

# The Single Plan for Student Achievement

**School:** Taylor Elementary  
**CDS Code:** 42-69120-6119812  
**District:** Santa Maria-Bonita School District  
**Principal:** Helena Avedikian  
**Revision Date:** 4.24.17

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

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

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

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## School Vision and Mission

### Taylor Elementary's Vision and Mission Statements

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

## School Profile

Ida Redmond Taylor Elementary School is one of twenty schools in the Santa Maria- Bonita School District. The district vision states: "We are here to prepare children to be successful citizens." The district's mission statement is, "Our mission is to teach, to learn and to facilitate learning in a cooperative and safe environment." At Ida Redmond Taylor Elementary School we have incorporated this into our mission to ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and holding ourselves accountable for all students.

We are located on the North end of Santa Maria, California. Our enrollment is approximately 943 students in Transitional Kindergarten through sixth grade. This includes the students in two Learning Handicap classes and three Severely Handicap Classes.

Our population is 78% Hispanic or Latino, 1.0% African American , 5.1% Filipino, 8.3 % White , 4.5 American Indian and 3% other. We have 47 .9% of students are English Language Learners, and 70% of our population qualifies for free or reduced price meals. We have 3% of students participate in the Migrant program and 7.73% of our students receive Special Education services through the Resource Program and five Special Day Classes.

## 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

Fifth Grade Students took this survey. A summary of the results can be found on our school and district's website.

#### School connectedness

Student learning engagement and motivation

Student performance

Academic rigor and norms–high expectations

Teacher and other supports for learning

Relationships between students and staff

Relationships among students

Parent involvement

Meaningful participation and decision-making

Perceived safety

Violence and victimization (bullying)

Alcohol, tobacco, and drug use

Social-emotional and behavioral supports

Our School Site Council and Leadership Teams analyzes data and discusses parent/teacher input on an ongoing basis. The issues discussed include addressing social-emotional needs of children, meeting the needs of our English Language Learners, incorporating technology to enhance teaching and learning, and providing appropriate professional development for staff.

### **Classroom Observations**

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

At Taylor School, the Principal and Assistant Principal set aside time on a weekly basis to conduct classroom walkthroughs. Informal and Formal Observations are used as a tool that drives the cycle of continuous improvement. For the 2016-2017 school year, we have 27 formal teacher evaluations to perform. Classroom observations by the administration are performed for evaluation purposes, feedback, and alignment of programs.

### **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 Rice School, in order to maintain high expectations for teaching and learning, we are continuously using formative and summative assessments to measure students' progress.

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

School wide Assessment Commitment: Backward Planning, Assessment Cycle (Plan-Do-Study-Act), Common Formative Assessments, Essential Standards/Power Standards; Continuous formative assessments to support learning. District wide common assessments are administered every trimester. These provide summative assessments for teachers to gauge the students' progress. Small group instruction for struggling learners is provided.

School City Data Management (2018) computer system that allows teachers to view students' performance on all assessments, which allows teachers to target instruction.

### **Staffing and Professional Development**

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

All Certificated Teachers at Rice School are ESEA compliant. All teachers are considered highly qualified.

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

Professional development time is provided within the structure of Professional Learning Communities, Early-Out Thursdays, collaboration with grade levels, and professional learning days.

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

We always align our staff development with content standards. Professional development takes place as a whole school, grade level, and individually. Time for professional development is provided during staff development days, early dismissal Thursdays, and through release days

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

Our district has teachers on special assignment to support our teachers on an ongoing basis. We also have a district English Development coach to support our ELLs. Our site currently has 2 intervention teachers that support TK-3 and 4-6 grades. GATE teachers stay abreast of GATE strategies and updates

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

Teachers at Taylor School collaborate on a weekly basis with the exception of the district's scheduled Professional Learning Days.

#### Teaching and Learning

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

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

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

At Taylor School our reading/language arts and mathematics adhere to the recommended instructional minutes.

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

Our lesson pacing schedule and master schedule allows for flexibility for student intervention supports. These interventions do not supplant classroom instruction. Some of the interventions programs: Special education pull outs and push ins, Reading intervention classes, ELD teacher pulls out and push ins.

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

Adoptions- teachers are invited to serve on the new textbook adoption committee. Teacher input and rigor are viewed as a priority for determination of a final selection. Every student is provided standards-based instructional materials appropriate for the grade level.

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)

Taylor School uses the District- adopted instructional materials provided. SBE- adopted and standards aligned instructional material, including intervention materials.

## Opportunity and Equal Educational Access

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

All of our programs at Taylor School are designed to meet the needs of all of our students. Our students that are considered Intensive receive additional support from one of our two Intervention Teachers. Our intervention teachers work closely with all of the students to support them in the areas of need. Taylor's Student Success Team meets on a weekly basis to discuss individual student needs. Teachers are increasingly differentiating instruction to meet the needs of all students, including those who are under performing.

### 14. Research-based educational practices to raise student achievement

We are continuously working to provide our students with the best education possible. Everything that we bring to our school site is researched and all data analyzed to promote student success. The teachers work collaboratively to analyze data to drive instruction that ultimately will support each child individually. Small group differentiated instruction through Leveled small group instruction, additional Bilingual Aides support for underachieving students, English Language Development learning rotations, Teacher collaboration, and Student Success Team meetings.

## Parental Involvement

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

PTA: Parents help support our school site by planning events to raise funds to support classrooms, student activities, family fun nights, Annual Jog-a-Thon, and celebrations.

Next year's goal is to strengthen our Parent Engagement:

At Taylor School, our focus will be parent support. We plan on using the Family Engagement Framework to bridge the gap between school site and parents.

### 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)

Our parents are involved in many aspects at our site. They are all invited to Parent Teacher Conferences, Back to School Night, Open House, student/parent celebrations, PTO/SSC/DELAC meetings.

## Funding

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

Taylor School's base program is designed to support all students at achieving grade level expectations. Support for under performing students is built in throughout the entire program.

### 18. Fiscal support (EPC)

The site receives both state and federal monies.

Taylor Elementary School Initial Budget Projection: 2017-2018

Consolidated Project Fund (Title I): \$118,423  
Local Control Funding Formula- Base: \$182,346  
LCFF- Supplemental & Concentration: \$112,011  
LCAP-Site: \$143,361

Estimated Allocations: \$556,141

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

We have not been able to hire all of the personnel needed to effectively run intervention programs. Also, as a district we do not have enough substitute teachers. It is extremely difficult to release teachers during the school day to attend professional development or to collaborate together with their peers,



## 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	127	123	126	122	125	91	99.2	99.2
Grade 4	129	134	126	127	126	127	97.7	94.8
Grade 5	139	131	136	130	135	130	97.8	99.2
Grade 6	120	136	119	129	119	129	99.2	94.9
All Grades	515	524	507	508	505	477	98.4	96.9

\* 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	2374.1	2371.0	7	2	18	20	28	34	46	44
Grade 4	2412.8	2429.1	9	16	18	18	22	20	51	46
Grade 5	2459.8	2470.4	6	12	26	27	24	22	43	38
Grade 6	2508.7	2496.4	7	8	31	30	39	29	24	33
All Grades	N/A	N/A	7	10	23	24	28	26	41	40

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	5	40	40	50	55
Grade 4	9	16	45	41	46	43
Grade 5	7	15	47	45	45	39
Grade 6	13	10	50	49	38	41
All Grades	9	12	46	44	45	44

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	9	3	45	47	44	49
Grade 4	13	13	42	41	45	46
Grade 5	14	17	47	42	39	42
Grade 6	15	11	61	50	24	40
All Grades	13	12	49	45	38	44

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	5	3	58	66	38	31
Grade 4	9	14	60	57	32	29
Grade 5	6	9	63	63	31	28
Grade 6	7	9	75	67	18	24
All Grades	7	9	64	63	30	28

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	9	4	50	53	39	43
Grade 4	5	15	48	46	48	39
Grade 5	10	18	61	58	28	24
Grade 6	13	18	70	62	17	20
All Grades	9	15	57	55	33	30

**Conclusions based on this data:**

1. In the area of Reading and Writing 44% of all students are scoring below standard.
2. 34% of all students in all grades overall scored at Standard Exceeded or Standard Met in 2015-2016
3. In 2015-2016 on average over 60% of students scored at Standard Nearly Met or Standard Not Met.

## 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	127	123	126	122	126	122	99.2	99.2
Grade 4	129	134	126	128	125	128	97.7	95.5
Grade 5	139	131	137	130	137	129	98.6	99.2
Grade 6	120	136	119	132	118	132	99.2	97.1
All Grades	515	524	508	512	506	511	98.6	97.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2383.8	2407.6	6	9	20	21	31	42	44	28
Grade 4	2403.0	2420.1	1	4	7	20	36	30	56	46
Grade 5	2454.2	2442.8	7	4	9	16	31	25	53	56
Grade 6	2486.3	2482.0	3	8	17	17	37	29	42	45
All Grades	N/A	N/A	4	6	13	18	33	31	49	44

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	13	19	34	46	53	35
Grade 4	2	11	16	24	82	65
Grade 5	9	5	24	29	66	67
Grade 6	9	10	39	34	52	56
All Grades	8	11	28	33	63	56

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	16	37	48	53	37
Grade 4	2	5	46	52	52	43
Grade 5	8	4	37	34	55	62
Grade 6	1	11	54	38	45	52
All Grades	6	9	43	43	51	49

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	9	16	42	57	49	26
Grade 4	2	8	38	40	59	52
Grade 5	4	5	46	43	50	53
Grade 6	6	12	58	55	36	33
All Grades	5	10	46	49	49	41

**Conclusions based on this data:**

1. In 2015-2016 at least 70% of all students in grades 3-6 performed at the Standard Nearly Met or Standard Not Met level.
2. 29% of all 3rd students scored at Standard Met or Standard Exceeded
3. In the area of Concepts and Procedures, from 2014-2015 to 2015-2016 the percent of students who scored below standard in 3rd and 4th grade decreased by 18% and 17%

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		3	7		3	4		1	3	
					7%		43%	47%		43%	27%		14%	20%	
1	3	1		16	17		23	27		13	11		12	5	
	4%	2%		24%	28%		34%	44%		19%	18%		18%	8%	
2	1	3		10	17		28	25		14	15		10	9	
	2%	4%		16%	25%		44%	36%		22%	22%		16%	13%	
3	4			14	8		23	30		17	16		12	10	
	6%			20%	13%		33%	47%		24%	25%		17%	16%	
4	10	2		20	12		23	25		6	5		6	12	
	15%	4%		31%	21%		35%	45%		9%	9%		9%	21%	
5	5	1		27	13		15	18		1	4		2		
	10%	3%		54%	36%		30%	50%		2%	11%		4%		
6	4	3		17	5		19	14		3	5				
	9%	11%		40%	19%		44%	52%		7%	19%				
Total	27	10		104	73		134	146		57	60		43	39	
	7%	3%		28%	22%		37%	45%		16%	18%		12%	12%	

**Conclusions based on this data:**

1. The largest group of English Learners fall at the Intermediate CELDT level with 45%
2. The number of Advanced level students decreased by 4% between 2014-2015 and 2015-2016

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					3		18	22		22	26		38	44	
					3%		23%	23%		28%	27%		49%	46%	
1	3	2		16	20		24	29		15	12		15	6	
	4%	3%		22%	29%		33%	42%		21%	17%		21%	9%	
2	1	4		10	20		30	26		14	15		13	12	
	1%	5%		15%	26%		44%	34%		21%	19%		19%	16%	
3	4	1		14	9		23	31		18	16		13	12	
	6%	1%		19%	13%		32%	45%		25%	23%		18%	17%	
4	10	4		20	12		23	25		6	5		7	14	
	15%	7%		30%	20%		35%	42%		9%	8%		11%	23%	
5	5	1		27	13		15	19		2	5		3		
	10%	3%		52%	34%		29%	50%		4%	13%		6%		
6	4	4		17	6		19	14		3	5		1	2	
	9%	13%		39%	19%		43%	45%		7%	16%		2%	6%	
Total	27	16		104	83		152	166		80	84		90	90	
	6%	4%		23%	19%		34%	38%		18%	19%		20%	21%	

**Conclusions based on this data:**

1. In 2014-2105 49% of Kindergarten English Language students scored at the Beginning level but in 2015-2016 only 9% of Kindergarten students scored at the same level.
2. On average 40% of English Learners at Taylor scored at the Intermediate 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	328	365	328
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	328	365	328
Number Met	181	200	174
Percent Met	55.2%	54.8%	53.0%
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	332	78	358	88	353	63
Number Met	66	45	80	48	55	20
Percent Met	19.9%	57.7%	22.3%	54.5%	15.6%	31.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	Yes	N/A	N/A

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

#### Conclusions based on this data:

1. AMAO 1: The percentage of English learners making annual growth on the CELDT has decreased over the last three years.
2. AMAO 2: The percentage of English learners with 5 or more years in US schools who have attained English proficiency has decreased in the last 3 years from 57.7% to 31.7 %

## School and Student Performance Data

### Title III Accountability (District Data)

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

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

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

#### Conclusions based on this data:

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

## Planned Improvements in Student Performance

### School Goal #1

<b>SUBJECT: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning.
<b>SCHOOL GOAL #1:</b>
Taylor students will improve in English Language Arts, as demonstrated by an increase of 11 points per year on the ELA CAASPP school wide, so that the school average is in the "Standards Met" or level 3 category by the end of 2020. Students identified as being two years or more below grade level will decrease by 20% over the next three years. We intent 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.
<b>Data Used to Form this Goal:</b>
Analysis of local ELA assessments and benchmarks and other formative and summative data, as appropriate Analysis of User Code 12 DIBELS STAR Reading Assessment Classroom Observation Analysis of CAASPP
<b>Findings from the Analysis of this Data:</b>
In the area of Reading and Writing 44% of all students are scoring below standard 34% of all students in grades 3-6 overall scored at the Standard Exceeded or Standard Met in 2015-2016 as measured by the CAASPP In 2015-2016 on average 60% of 3-6 grade students scored at the Standard Nearly Met or Standard Not Met level as measured by the CAASPP  DIBELS data is used to determine students who are working at the Intensive level and those that qualify for Intervention services.
<b>How the School will Evaluate the Progress of this Goal:</b>
DIBELS Assessments Analyze yearly CAASPP data Analyze district and local ELA Benchmarks Analyze of User Code 12 data Analyze STAR Reading Assessment

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 strategic or intensive on the district/school benchmark assessments, DIBELS, and ELA CAASPP	2017-2020	Principal Leadership Team Intervention Teachers Classroom Teachers Teacher Tutors	Hire Teacher tutors to provide small group intervention	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	11,000
			Hire Limited Assignment Teacher to provide small group intervention	1000-1999: Certificated Personnel Salaries	None Specified	0
			Hire Intervention teachers to provide small group intervention	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10,000
			Purchase supplementary instructional materials to enhance student learning. including, but not limited to SIPS, SPIRE, etc and other SBE approved reading interventions	4000-4999: Books And Supplies	LCFF - Base	12,357
			Purchase instructional software	4000-4999: Books And Supplies	LCFF - Supplemental	3,000
			Purchase supplemental materials to enhance student learning	4000-4999: Books And Supplies	LCAP Base	17,500
			Purchase additional books to enhance school and classroom libraries	4000-4999: Books And Supplies	LCFF - Base	5,000
			District and school benchmarks will be given to assess the ELA academic progress	2017-2020	Principal Intervention Teachers Leadership Team Classroom Teachers Teacher Tutors LAT	Purchase DIBELS program to assess students' progress
Provide release time and/or extra time for teachers/teacher tutors to complete assessments (benchmarks, DIBELS, etc.)	1000-1999: Certificated Personnel Salaries	LCFF - Base				3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire personnel that support the academic growth of students	2017-2020	Principal Intervention Teachers Leadership Team Classroom Teachers Teacher Tutors LAT Library Media Specialist Computer Lab Tech.	Hire Computer Lab Tech to provide services to students (46.15% funded by District LCAP and 53.85% funded by Title I).	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	27,000
			Computer Lab Tech Extra time	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5,000
			Hire Library Media Specialist (46.15% funded by District LCAP and 53.85% funded with Site LCFF-Supplemental).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	25,000
			Library Media Specialist Extra time	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,000
Provide on-going professional development in the area of English Language Arts.	2017-2020	Principal Intervention Teachers Leadership Team Classroom Teachers Teacher Tutors LAT Instructional Aides	Provide substitutes to release teachers for professional development , collaboration , observation	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000
			Registration/lodging/meals/miles/parking/car rental frees for teachers and classified staff to attend professional development and workshops	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000
			Provide guest speakers/outside consultants	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2,511

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use technology to enhance student learning	2017-2020	Principal Leadership Team Classroom Teachers	Purchase computers, computer equipment, printers, ipads and other technology to assist with instruction in Reading/Language Arts. Equipment maybe under and over \$500	4000-4999: Books And Supplies	LCFF - Base	45,000
Purchase supplemental materials that supports the reading level of all students.	2017-2020	Principal Leadership Team Classroom Teachers	Purchase Achieve 3000 Supplemental reading program	4000-4999: Books And Supplies	LCFF - Base	17,000
			Purchase STAR Reading/Accelerated Reader programs and reading books.	4000-4999: Books And Supplies	LCFF - Base	5,000
			Purchase instructional software	4000-4999: Books And Supplies	LCFF - Base	3,000
Provide encouragement and incentives for student efforts	2017-2020	Principal Leadership Team Classroom Teachers	Purchase of certificates, awards, assemblies, etc.	4000-4999: Books And Supplies	LCFF - Base	4,489
Provide after school intervention and enrichment opportunities for all students.	2017-2020	Principal Intervention Teachers Leadership Team Classroom Teachers Teacher Tutors LAT Instructional Aides	Hire teachers/teacher tutors for after school intervention and enrichment programs	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000
			Purchase supplemental materials for after school intervention and enrichment programs	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
			Purchase snacks for after school enrichment and/or intervention	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expose and incentives college and career readiness	2017-2020	Principal Intervention Teachers Leadership Team Classroom Teachers Teacher Tutors LAT Instructional Aides	Transportation for college learning trips	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			College and career incentives	4000-4999: Books And Supplies	LCFF - Supplemental	10,000

## Planned Improvements in Student Performance

### School Goal #2

<b>SUBJECT: English Language Development</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP GOAL: Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.
<b>SCHOOL GOAL #2:</b>
All students will show 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 Tk-6 will demonstrate achievement in acquiring English Language Proficiency as evidenced by qualifying for Re-Designation as Fluent English Proficient.
<b>Data Used to Form this Goal:</b>
CELDT Re-designation rates ADEPT DATA
<b>Findings from the Analysis of this Data:</b>
In 2014-2015 49% of Kindergarten English Learners scored at the beginning level but in 2015-2016 only 9% of 1st grade students scored at the beginning level  On average 40% of English Learners at Taylor are scoring at the Intermediate level  The number of Advanced level students decreased by 4% between the 2014-2015 and 2015-2016 school year.
<b>How the School will Evaluate the Progress of this Goal:</b>
ELPAC  Re-designation rates  ADEPT Data



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide academic support in students' primary language	2017-2020	Principal Leadership Team Bi-lingual Instructional Assistant	Hire Bi-lingual instructional assistants to support student learning in the classroom	2000-2999: Classified Personnel Salaries	None Specified	0
			ELD Coach	1000-1999: Certificated Personnel Salaries	District Funded	0
Teachers/ Teacher Tutors/Classified staff will participate in professional development to enhance their skills in the area of English Language Development	2017-2020	Principal Teachers LAT Teachers Intervention Teachers Teacher Tutors	Registration/lodging/meals/mileage/parking/car rental for staff to attend professional development conferences/workshops	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,000
			Provide substitutes to release teachers for professional development, collaboration, observation	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000
Instructional lessons that meet the needs of English language learners will be taught	2017-2020	Principal Teachers Teacher Tutors LAT Teacher Intention Teacher ELD Coach	Teacher compensation for creating ELD Lessons @ \$35 hour	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500
			Purchase supplementary instructional materials for ELD	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
			Substitutes will be used to release teachers, teacher tutors, LAT teachers, Intervention teachers to observe ELD lessons	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assessments will be given to monitor progress of English language learners	2017-2020	Principal Teachers Teacher Tutors LAT Teachers Intervention Teacher ELD Coach	Teacher/Teacher Tutor extra time to assess test students	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000

## Planned Improvements in Student Performance

### School Goal #3

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. LCAP GOAL: Provide effective district/school wide support systems, procedures, materials and practices that support student learning.
<b>SCHOOL GOAL #3:</b>
Taylor students will improve in Mathematics, as demonstrated by an increase of 13 points per year on the Math CAASPP school wide, so that the school average is in the "Standards Met" or level 3 category by the end of 2020. 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.
<b>Data Used to Form this Goal:</b>
Analysis of local Math assessments and benchmarks and other formative and summative data, as appropriate Classroom Observation Analysis of CAASPP
<b>Findings from the Analysis of this Data:</b>
In 2015-2016 at least 70% of all students in grade 3-6 performed at the Standard Nearly Met or Standard Not Met level.  29% of all 3rd grade students scored at Standard Met or Standard Exceeded  In the area of Concepts and Procedures, from 2014-2015 to 2015-2016 the percent of students who scored below standard in 3rd and 4th grade decreased by 18% and 17%.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analysis of local Math assessments and benchmarks and other formative and summative data, as appropriate Classroom Observation Analysis of CAASPP Common Formative Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide on going professional development in the area of Mathematics	2017-2020	Principal Teachers Intervention Teacher LAT Teacher Teacher Tutor	Provide substitutes to release teachers for professional development, collaboration, observation	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,500
			Registration/lodging/meals/mileage/parking/car rental for teachers to attend professional development conferences/workshops	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,000
			Provide guest speakers/outside consultants	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500
Implement a school-wide math intervention and enrichment program to address the needs of all students.	2017-2020	Principal Teachers Intervention Teacher LAT Teacher Teacher Tutor	Purchase supplementary instructional materials and manipulatives for mathematics	4000-4999: Books And Supplies	LCFF - Supplemental	3,000
			Hire teacher tutors to provide small group intervention and/or enrichment	1000-1999: Certificated Personnel Salaries	LCFF - Base	0
			Hire Limited Assignment teacher to provide small group intervention/enrichment	1000-1999: Certificated Personnel Salaries	None Specified	0
			Provide transportation for math intervention and/or enrichment programs (after school program, Math Superbowl, etc)	5000-5999: Services And Other Operating Expenditures	LCFF - Base	500
			Purchase instructional software	4000-4999: Books And Supplies	LCFF - Supplemental	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use technology to enhance student learning	2017-2020	Principal Teachers Intervention Teacher LAT Teacher Teacher Tutor	Purchase computers, computer equipment, or technology to assist with instruction in math. (over and under \$500)	4000-4999: Books And Supplies	LCFF - Supplemental	2,500
District and school benchmarks/assessments will be given to assess Mathematics progress	2017-2020	Principal Leadership Team Teachers Intervention Teacher LAT Teacher Teacher Tutors	Teachers, Teacher Tutors, LAT teachers will be used to assess student progress towards standards.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
			Provide release time and/or extra time for teachers, teacher tutors to create common formative assessments and/or administer assessments	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000
Provide after school enrichment and/or intervention	2017-2020	Principal Leadership Team Teachers Intervention Teacher LAT Teacher Teacher Tutors	Provide transportation for math intervention and/or enrichment program	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,000
			Hire teachers and teachers tutors	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Hire classified staff to support the instruction of an after school enrichment/intervention program	2000-2999: Classified Personnel Salaries	LCFF - Base	0
			Purchase supplementary instructional materials and manipulatives for mathematics	4000-4999: Books And Supplies	LCFF - Supplemental	500

## Planned Improvements in Student Performance

### School Goal #4

<b>SUBJECT: Other Subjects (Social Studies, Science, PE, Arts)</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.
<b>SCHOOL GOAL #4:</b>
Taylor 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, 35% of students in grade 5 will meet or exceed the science standards as measured by the CAST. By June 2020, all 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, 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.
<b>Data Used to Form this Goal:</b>
2015 CST Science 2015 CA Physical Fitness Test
<b>Findings from the Analysis of this Data:</b>
25% of students scored Proficient on the CST Science test  46.8% of students passed the CA Physical Fitness mile run  54.7% of students were in the healthy fitness zone on the BMI portion of the CA Physical Fitness Test
<b>How the School will Evaluate the Progress of this Goal:</b>
2017 CAST Science 2017 CA Physical Fitness testing

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide supplemental educational and enrichment experiences to support student learning in history/social studies, science, physical education, arts and technology	2017-2020	Administrator Teachers Leadership Team	Provide transportation, meals, and admission fees for education trips.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			Stipend for coaching activities	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000
			Purchase supplemental instructional materials, supplies, equipment including PE equipment, art supplies, visual and performing arts supplies, e-books, science materials, magazines, and instructional software.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,000
			Contract with educational programs to bring social studies/science activities into the classroom, eg; Walk Through actives and Panning for Gold, assemblies	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,000
			Contract with Coast to Coast Coaching to provide STEM and Soccer activities to students in grades 1-6	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	23,000

## Planned Improvements in Student Performance

### School Goal #5

<b>SUBJECT: Support Services (Counseling, Safety, Nutrition, Health)</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning. LCAP GOAL: Maintain a safe, secure, healthy and positive learning environment for all students and staff.
<b>SCHOOL GOAL #5:</b>
<p>Taylor 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, 75% 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 Health Kids Survey. By June 2020, student attendance rates will increase by .3% school wide. We intend to address the needs of all students, including the health, behavioral and social/emotional needs of students 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.</p> <p>School wide student attendance will improve by an average of 0.1% per year and/or exceed an average of 97% per year. 85% of parents will attend at least one parent conference. 50% of parents will attend at least one parent education or family fun event. Taylor will maintain percentages above 92% for students attitude/feeling towards school based on the Healthy Kids Survey</p>
<b>Data Used to Form this Goal:</b>
SMBSD Attendance Reports Health Kids Survey Parent Conference Sign In Parent Education/Family Fun Participation Roster
<b>Findings from the Analysis of this Data:</b>
82% of students are happy to be at this school 92% of students feel safe at school 85% of students feel they are treated with respect 93% of students feel if they tell a teacher that they have been bullied, the teacher will do something to help 92% of students feel that their teachers believe they are doing a good job
Taylor overall attendance average is 96.5%



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

SMBSD Attendance Report

Healthy Kids Survey

Parent Conference Sign In

Parent Education/Family Fun Participation Roster

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the Multi-Tiered System of Supports (MTSS) and PBIS (Positive Behavior Intervention System) to provide school wide and classroom researched based positive behavioral supports for all students, including students with disabilities, English Learners and students from all ethnicity.	2017-2020	Administrator Leadership Team PBIS Team	Hire substitutes to provide release time for MTSS/PBIS team to attend professional development, conferences, SSTs and meetings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,000
			Transportation, lodging, meals, and registration fees for MTSS/PBIS team to attend professional development	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			Supplemental materials to enhance the MTSS/PBIS program	4000-4999: Books And Supplies	LCFF - Base	6,000
			Contract with Santa Maria Youth and Family to provide comprehensive social emotional development support and individualized interventions	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0
			Hire MFT/MFT Intern	5800: Professional/Consulting Services And Operating Expenditures	LCAP Base	30,000
			Hire ORC	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a safe learning environment	2017-2020	Administrator Outreach Consultant PBIS Team Leadership Team	Provide incentives for behavior, academic improvement and attendance.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000
			Provide materials that enhance Red Ribbon week, bully prevention, counseling services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,000
			Materials need to improve safety in the parking lot for students and parents	5000-5999: Services And Other Operating Expenditures	LCFF - Base	500
			Hire additional playground/cafeteria supervisors to enhance student safety.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000
Address the needs of chronic absenteeism which will increase student achievement and engagement	2017-2018	Administrator Academic/Attendance Liaison	Hire and academic/attendance liaison	5000-5999: Services And Other Operating Expenditures	LCFF - Base	12,500

## Planned Improvements in Student Performance

### School Goal #6

<b>SUBJECT: Parent Involvement</b>
<b>LEA/LCAP GOAL:</b>
LCAP GOAL: Create a culture of respect and caring that supports positive relationships among all stakeholders. LEA ACTION: Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents).
<b>SCHOOL GOAL #6:</b>
Taylor School will maintain high levels of parent involvement, as demonstrated by the California Family Engagement Framework Rubric. By June 2020, Taylor School will demonstrate a Basic or Progressive Implementation Level of the 18 principles within the five action areas outline 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.
<b>Data Used to Form this Goal:</b>
School Site Council Agendas and minutes of meetings  Informal parent communication with site administrators and teachers  Parent Teacher Organization agendas and minutes  Parent sign in sheets from Back to School Night, Open House, Parent Education Nights, Family fun activities.
<b>Findings from the Analysis of this Data:</b>
Parents need to be encouraged to participate in decisions related to the education of their children, by attending parent meetings, making recommendations , volunteering at school, participating in their children's classes, and participating in decision making by serving on district and school committees (SSC, ELAC, PTO, DELAC, GATE, SPED, etc.)
<b>How the School will Evaluate the Progress of this Goal:</b>
Analysis of calendar of meetings, agenda , minutes, sign in sheets . Analysis of parent attendance at school sponsored events. . Conference attendance data

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 comprehensive family engagement program to promote family, school and community partnerships based on the California Family Engagement Framework.	2017-2020	Administration Community Liaison Leadership Team Teachers Classified Staff	Provide parent education nights, include presenter, presenter fees, materials	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,000
			Extra time for staff to provide Child Care for parent meeting and parent education programs.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2,000
			Provide substitutes to release teachers to attend parent meetings ie: SST and IEP	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000
			Extra time for classified staff to provide interpreters for parent conferences, SST meetings and IEP meetings	2000-2999: Classified Personnel Salaries	LCFF - Base	4,000
			Purchase materials and supplies for parent involvement programs, meetings and training	4000-4999: Books And Supplies	LCFF - Base	500
			Provide refreshments for parents during parent meetings and parent involvement programs.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,500
			Provide student agendas for parent communication re: assignment, student behavior, etc.	4000-4999: Books And Supplies	LCFF - Base	4,500
			Provide reprographics and postage for parent communication	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,000
			Custodial extra time to cover	2000-2999: Classified Personnel Salaries	LCFF - Base	500
			Provide teachers extra	1000-1999:	LCFF - Base	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Bilingual Staff to assist with communicating with parents and building home to school partnerships			Hire community liaison to assist with attendance, categorical programs, parent outreach, and district/school services (46.15% funded with District LCAP and 53.85% funded with Title I)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	25,000
			Hire Project Clerk to assist with categorical programs, parent outreach, and district/school services (59.6% funded with Title I)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	36,000
			Extra time for classified staff to facilitate parent communication (translating for SST meetings, parent conferences, parent education nights)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,423

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

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

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



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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Professional Development</b>
<b>SCHOOL GOAL #2:</b>
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.

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

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

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

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

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

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

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

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



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

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

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

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

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

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

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

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #6

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

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

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



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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #7

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

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

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

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #8

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

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

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

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

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



## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	182,346	2,500.00
LCFF - Supplemental	112,011	0.00
Title I Part A: Allocation	118,423	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCAP Base	47,500.00
LCFF - Base	179,846.00
LCFF - Supplemental	112,011.00
None Specified	0.00
Title I Part A: Allocation	118,423.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	49,500.00
2000-2999: Classified Personnel Salaries	137,923.00
4000-4999: Books And Supplies	142,346.00
5000-5999: Services And Other Operating Expenditures	67,500.00
5800: Professional/Consulting Services And Operating	60,511.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	0.00
5800: Professional/Consulting Services And	District Funded	0.00
4000-4999: Books And Supplies	LCAP Base	17,500.00
5800: Professional/Consulting Services And	LCAP Base	30,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	9,500.00
2000-2999: Classified Personnel Salaries	LCFF - Base	4,500.00
4000-4999: Books And Supplies	LCFF - Base	102,846.00
5000-5999: Services And Other Operating	LCFF - Base	40,000.00
5800: Professional/Consulting Services And	LCFF - Base	23,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	30,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	30,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	22,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	22,500.00
5800: Professional/Consulting Services And	LCFF - Supplemental	7,511.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
2000-2999: Classified Personnel Salaries	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	103,423.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	5,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	232,857.00
<b>Goal 2</b>	12,000.00
<b>Goal 3</b>	19,500.00
<b>Goal 4</b>	37,000.00
<b>Goal 5</b>	65,000.00
<b>Goal 6</b>	91,423.00

## 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
Helena Avedikian	X				
Denise Berry		X			
Paul Martel		X			
Chrystal LesSuer		X			
Tony Fadel				X	
Denisse Azua				X	
Gabriela Gonzalez				X	
Alan Granski				X	
Rosa Arzaga				X	
Sergio Maldonado			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

X Special Education Advisory Committee

\_\_\_\_\_  
Signature

X Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

X District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

School Leadership Team

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on April 24, 2017.

Attested:

Helena Avedikian

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

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

\_\_\_\_\_  
Date

Alan Granski

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

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

\_\_\_\_\_  
Date