.• 92% parents attended a family fun night, festival, or educational event in 2016-2017• 9% parent completed Parent Education classes or Dare to Thrive Classes 2016-2017• 85% of 5th students feel their parents believes they "can do a good job," while only 2-9% of students report NO involvement in school work (schoolwork, homework, grades) by adults at home(CHKS)

How the School will Evaluate the Progress of this Goal:

Analyze parent involvement rates
Analyze CA Healthy Kids Survey results
Analyze observations and anecdotal data
Refer to the Family Engagement Framework Rubric

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement required and effective parental involvement at Ontiveros.	2017-2020	District, Site Administrators, Leadership Team, Teachers, staff	Hold parent conferences bi-annually	1000-1999: Certificated Personnel Salaries	District Funded	0
			Provide parents with free access to school facilities, child care, translation, materials and resources to facilitate their involvement at school.	4000-4999: Books And Supplies	LCFF - Supplemental	5500
			Involve all parents in the planning, review, and evaluation of programs (through SSC, ELAC, PTA, and others).	0000: Unrestricted	District Funded	0
			Use parent notification tools, including Parent Square, Marquee, and parent flyers, to adequately notify parents of events.	4000-4999: Books And Supplies	LCFF - Supplemental	150
			Provide translation of all written materials for all parent events and communications from the school or district.	4000-4999: Books And Supplies	District Funded	0
			Provide facilities for District Funded Parent Events.	0000: Unrestricted	In Kind	0
			Plan and conduct parent events	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1350
			Add extra time for custodial and kitchen staff as needed.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish family-friendly volunteer policies to recruit and organize parent help and support.	2017-2020	District, Site Administrators, Leadership Team, Teachers, staff	Use parent notification tools, including Parent Square, Marquee, and parent fliers, to adequately notify parents of events.	4000-4999: Books And Supplies	LCFF - Supplemental	250
			Provide staff time to coordinate and promote parent volunteers.	2000-2999: Classified Personnel Salaries	LCFF - Base	750
			District Funded Community Liason (46.15% funded with District LCAP).	2000-2999: Classified Personnel Salaries	District Funded	0
Train parents to successfully participate in curricular and budgetary decision making.	2017-2020	District, Site Administrators, Leadership Team, Teachers, staff	Involve all parents in the planning, review, and evaluation of programs (through SSC, ELAC, PTA, and others).	0000: Unrestricted	District Funded	0
			Use parent notification tools, including Parent Square, Marquee, and parent fliers, to adequately notify parents of events.	4000-4999: Books And Supplies	LCFF - Supplemental	150
			Provide parents with free access to school facilities, child care, translation, materials and resources to facilitate their involvement at school.	2000-2999: Classified Personnel Salaries	LCFF - Base	2000
			Add extra time for custodial and kitchen staff as needed.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify and integrate resources and services from the community to strengthen school programs.	2017-2020	District, Site Administrators, Leadership Team, Teachers, staff	Plan and conduct parent events involving community resources.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2000
			Provide facilities for District/Community Funded Parent Events.	0000: Unrestricted	In Kind	0
			Provide parents with free access to school facilities, child care, translation, materials and resources to facilitate their involvement at school.	2000-2999: Classified Personnel Salaries	LCFF - Base	500
			Add extra time for custodial and kitchen staff as needed.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure staff and family access to training in effective school, family, and community partnerships.	2017-2020	District, Site Administrators, Leadership Team, Teachers, staff	Community Liason to facilitate parent communication 53.85%	2000-2999: Classified Personnel Salaries	LCFF - Base	15692
			Provide parents with free access to school facilities, child care, translation, materials and resources to facilitate their involvement at school.	2000-2999: Classified Personnel Salaries	LCFF - Base	500
			Use parent notification tools, including Parent Square, Marquee, and parent fliers, to adequately notify parents of events.	4000-4999: Books And Supplies	LCFF - Supplemental	150
			Provide translation of all written materials for all parent events and communications from the school or district.	2000-2999: Classified Personnel Salaries	District Funded	0
Train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education.	2017-2020	District, Site Administrators, Leadership Team, Teachers, staff	Provide parents with free access to school facilities, child care, translation, materials and resources to facilitate their involvement at school.	2000-2999: Classified Personnel Salaries	LCFF - Base	500
			Use parent notification tools, including Parent Square, Marquee, Dojo, and parent fliers, to adequately notify parents of events.	4000-4999: Books And Supplies	LCFF - Supplemental	150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet requirements of state and federal law regarding family involvement. Ensure parent representation on district and school committees as required by law.	2017-2020	District, Site Administrators, Leadership Team, Teachers, staff	Hold parents events including conferences, assemblies, family fun nights, Back to School night, Open House, SSC/ELAC and others.	0000: Unrestricted	In Kind	0
			Provide Project Clerk/Community Liason to facilitate parent communication (including extra time)	2000-2999: Classified Personnel Salaries	District Funded	0
			Use parent notification tools, including Parent Square, Marquee, Dojo, and parent fliers, to adequately notify parents of events.	4000-4999: Books And Supplies	LCFF - Supplemental	150
			Provide parents with free access to school facilities, child care, translation, materials and resources to facilitate their involvement at school.	4000-4999: Books And Supplies	LCFF - Base	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involve families in advisory bodies and training strategies. Ensure that parent representation on committees reflects the composition of the student body.	2017-2020	District, Site Administrators, Leadership Team, Teachers, staff	Involve all parents in the planning, review, and evaluation of programs (through SSC, ELAC, PTA, and others).	0000: Unrestricted	District Funded	0
			Provide parents with free access to school facilities, child care, translation, materials and resources to facilitate their involvement at school.	2000-2999: Classified Personnel Salaries	LCFF - Base	500
			Use parent notification tools, including Parent Square, Marquee, Dojo, and parent fliers, to adequately notify parents of events.	4000-4999: Books And Supplies	LCFF - Supplemental	150

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

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

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	278680	0.00
LCFF - Supplemental	139899	0.00
Title I Part A: Allocation	151359	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	0.00
District Funded	0.00
In Kind	0.00
LCFF - Base	278,680.00
LCFF - Supplemental	139,899.00
Migrant Ed	0.00
Parent-Teacher Association (PTA)	0.00
Title I Part A: Allocation	151,359.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	277,445.00
2000-2999: Classified Personnel Salaries	169,413.00
4000-4999: Books And Supplies	90,980.00
5000-5999: Services And Other Operating Expenditures	8,100.00
5800: Professional/Consulting Services And Operating	23,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	After School and Education Safety (ASES)	0.00
	District Funded	0.00
	District Funded	0.00
0000: Unrestricted	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating	District Funded	0.00
5800: Professional/Consulting Services And	District Funded	0.00
0000: Unrestricted	In Kind	0.00
	LCFF - Base	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	107,886.00
2000-2999: Classified Personnel Salaries	LCFF - Base	107,610.00
4000-4999: Books And Supplies	LCFF - Base	52,934.00
5000-5999: Services And Other Operating	LCFF - Base	2,750.00
5800: Professional/Consulting Services And	LCFF - Base	6,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	90,136.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800.00
4000-4999: Books And Supplies	LCFF - Supplemental	27,113.00
5000-5999: Services And Other Operating	LCFF - Supplemental	5,350.00
5800: Professional/Consulting Services And	LCFF - Supplemental	16,500.00
1000-1999: Certificated Personnel Salaries	Migrant Ed	0.00
5800: Professional/Consulting Services And	Parent-Teacher Association (PTA)	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	79,423.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	61,003.00
4000-4999: Books And Supplies	Title I Part A: Allocation	10,933.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	322,920.00
Goal 2	68,449.50
Goal 3	92,863.50
Goal 4	48,263.00
Goal 5	5,700.00
Goal 6	31,742.00

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
Rebecca Herrick	X				
Ruth Castro				X	
Veronica Castillo				X	
Maria Reyes				X	
Leticia Silva				X	
Teresa Guzman				X	
Julie Markley		X			
Wendy Deale		X			
Debbie Malin		X			
Mary Jimenez			X		
Jeremy Hawke	X				
Numbers of members of each category:	2	3	1	5	0

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 7, 2015.

Attested:

Mrs. Gayle Vyeniolo		
Typed Name of School Principal	Signature of School Principal	Date

Ruth Castro		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date