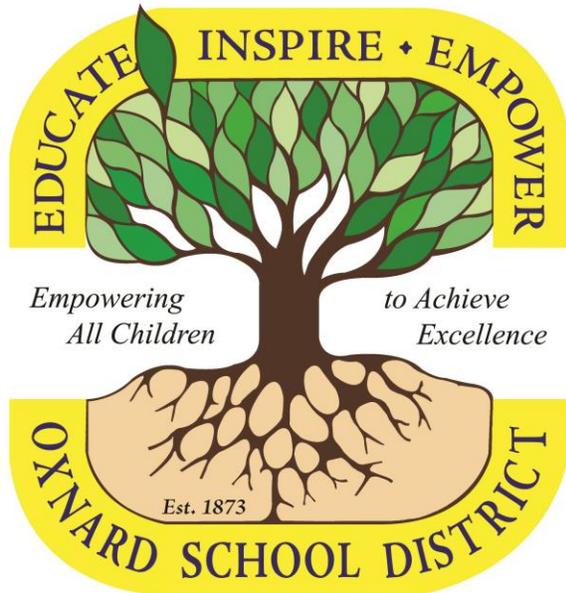


OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501



BOARD OF TRUSTEES

Mrs. Veronica Robles-Solis, President
Mr. Albert "Al" Duff Sr., Clerk
Mrs. Debra M. Cordes, Member
Mr. Ernest "Mo" Morrison, Member
Mr. Denis O'Leary, Member

ADMINISTRATION

Dr. Cesar Morales
Superintendent
Dr. Jesus Vaca
Assistant Superintendent,
Human Resources & Support Services
Dr. Nancy Carroll
Interim Assistant Superintendent,
Educational Services
Ms. Lisa Cline
Assistant Superintendent,
Business & Fiscal Services

AGENDA #12 REGULAR BOARD MEETING

Wednesday, March 4, 2015

5:00 p.m. Study Session

Closed Session To Follow

7:00 PM - Regular Board Meeting

Call to Order: _____

Members Present: _____

Members Absent: _____

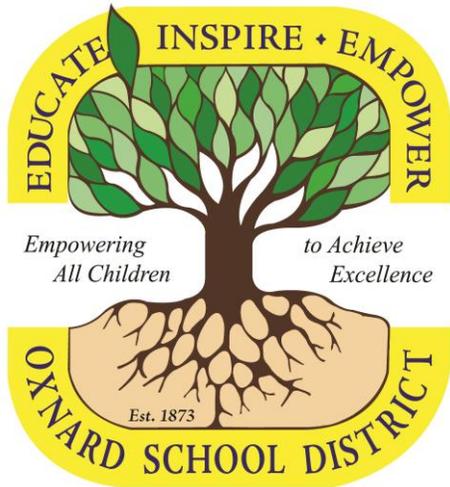
***NOTE:** In accordance with requirements of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent's office at least two days before the meeting date.

Persons wishing to address the Board of Trustees on any agenda item may do so by completing a "Speaker Request Form" and submitting the form to the Asst. Supt. of Human Resources. The Speaker should indicate on the card whether they wish to speak during Public Comment or when a specific agenda item is considered.

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

www.oxnardsd.org

OPIE TV – Channel 20 &
Verizon FIOS - Channel 37



Vision:

Empowering All Children to Achieve Excellence

Mission:

Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that promotes self-discipline, motivation and excellence in learning.



Visión:

Fortaleciendo a Todos los Alumnos para que Logren la Excelencia

Misión:

Asegurar una educación culturalmente diversa para cada alumno en un ambiente seguro, saludable y propicio que fomente la autodisciplina, motivación y la excelencia en el aprendizaje.

Section A PRELIMINARY

A.1 Call to Order and Roll Call

5:00 PM

The President of the Board will call the meeting to order. A roll call of the Board will be conducted.

A.2 Pledge of Allegiance to the Flag

Mrs. Bertha Anguiano, Principal of Ritchen School, will introduce Lauren Alana Willeford, 5th grader in Mrs. Wendi Bowles' class, who will lead the audience in the Pledge of Allegiance.

A.3 District's Vision and Mission Statements

The District's Vision and Mission Statements will be read by Luzemely Yopez, 5th grader in Mrs. Sandra Garcia's class from Ritchen School.

A.4 Presentation by Ritchen Staff

Mrs. Anguiano will provide a short presentation to the Board regarding Ritchen School. Following the presentation President Robles-Solis will present a token of appreciation to the students that participated in the Board Meeting.

A.5 Adoption of Agenda (Superintendent)

Moved:
Seconded:

ROLL CALL VOTE:

O'Leary __, Morrison __, Cordes __, Duff __, Robles-Solis __

A.6 Study Session – Update on Harrington Pre-school Facility (CFW, Inc.)

The Board of Trustees will be presented a report on the Facilities Implementation Program – Harrington Pre-school Facility.

A.7 Closed Session – Public Participation/Comment (Limit three minutes per person per topic)

Persons wishing to address the Board of Trustees on any agenda item identified in the Closed Session agenda may do so by completing a "Speaker Request Form" and submitting the form to the Assistant Superintendent of Human Resources. Public Comment shall be limited to fifteen (15) minutes per subject with a maximum of three (3) minutes per speaker.

A.8 Closed Session

The Board of Trustees will convene to closed session for the following items:

1. Pursuant to Section 54956.9(d)(2) of *Government Code*:
 - Conference with Legal Counsel – Anticipated Litigation: two cases
 - Conference with Legal Counsel – Existing Litigation

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section A
PRELIMINARY
(continued)

A.8 Closed Session (Continued)

The Board of Trustees will convene to closed session for the following items:

2. Pursuant to Sections 54957.6 and 3549.1 of the *Government Code*:
 - Conference with Labor Negotiator:
Agency Negotiators: OSD Assistant Superintendent Human Resources & Support Services, and Garcia Hernández Sawhney & Bermudez, LLP
Association(s): OEA, OSSA, CSEA;
and All Unrepresented Personnel - Administrators, Classified Management, Confidential

3. Pursuant to Section 54957 of the *Government Code* and Section 44943 of the *Education Code* the Board will consider personnel matters, including:
 - Public Employee(s) Discipline/Dismissal/Release
 - Non Re-elects
 - Public Employee(s) Reassignment/Appointment

A.9 Reconvene to Open Session

7:00 PM

A.10 Report Out of Closed Session

The Board will report on any action taken in closed session or take action on any item considered in closed session.

A.11 Approval of Minutes

It is recommended that the Board approve the minutes of regular and special board meetings, as submitted:

- February 4, 2015, regular meeting
- March 19, 2014, regular meeting

Notes:
Moved:
Seconded:

ROLL CALL VOTE:

O’Leary __, Morrison __, Cordes __, Duff __, Robles-Solis __

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section B HEARINGS/PUBLIC COMMENT

B.1 Public Comment/Opportunity for Members of the Public, Parents, PTA/PTO, to Address the Board (3 minutes each speaker)

Members of the public may address the Board on any matter within the Board's jurisdiction and have three (3) minutes each to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board. The Board may not deliberate or take action on items that are not on the agenda. The President is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. This meeting is being video-recorded and televised.

Persons addressing the board during the consideration of an agenda item will be called to address the board prior to any presentation or consideration of the item by the Board. At the conclusion of the public comment on the item, the Board will hear the District's presentation on the matter. Board deliberation and action, if any, will follow the District's presentation. Once the public comments are presented, the board will only take comments from the public at the discretion of the Board President.

The Board particularly invites comments from parents of students in the District.

We will now read the names of the individuals who have submitted Speaker Request Forms to address the Board.

B.1 Comentarios Públicos/Oportunidad para que los Miembros de la Audiencia, los Padres, el PTA/PTO se dirija a la Mesa Directiva (3 minutos para cada ponente)

Los miembros del público pueden dirigirse a la Mesa Directiva sobre cualquier asunto dentro de la jurisdicción de la Mesa Directiva y cada uno limitar sus comentarios a tres (3) minutos. El tiempo total de cada asunto será de quince (15) minutos, a menos que, un miembro de la Mesa Directiva determine extender el tiempo y que éste sea aprobado por la Mesa Directiva. La Mesa Directiva no podrá deliberar o tomar alguna acción sobre los asuntos que no aparezcan en la agenda. El presidente dirige la junta y mantendrá el orden, establece el tiempo límite para los presentadores, el tema del asunto y tendrá la facultad de retirar a cualquier persona que cause un desorden en la sesión de la junta. Esta junta está siendo grabada y televisada.

Las personas que quieran dirigirse a la Mesa Directiva durante la consideración de un asunto de la agenda serán llamadas para dirigirse a la Mesa Directiva antes de cualquier presentación o consideración de un asunto por la Mesa Directiva. Al concluir el período de los comentarios públicos sobre un asunto, la Mesa Directiva escuchará la presentación del Distrito con respecto al tema. La deliberación y la resolución determinada por la Mesa Directiva, si se presenta alguna, procederá después de la presentación del Distrito. Una vez que los comentarios públicos hayan sido presentados, la Mesa Directiva únicamente aceptará los comentarios por parte del público a discreción del presidente de la Mesa Directiva.

La Mesa Directiva invita en particular a los padres de los alumnos del Distrito para que expresen sus comentarios.

A continuación leeremos los nombres de las personas quienes han entregado las Formas de Petición para Dirigirse a la Mesa Directiva.

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

**Section C
CONSENT AGENDA**

(All Matters Specified as Consent Agenda are considered by the Board to be routine and will be acted upon in one motion. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board request specific items be discussed and/or removed from the Consent Agenda.)

Notes:
Moved:
Seconded:

ROLL CALL VOTE:

O’Leary __, Morrison __, Cordes __, Duff __, Robles-Solis __

C.1 Agreements

It is recommended that the Board approve the following agreements:	Dept/School
<ul style="list-style-type: none"> ▪ #14-189 with Boys & Girls Clubs of Greater Oxnard and Port Hueneme, to present and share information about their services at school sites to educate parents; March 5, 2015 through March 4, 2016; at no charge to the district; ▪ #14-194 with Parent Institute for Quality Education (PIQE), to provide parent training course in Spanish for parents of children enrolled at Haydock Middle School, April 2015 through June 2015; amount not to exceed \$5,000.00, to be paid with Title III Funds; ▪ #14-196 with Collaboration for Success, to provide training to Special Day Class Mild to Moderate teachers on Common Core and the Special Education Student, March 23, 2015; amount not to exceed \$600.00, to be paid with Special Education Funds; ▪ #14-197 with R.M. Pyles Boys Camp, to provide a youth leadership & character development program for selected economically disadvantaged boys 12-14 years of age in the district; at no cost to the district; ▪ #14-198 with Parent Institute for Quality Education (PIQE), to provide a parent training course for the parents of children enrolled at Haydock Middle School on the importance of helping their children build a strong foundation in math and science; amount not to exceed \$3,000.00, to be paid 62% with Title I and 38% with Title III Funds. 	<p>Carroll/ Phipps</p> <p>Carroll/ Bond</p> <p>Carroll/ Phipps</p> <p>Carroll/ Phipps</p> <p>Carroll/ Bond</p>

C.2 Ratification of Amendment #4 to Agreement #14-50 VCOE, Paraeducator Services – SCP

It is the recommendation of the Interim Assistant Superintendent, Educational Services and the Director, Pupil Services that the Board of Trustees ratify Amendment #4 to Agreement #14-50 with Ventura County Office of Education, to decrease the amount of (-\$18,780.28) for a total agreement amount of \$413,473.39. The decrease is due to yearly IEP meetings held to review three students with current support from Special Circumstances Paraeducator Services (SCP’s) for 2014-2015.	Dept/School Carroll/ Phipps
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C.3 Approval of Overnight Field Trip and Agreement #14-195 – The Outdoor School At Rancho Alegre – Marshall School

It is the recommendation of the Interim Assistant Superintendent, Educational Services and the Principal at Marshall School that the Board of Trustees approve request for participation of 95 fifth grade students from Thurgood Marshall School in an instructional program of Outdoor Science & Conservative Education, May 5-8, 2015, at the Outdoor School located in Santa Barbara. Cost will be \$268.00 per student, \$134.00 per chaperone, and not to exceed \$1,000.00 for round-trip school bus transportation, to be paid from Donation – Science Camp Fund.	Dept/School Carroll/ Breitenbach
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Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section C
CONSENT AGENDA
(continued)

C.4 Request For Approval For Out-of-State Conference Attendance – Lightspeed Systems Connect Conference

<p>It is the recommendation of the Interim Assistant Superintendent, Educational Services and the Chief Information Officer, that the Board of Trustees approve request for Dawud Davis and Ricardo Leon, Technology Services Technicians, to attend the Lightspeed Connect 2015 Conference in Cincinnati, Ohio, from June 22-24, 2015; amount not to exceed a total of \$4,500.00 for the registration, travel and lodging plus expenses, to be paid from the Information Technology Services Budget in General Fund.</p>	<p>Dept/School Carroll/ Kubilos</p>
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C.5 Request For Approval For Out-of-State Conference Attendance – Q Users Experience Conference

<p>It is the recommendation of the Interim Assistant Superintendent, Educational Services and the Chief Information Officer, that the Board of Trustees approve request for Tom Kranzler, Network System Analyst and Danita Spence, Technology Services Technician, to attend the Q Users Experience Conference in Detroit, Michigan, from April 28-30, 2015; amount not to exceed a total of \$4,500.00 for the registration, travel and lodging plus expenses, to be paid from the Information Technology Services Budget in General Fund.</p>	<p>Dept/School Carroll/ Kubilos</p>
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C.6 Request to Waive Fees for Use of Facilities Permit – Association of Mexican American Educators Inc. (A.M.A.E.)

<p>It is the recommendation of the Executive Director of Facilities Planning, Engineering and Operations that the Board of Trustees approve the waiver of fees for the Association of Mexican American Educators Inc.</p>	<p>Dept/School Gutierrez</p>
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C.7 Disposal of Surplus Personal Property

<p>It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing, that the Board of Trustees declare the February 4, 2015 surplus property obsolete and approve its sale and/or disposal, as permitted by California Education Code §17546.</p>	<p>Dept/School Cline/ Franz</p>
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C.8 Establish/Abolish/Reduce/Increase Hours of Positions

<p>It is recommended that the Board approve the establishment, abolishment or reduction in hours for classified positions, as submitted.</p>	<p>Dept/School Koch</p>
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C.9 Personnel Actions

<p>It is recommended that the Board approve personnel actions, as submitted.</p>	<p>Dept/School Vaca/ Koch</p>
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Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section D
ACTION ITEMS

(Votes of Individual Board Members must be publicly reported.)

D.1 Approval of Single Plans for Student Achievement: 20 School Sites (Carroll)

It is the recommendation of the Interim Assistant Superintendent, Educational Services, that the Board of Trustees approve the Single Plans for Student Achievement at 20 elementary and middle schools.

Public Comment:
Presentation:
Moved:
Seconded:
Board Discussion:
Vote:

ROLL CALL VOTE:

O’Leary __, Morrison __, Cordes __, Duff __, Robles-Solis __

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section E
REPORTS/DISCUSSION ITEMS
(These are presented for information or study only,
no action will be taken.)

E.1 Measure M6 Bond Oversight Committee Annual Report (Cline)

The Board will receive the Bond Oversight Committee's eighth and final Annual Report, per Proposition 39 requirements.

E.2 Budget Update (Cline)

The Administration will present an updated report on the status of the State Budget for the 2015-2016 fiscal year.

**Note: No new items will be considered after 10:00 p.m. in accordance with
Board Bylaws, BB 9323 – Meeting Conduct**

Section F
BOARD POLICIES

(These are presented for discussion or study.
Action may be taken at the discretion of the Board.)

No Board Polices will be discussed or studied at this meeting.

**Note: No new items will be considered after 10:00 p.m. in accordance with
Board Bylaws, BB 9323 – Meeting Conduct**

Section G
CONCLUSION

G.1 Superintendent's Announcements (3 minutes)

A brief report will be presented concerning noteworthy activities of district staff, matters of general interest to the Board, and pertinent and timely state and federal legislation.

Notes:

G.2 Trustees' Announcements (3 minutes each speaker)

The trustees' report is provided for the purpose of making announcements, providing conference and visitation summaries, coordinating meeting dates, identifying board representation on committees, and providing other information of general interest.

Notes:

ADJOURNMENT

Moved:
Seconded:
Vote:

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct



Oxnard School District

Facilities Implementation Program **Harrington Pre-School Facility**

Board Presentation

March 4, 2015



Caldwell Flores Winters, Inc.
Facilities Planning, Public Finance, Program Administration

The logo for Caldwell Flores Winters, Inc. (CFW) is displayed in a large, gold, serif font, with the letters "C", "F", and "W" being significantly larger than the "l", "o", "r", "e", "s", "W", "i", "n", "t", "e", "r", "s", "I", "n", "c".

OVERVIEW

- The Facilities Implementation Program Semi-Annual Report adopted by the Board in January provides a roadmap for District improvements, including those serving preschool/early childhood education programs
- In February 2015, the Board considered permanent facilities improvements to support a Lemonwood Pre-Kindergarten facility and directed staff to proceed with planning and design, pursuant to the adopted budget
- On February 12, a site tour with staff was conducted at Harrington to review the site's planned permanent preschool facility improvements once the new school is completed
- A plan has been prepared for preschool improvements at Harrington, similar to that for Lemonwood, which repurposes older facilities for preschool/kindergarten use once the new campus is completed
- The District continues to emphasize the importance of its preschool/early childhood education program in ensuring that students enter the District ready for elementary school curriculum

ADOPTED SPECIFICATIONS

- In order to meet State licensure requirements, facilities intended for use as a preschool must conform to Title 22 of the California Code of Regulations
- An Educational Specification conforming to these State requirements has been developed and is shown in the table below, as included within the third Semi-Annual Facilities Implementation Program update adopted by Trustees in July 2014
- The Specification provides for theoretical capacity per State guidelines; in practice Oxnard preschool programs may vary from site to site
- Program requirements have been assessed specifically for the Harrington campus in order for the specification to be adapted proportionally to the proposed Harrington facility

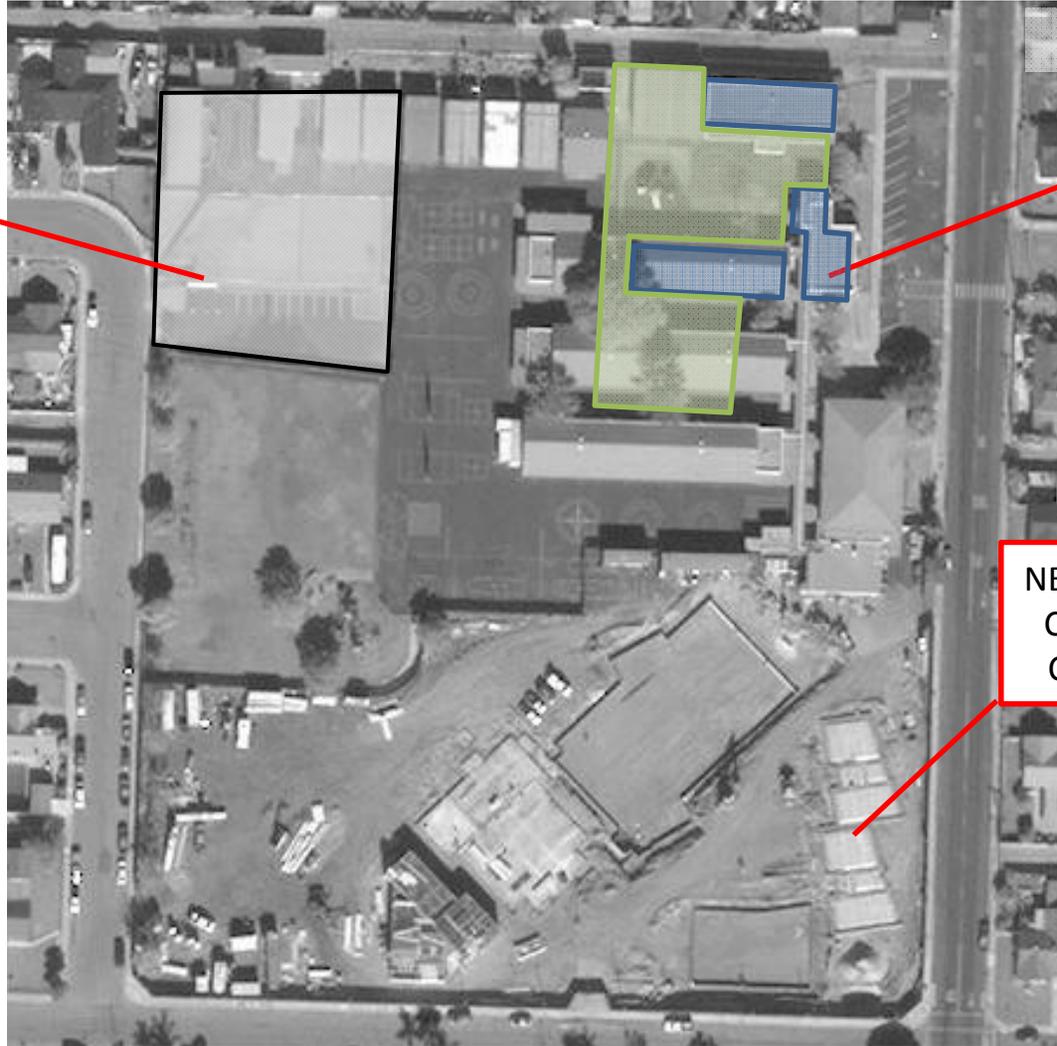
<i>Description</i>	<i>Area</i>	<i>Units</i>	<i>Quantity</i>	<i>Total</i>
Indoor Activity Space				5,745
Classroom	1,120	sf	4	4,480
Restroom / Drinking Fountain	85	sf	9	765
Workroom / Storage	200	sf	2	400
Equipment Storage	100	sf	1	100
Outdoor Activity Space				9,600
Activity/Play area	8,400	sf	1	8,400
Play Structure	1	ea		
Shaded rest area	1,200	sf	1	1,200
Drinking Fountain	1	ea		
			TOTAL	15,345

PROGRAM REQUIREMENTS

- A plan for meeting the classroom needs is based on the following considerations:
 - Consultation with District staff re anticipated enrollment for programs currently operating at the Harrington campus:
 - Neighborhood for Learning (NfL)
 - Community Action Partnership of San Luis Obispo (CAPSLO)
 - Oxnard School District Family Resource Center
 - Adopted District specifications for preschool facilities
- In addition, space has been considered to accommodate the move of Elm's State preschool program to permanent facilities on the Harrington campus
- A total of four classrooms as well as associated restroom facilities and administrative space is proposed to house these programs from repurposed space

HARRINGTON: EXISTING CONDITIONS

INTERIM
PRESCHOOL
LOCATION



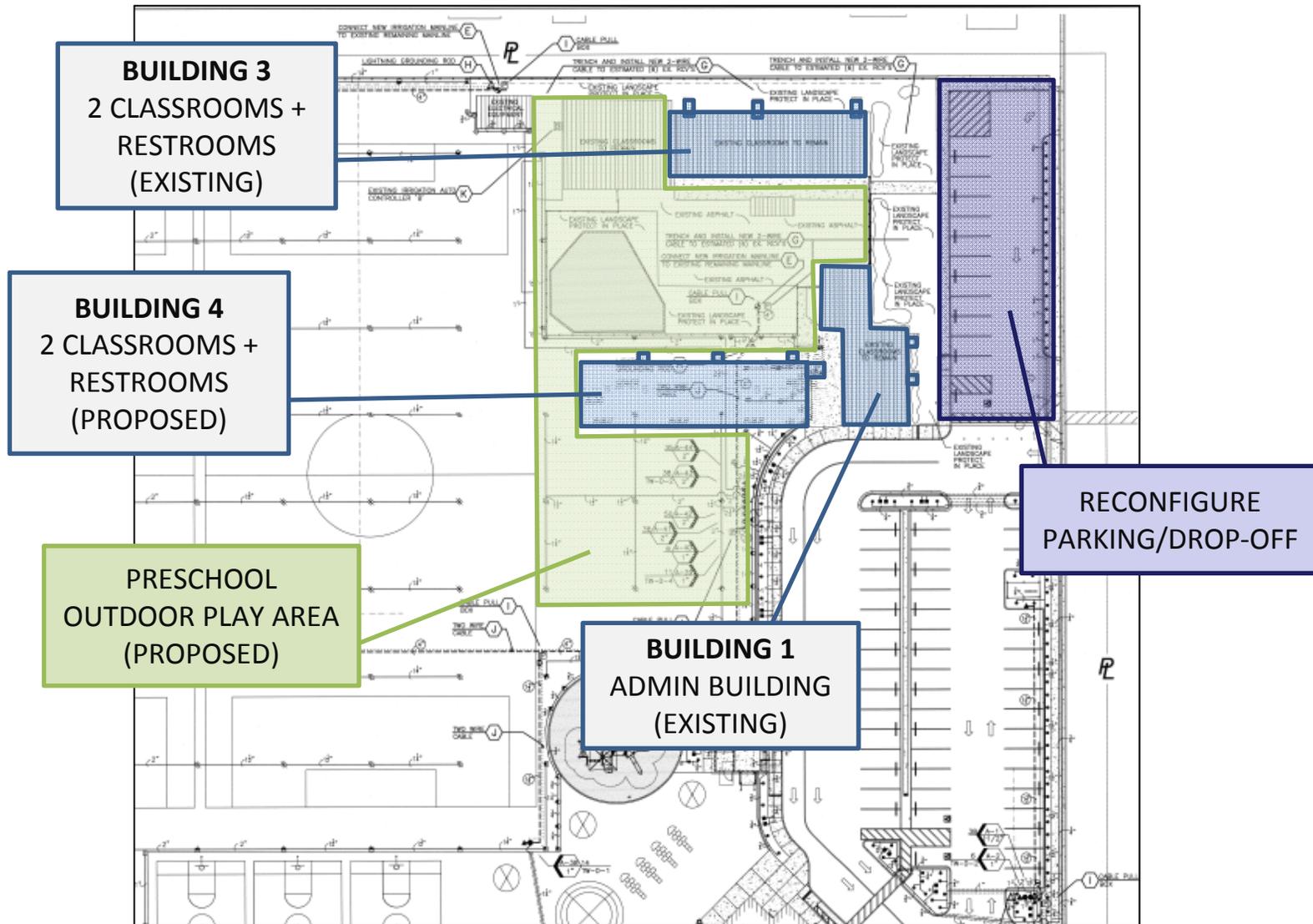
PERMANANT
PRESCHOOL
LOCATION

NEW HARRINGTON
CAMPUS UNDER
CONSTRUCTION

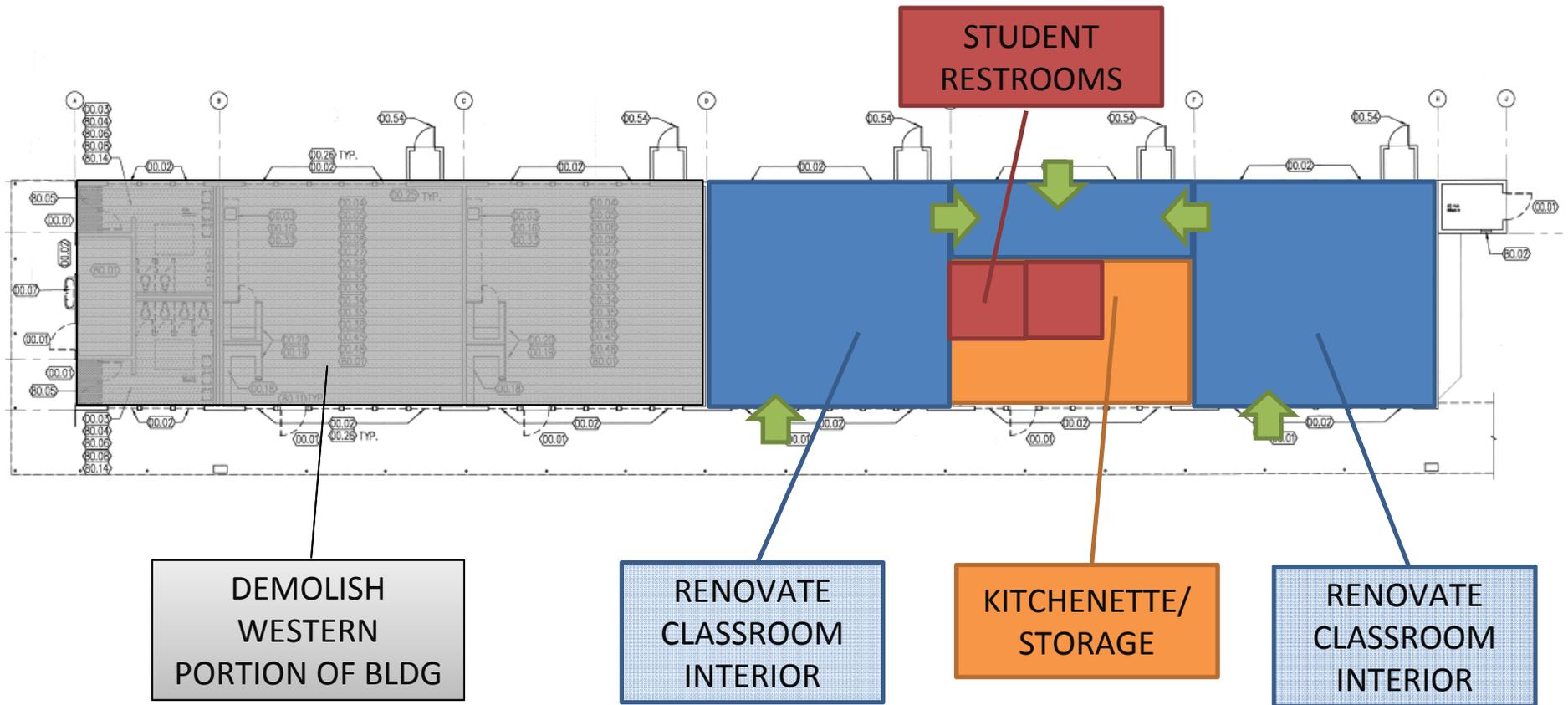
PROPOSED RECONFIGURATION

- The DSA/CDE approved plans for the new Harrington campus call for the removal of most of the existing Harrington campus once the new facilities are occupied in order to complete site work that includes required parking/dropoff and play fields
- A portion of the original Harrington facilities are planned to be preserved for permanent use, provided that they do not interfere with the new facilities and site improvements under contract for the new facility
- The existing admin building (Bldg 1) and kindergarten building (Bldg 3) as well as a portion of classroom Bldg 4 fit this criteria and may be retained for preschool use
- Building 3 is a two-room facility containing two existing full-size Kindergarten rooms that have immediate access to student toilets, storage, kitchenette and adequate indoor play space, which jointly require only limited improvements
- Building 4 is a five-room classroom building recommended for reconfiguration into two preschool classrooms and shared student toilets, storage, and kitchenette between the two rooms; the western portion of the building would be removed to not conflict with the pending Harrington sitework improvements
- The admin building requires only limited improvements to provide functional space for the programs at the site

PROPOSED PRESCHOOL FACILITIES & PLAY AREA



BUILDING 4 PROPOSED RECONFIGURATION



Conceptual diagrams are undergoing review by District staff prior to development of actual proportions or dimensions as determined by the selected design team

ADOPTED BUDGET

Improved cost efficiency may be achieved during existing construction mobilization at the Harrington site; project costs may be addressed in several ways:

- ✓ Project costs for the preschool can be negotiated as to scope and added onto the Guaranteed Maximum Price (GMP) for the Harrington School project
- ✓ Alternatively project costs can be handled separately, and independently of the Harrington GMP

Description	Quantity	Units	Budget
Harrington			
Upgrade Ext CR Space to Four 21st Century Preschool Classrooms	4160	sf	\$360,291
Modernize Administrative Space	1450	sf	\$79,331
Upgrade Classroom Space to provide Two Student Toilets and Adjacent handwash Sinks	1450	sf	\$150,627
Upgrade Administrative Staff Toilets	85	sf	\$85,355
Landscape & Improve Play Areas including New Play Equipment	10000	sf	\$146,743
Demolition & Portable CR Warehousing	1	LS	\$71,429
Subtotal			\$893,776
Additional sitework, utilities, and space improvements			\$189,575
Total Estimated Project Cost			\$1,083,351

The adopted budget remains the same except for a \$189,575 increase for site work, utilities, and space improvements to integrate with the new school facilities; the next Semi-Annual Report will incorporate this amount from the Program Reserve

NEXT STEPS & DELIVERY METHOD

- Pursuant to Board direction, the Program Team will proceed with the assignment of a prequalified architectural firm to begin formal design work to integrate the reconfiguration of existing Harrington facilities with the ongoing work for the new campus
- Continued discussion with CDE and State Department of Social Services to seek approvals, provide design details and confirm required furnishings, fixtures, and equipment for the reconfigured spaces
- CFW will return to the Board with a proposed conceptual design for reconfiguration as well as recommendation for the assignment of design team members
- If this component is included as part of the Harrington School project, a lease-leaseback (LLB) method of delivery may be utilized
- In this case, the contractor would participate to provide constructability reviews of proposed designs, cost estimates, preliminary construction schedules, and a site logistics strategy to help create a design that meets the District's budget, specification and timeline

Regular Board Meeting
February 4, 2015

The Board of Trustees of the Oxnard School District met in regular session at 5:02 p.m. on Wednesday, February 4, 2015, at the Educational Service Center.

CALL TO ORDER

A roll call of the Board was conducted. Present were President Veronica Robles-Solis and Trustees Albert Duff Sr., Debra M. Cordes, Ernest Morrison and Denis O’Leary. Staff members present were District Superintendent Dr. Cesar Morales, Assistant Superintendents Lisa Cline, Dr. Jesus Vaca, and Interim Assistant Superintendent Dr. Nancy J. Carroll, and executive assistant Sylvia Carabajal.

ROLL CALL

Justin Albavera 4th grader in Mrs. Cash’s class and Andy Albavera, 5th grader in Mrs. Mechling’s class, students from Harrington’s After School Program, led the audience in the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

Justin Albavera 4th grader in Ms. Cash’s class read the District’s Vision and Mission Statements in English; and Andy Albavera, 5th grader in Mrs. Mechling’s class read them in Spanish.

DISTRICT’S VISION AND MISSION STATEMENT

Mrs. Ginger Shea, Manager of Special Programs, provided a presentation on the Oxnard Scholars After School Program which include the program components, accomplishments and upcoming events. Dr. Morales thanked Mrs. Shea and the individuals that attended the meeting for all they do for the students in the after school program.

AFTER SCHOOL PROGRAM

A.5 Changes to the Agenda were noted:

- Section C – Consent Agenda, C.9 Request for Approval of Out of State Conference Attendance – Music Teachers National Association – Las Vegas; revised amount to not exceed \$2,500.00, to be paid with MSAP Grant Funds.

ADOPTION OF THE AGENDA

On motion by Trustee Duff, seconded by Trustee Morrison and carried on a roll call vote of 4-1, Trustee O’Leary being the Nay vote; the Board adopted the agenda, as amended.

Dr. Morales introduced Mr. Yuri Calderon and Mr. Ernesto Flores of Caldwell Flores Winters, Inc., whom provided an overview of the Facilities Implementation Program for the Lemonwood Preschool Facility. The report included information on adopted specifications to meet the needs of preschool and kindergarten classrooms; reconstruction of the existing and reconstructed Lemonwood K-8 campus; and the adopted budget for the project. Following discussion, the Board was informed that this item would come back for approval.

STUDY SESSION PROPOSED PRE-SCHOOL FACILITIES FOR LEMONWOOD SITE

ANNOUNCEMENTS PRIOR TO CLOSED SESSION February 4, 2015:

After any public comments on the Closed Session agenda items, the Board will be recessing to Closed Session to consider the following:

No one addressed the Board on the closed session agenda.

PUBLIC COMMENT CLOSED SESSION

Firstly, for CONFERENCE WITH LEGAL COUNSEL under *Government Code*, Section 54956.9:

- ANTICIPATED LITIGATION – two cases
- EXISTING LITIGATION

Secondly, for CONFERENCE WITH LABOR NEGOTIATORS under *Government Code*, Sections 54957.6 and 3549.1.

The District negotiator is the Assistant Superintendent, Human Resources & Support Services and the employee organizations are OEA, OSSA, CSEA; and all unrepresented personnel – administrators, classified management, confidential.

Finally, under *Government Code*, Section 54957 and *Education Code*, Section 44943:

- PUBLIC EMPLOYEE(S) DISCIPLINE/DISMISSAL/RELEASE
 - Non Re-elects
- PUBLIC EMPLOYEE(S) REASSIGNMENT/APPOINTMENT

Trustees convened to closed session at 5:56 p.m. until approximately 7:06 p.m. to discuss items on the closed session agenda.

CLOSED SESSION

President Robles-Solis reported the Board would be returning to closed session after the regular meeting to complete the items on the closed session agenda.

REPORT ON CLOSED SESSION

A.11 On motion by Trustee Duff, seconded by Trustee Morrison and carried on a roll call vote of 5-0, the Board of Trustees approved the following minutes:

APPROVAL OF MINUTES (Motion #14-97)

- March 5, 2014, regular meeting

Mrs. Ginger Shea, Manager of Special Programs introduced Mr. Mike Barber, Santa To The Sea Race Coordinator, who in turn introduced his team which included Mr. Tony Corderos with NRG Energy who sponsored the “Neighborhood Challenge”. Mr. Barber presented a \$1,000.00 check to Mr. Greg Brisbane, Fremont Principal for third place; a \$1,500.00 check to Dr. Bond, Haydock Principal for second place, and a \$2,500.00 check to Dr. Joyce, Frank Principal for first place. President Robles-Solis thanked everyone for the well-organized run which she has participated in for the last four years.

AWARD PRESENTATION TO FRANK, FREMONT & HAYDOCK FROM SANTA TO THE SEA ORGANIZATION

Dr. Cesar Morales, District Superintendent presented the following new Administrators to the Oxnard School District Board of Trustees: Ms. Esther Villegas, Assistant Principal at Curren School; Gilbert Elizarraraz, Assistant Principal at Driffill School; Greta Culty, Assistant Principal at Kamala School; and Pam Cwiklo, Assistant Principal at Soria School.

INTRODUCTION OF NEW ADMINISTRATORS

B.1 Clerk Duff read the Rules For Individual Presentations in English and President Robles-Solis read the Spanish version.

RULES FOR PRESENTATIONS

No individuals addressed the Board of Trustees during public comment.

PUBLIC COMMENT

The following items on the consent agenda were approved on motion by Trustee Morrison, seconded by Trustee Duff, and carried on a roll call vote of 5-0, as amended.

CONSENT AGENDA (Motion #14-98)

- | | |
|---|---|
| <p>C.1 Approved the following agreements:</p> <ul style="list-style-type: none"> ▪ #14-187 with Document Tracking Services, to virtually host (web-based system) up to five (5) federal and/or state compliance documents for each school site plus the district office; March 22, 2015 through June 30, 2016; amount not to exceed \$30,000.00, to be paid with Title I Funds; ▪ #14-188 with Museum of Ventura County Agriculture Museum, to provide the Youth Education For Agriculture Program, July 1, 2015 through June 30, 2016; at no charge to the District; ▪ #14-190 with Estrellita, to provide professional development for K-1 DLI Teachers for the 2014-15 school year; amount not to exceed \$2,600.00, to be paid with LCFF Funds; ▪ #14-191 with California Lutheran University, to provide a training in “A Developmental English Proficiency Test” for Elm and Harrington School staff on February 18, 2015; amount not to exceed \$145.00 per participant, to be paid with LCFF Funds; ▪ #14-192 with Collaboration for Success, to provide training to site and district administrators on Special Education compliance in documentation and IEP note-taking on April 9, 2015; amount not to exceed \$1,000.00, to be paid with Special Education Funds. | <p>(Agreements)</p> |
| <p>C.2 Approved and adopted Resolution #14-25, authorizing Cooperative Purchasing with the Educational Service District 112 Cooperative Purchasing Program; and participation in the DigitalEdge Contracts, for the purchase of Educational Technology, Audio-Visual Equipment, and related solutions; any fees incurred will be charged to end user’s budget.</p> | <p>(Resolution #14-25, Authorizing Cooperative Purchasing with Educational Service District 112 and Participation in DigitalEdge Contracts)</p> |
| <p>C.3 Approved the waiver of fees for the Alpha Kappa Alpha Sorority, Inc. to hold the annual African American Speech Exposition on Saturday, February 28, 2015 at Thurgood Marshall Elementary School.</p> | <p>(Request to Waive Fees for Use of Facilities Permit – Alpha Kappa Alpha Sorority, Inc.)</p> |
| <p>C.4 Approved the waiver of fees for the Bethel A.M.E. Church’s Mentoring Program to hold the 6th Annual “Come Fly With Me” mentoring program on Saturday, February 7, 2015 at Soria School.</p> | <p>(Request to Waive Fees for Use of Facilities Permit – Bethel A.M.E. Church, Youth Mentoring Program)</p> |
| <p>C.5 Approved participation with the Anaheim City School District Bid #11/12-04 for the purchase of Refurbished Computer Equipment, for the performance term of the Anaheim City School District’s agreement; any fees incurred will be charged to the end user’s budget.</p> | <p>(Participation per Public Contract Code §20118 – Oxnard School District For The Purchase of Refurbished Computer Equipment)</p> |

- C.6 Approved participation with the County of Fairfax, Virginia Bid #200000264 for the purchase of Multi-Function Devices & Related Services for the performance term of the County of Fairfax, Virginia agreement; any fees incurred will be charged to the end user's budget. (Participation per Public Contract Code §20118 – Oxnard School District For The Purchase of Multi-Function Devices & Related Services)
- C.7 Approved the Purchase Order/Draft Payment Report #14-06, as submitted. (Purchase Order/Draft Payment Report #14-06)
- C.8 Received the information on the district's current Bond Budgets, as of Friday, January 23, 2015. (Report on Bond Construction Budgets)
- C.9 Approved request for Maureen Aryeetey, Teacher at Haydock Middle School, to attend the MTNA (Music Teachers National Association) Conference in Las Vegas, Nevada, March 21-25, 2015; revised amount of \$2,500.00 and MSAP Grant Funds would cover all costs. (Request for Approval of Out of State Conference Attendance – Music Teacher National Association – Las Vegas)
- C.10 Reviewed and accepted the 2014-2015 Second Quarter Williams VCOE Activity Report, as presented. (2014-2015 Second Quarter Williams VCOE Activity Report)
- C.11 Approved new job description – Director of Transportation Services so that a new classification can be taken to and approved by the Personnel Commission. (Approve New Job Description: Director of Transportation Services)
- C.12 Approved the establishment, abolishment, reduction or increase in hours for classified positions:
- Established:
- An eight hour, 246 day Credential Technician, position number 6777, to be established in the Certificated Human Resources office. This position will be established to meet the needs of the district.
 - A five hour and forty five minute, 183 day Paraeducator II, position number 6782, to be established in the Pupil Services department. This position will be established to meet the needs of our students.
 - A five hour and forty five minute, 183 day Paraeducator II, position number 6783, to be established in the Pupil Services department. This position will be established to meet the needs of our students.
- Abolished:
- An eight hour, 205 day Secretary, position number 5500, to be abolished in the Educational Services department. This position will be abolished due to the lack of work.
- Reduced:
- A twenty nine hour a week, 210 day Warehouse Worker/Delivery Driver, position number 863, to be reduced to twenty two and a half hours a week in the Warehouse. This position will be reduced due to the lack of work.

FISCAL IMPACT:

Cost for Credential Technician - \$76,501 General Fund
Cost for Paraeducator II's - \$47,369 Special Ed
Savings for Secretary - \$33,497.17 MSAP
Savings for Warehouse Worker - \$6,859 Cafeteria Fund

C.13 Personnel Action: (Personnel Actions)

The following certificated individuals to be employed in the capacities and for the terms indicated, their salaries to be determined in accordance with salary regulations of the District. (CERTIFICATED)

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
<u>New Hire</u>		
Larry Brandenburg	Teacher, Physical Education, Curren	December 11, 2014
Michele Frayer	Teacher, Science, Chavez	January 27, 2014
Dennis Mc Sweeney	Teacher, Physical Education, Curren	January 22, 2015
Cynthia Arevalo	Substitute Teacher	2014/2015 School Year
Dennis Mc Sweeney	Substitute Teacher	2014/2015 School Year
Kathy Navarro	Substitute Teacher	2014/2015 School Year
Carolyn Reed	Substitute Teacher	2014/2015 School Year

Intervention Services Provider (less than 20 hours per week not to exceed 75% or 135 days a year)

Somer Levine	Curren	February 17, 2015
Kathleen Sullivan	Marshall	January 26, 2015

The following classified individuals to be employed in the capacities and for the terms indicated, their salaries to be determined in accordance with salary regulations of the district, it being understood that substitute classified personnel and regular classified personnel performing substitute duties will be assigned by the administration and paid in accordance with salary regulations governing the specific assignment: (CLASSIFIED)

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
<u>New Hire</u>		
Castillo, Alejandra	Intermediate School Secretary (B), Position #789 Haydock 8.0 hrs./192 days	01/22/2015
Coronado, Stephanie	Intermediate School Secretary, Position #6710 Soria 8.0 hrs./192 days	01/22/2015
Hernandez, Lorena	Child Nutrition Worker, Position #2838 Frank 4.0 hrs./185 days	01/15/2015
Jimenez, Victoria	Preschool Assistant (B), Position #6360 McKinna 3.0 hrs./183 days	01/12/2015
Ng, Michelle	Intermediate School Secretary (B), Position #6241 Chavez 8.0 hrs./192 days	01/12/2015

Saucedo, Bellinda	Intermediate School Secretary (B), Position #6244 Lemonwood 8.0 hrs./192 days	01/22/2015
Vargas, Veronica	Child Nutrition Worker, Position #2425 Fremont 5.0 hrs./185 days	01/22/2015

Limited Term

Alfaro Vazquez, Karen	Paraeducator	01/12/2015
Bautista, Juan P.	Outreach Specialist	01/12/2015
Gutierrez Capito, Gloria	Paraeducator	01/12/2015
Lamberti Cordero, Jesus	Child Nutrition Worker	12/08/2014
Napoles, Ruben	Paraeducator	01/12/2015
Razo, Rudy	Site Technology Technician	01/12/2015
Segura, Veronica	Paraeducator	01/12/2015
Torres Vargas, Susam A.	Paraeducator	01/12/2015
Zavala, Casey	Paraeducator	01/22/2015

Increase in Hours

Abarca, Esperanza	Paraeducator II (B), Position #1423 Driffill 5.75 hrs./183 days	01/22/2015
	Paraeducator II (B), Position #1423 Driffill 5.0 hrs./183 days	
Padilla, Steven A.	Paraeducator III, Position #2105 Pupil Services 5.75 hrs./183 days	01/21/2015
	Paraeducator III, Position #2105 Pupil Services 5.5 hrs./183 days	

Transfer

Avalos, Manuel	Child Nutrition Worker, Position #6550 Fremont 5.5 hrs./185 days	01/01/2015
	Child Nutrition Worker, Position #2139 Curren 4.5 hrs./185 days	
Lara, Elizabeth Z.	Paraeducator II (B), Position #6451 Pupil Services 5.75 hrs./183 days	01/12/2015
	Paraeducator II (B), Position #1049 Pupil Services 5.0 hrs./183 days	

D.1 On motion by Trustee Morrison, seconded by Trustee Duff and carried on a roll call vote of 5-0; the Board of Trustees accepted the Measure M6 general Obligation Bond Building Fund of Oxnard School District Audit Report, June 30, 2014.

MEASURE M6
GENERAL
OBLIGATION BOND
BUILDING FUND OF
OXNARD SCHOOL
DISTRICT AUDIT
REPORT, JUNE 30,
2014
(Motion #14-99)

D.2 On motion by Trustee Cordes, seconded by Trustee Morrison and carried on a roll call vote of 5-0; the Board of Trustees accepted the Measure R General Obligation Bond Building Fund of Oxnard School District Audit Report, June 30, 2014.

MEASURER GENERAL
OBLIGATION BOND
BUILDING FUND OF
OXNARD SCHOOL
DISTRICT AUDIT
REPORT, JUNE 30,
2014
(Motion #14-100)

D.3 Ms. Nitasha Sawhney, district legal counsel, informed the Board the adoption of the resolution would move the process forward to the next step which begins with the development of proposed trustee area plans, public hearings on proposed plans, as well as a request for waiver of election from the State.

CONSIDERATION
AND ADOPTION OF
RESOLUTION #14-26
REQUEST THE
ESTABLISHMENT OF
TRUSTEE AREAS AND
STATEMENT OF
INTENT TO SEEK
WAIVER OF
ELECTION
(Motion #14-101)

On motion by Trustee O’Leary, seconded by Trustee Cordes and carried on a roll call vote of 5-0; the Board of Trustees adopted Resolution #14-26 Requesting The Establishment of Trustee Areas and Statement of Intent To Seek Waiver of Election, to initiate a change of its election system to By-Trustee Area elections for the 2016 governing board election.

E.1 Ms. Lisa Cline, Assistant Superintendent, Business & Fiscal Services and Dr. Nancy J. Carroll, Interim Assistant Superintendent, CAO, Educational Services presented the Local Control Accountability Plan (LCAP) timeline and necessary actions that needed to be taken for the 2015-2016 fiscal year.

REPORT ON LOCAL
CONTROL
ACCOUNTABILITY
PLAN TIMELINE AND
ACTIONS 2015-2016

E.2 Ms. Lisa Cline, Assistant Superintendent, Business & Fiscal Services provided a brief update on the Governor’s proposed budget for the 2015-2016 fiscal year.

BUDGET UPDATE

Dr. Cesar Morales:

- Invited the community to the 2nd Annual State of the District Address which will be held on Wednesday, February 11, 2015 at 5:30 p.m. in English and 7:00 p.m. in Spanish at the Performing Arts Civic Center in Oxnard.
- Reported he was invited to participate in the “Our Students, Our Leaders” convention in Washington D.C. hosted by the State Department of Education which was attended by 50 leaders across the country. He also had an opportunity to speak with Secretary Arne Duncan about leadership and diversity in education throughout the nation.
- Thanked all staff throughout the district for the hard work going on, reported administration is looking at further simplifying the system to focus on teaching and learning in the coming months and year at a greater level.
- Requested the Board designate a Board representative to the English Learner Master Plan Committee to attend the first meeting on February 9, 2015 and ratify the appointment at the February 18, 2015 board meeting. Trustee Cordes was interested, Trustee Morrison nominated Trustee Cordes and Trustee Duff 2nd the nomination with Board alternate Trustee Morrison.

SUPERINTENDENT
ANNOUNCEMENTS

Mr. Denis O’Leary:

- Reported on January 31, 2015 he attended a Saturday workshop sponsored by AMAE and MICOP regarding how to assist the Mixteco students/population. He thanked Trustee Cordes for her involvement with the workshop and Dr. Vaca for attending a very positive event.
- Stated in the near future he would like to see on the agenda discussion and voting on class size reduction, public/project labor agreement; consider partnering with the Mexican Consulate in regards to their “Plazas Comunitarias”.
- Requested a report on Resolution #11-33 For Respect of Indigenous Peoples which stated the District would formulate an anti-bullying committee to monitor problems, he understands the committee was never formed and would like to move forward with this committee.

Mr. Ernie Mo Morrison:

- Stated he was looking forward to the activities of this month which included the African American Speech Expo Contest and reading at schools during “Read Across America” week in March.

Mrs. Debra M. Cordes:

- Stated she enjoyed the presentation of January 31, 2015 sponsored by AMAE with keynote speaker Gaspar Rivera-Salgado from UCLA, which helped the group to be more aware of the indigenous and Mixteco population.
- She attended the Education Foundation Gala at the Tower Club and it was nice to see the award of grants recipients.
- Reported she toured Frank Middle School campus with Dr. Joyce and visited a Robotic class where all the students were engaged, she also visited Academy classes and enjoyed seeing the students interacting with each other and the teacher.
- She visited Brekke School campus with Dr. Nocero, she reported she saw on the weekly bulletin that they receive that there was an activity called “Science Day Rotation – Keep A Cube” and observed students from grades TK through 5th grade participate in the activity, she also visited other classrooms.
- She visited Sierra Linda School, Ms. Valles’ class and was impressed with the iPad interaction between the students and the teacher.
- Sent her condolences to the family of Myrna Gawad who passed away this morning, long time teacher in the district and very involved with the teacher union.

Mr. Albert “Al” Duff Sr.:

- He visited Rose Avenue School which is a K-5 school with 600 students, Dr. Coletti was not available but Office Manager Mrs. Garcia provided a tour of the campus and visited one special education class that had seven students.
- He also toured Ramona School with Mrs. Arias Elisondo and reported the campus is clean and looks very good.

Mrs. Veronica Robles-Solis:

- Thanked everyone for all the calls and texts on the arrival of their daughter Sasha who is seven weeks old, she and her husband really appreciated the calls from staff, parents and community members.

- Reported there was a need to schedule a special board meeting to review future goals and update on the Facilities Master Plan. Following discussion it was scheduled for February 25, 2015 at 5:00 p.m.

Trustees reconvened to closed session at 8:05 p.m. until approximately 8:57 p.m. to discuss items on the closed session agenda.

CLOSED SESSION

President Robles-Solis reported the Board took the following action in closed session:

REPORT ON CLOSED SESSION

- On motion by Trustee Morrison, seconded by Trustee Duff and carried on a roll call vote of 5-0; the Board of Trustees released employee #6151.
- In closed session on January 21, 2015, the Board approved a settlement agreement in matter #7880 on a vote of 3-0; the matter has now been finalized.

(Motion #14-102)

(Motion #14-103)

There being no further business, on motion by Trustee Cordes, seconded by Trustee Duff, President Robles-Solis adjourned the meeting at 9:04 p.m.

ADJOURNMENT

Respectfully Submitted,
 DR. CESAR MORALES
 District Superintendent and
 Secretary to the Board of Trustees

By our signature below, given on this _____ day of _____, 20____, the Governing Board of the Oxnard School District approves the Minutes of the Regular Board meeting of February 4, 2015; on motion of Trustee _____, seconded by Trustee _____.

Signed:

 President of the Board of Trustees

 Clerk of the Board of Trustees

 Member of the Board of Trustees

 Member of the Board of Trustees

 Member of the Board of Trustees

Regular Board Meeting
March 19, 2014

The Board of Trustees of the Oxnard School District met in regular session at 5:02 p.m. on Wednesday, March 19, 2014, at the Educational Service Center.

CALL TO ORDER

A roll call of the Board was conducted. Present were President Ernie “Mo” Morrison, and Trustees Al Duff Sr., Ana Del Rio-Barba, Denis O’Leary and Veronica Robles-Solis. Staff members present were District Superintendent Dr. Cesar Morales, Assistant Superintendents Cathy Kawaguchi, Lisa Cline, Dr. Jesus Vaca; and Sylvia Carabajal, executive assistant.

ROLL CALL

Linda Ochoa, 3rd grader at Cesar Chavez Elementary School in Mr. Derek Olson’s class led the audience in the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

Linda Ochoa, 3rd grader at Cesar Chavez Elementary School in Mr. Derek Olson’s class read the District’s Mission & Vision Statements in English and Spanish.

DISTRICT’S MISSION & VISION STATEMENT

Principal Dr. Arellano provide a thorough presentation on what was happening at Chavez School which included AYP comparison, API growth, incorporation of DIBELS into the RTI model, and next steps. Mrs. Amy Palmer provided information on incorporating DIBEL into the RTI model which compared student fluency data and showed increased scores.

CESAR CHAVEZ ELEMENTARY SCHOOL PRESENTATION

▪ Ms. Catherine Kawaguchi, Assistant Superintendent of Educational Services introduced the students who presented their winning speech to the Board and audience, following the Board of Trustee recognized and provided a plaque to each of the students. First place: Alexis Flores, 6th grader at Soria School and absent Malik Sherrod, 6th grader at Brekke School; Second Place: Darien Martinez, 5th grader at Kamala School; and Third Place: Kimberly Nguyen, 5th grader at McAuliffe School.

RECOGNITION OF AFRICAN AMERICAN SPEECH EXPO WINNERS

A.6 On motion by Trustee Duff, seconded by Trustee Del Rio-Barba and carried unanimously on a roll call vote of 5-0; the Board adopted the agenda, as presented.

ADOPTION OF THE AGENDA

A.7 Mr. Jeremy Cogan with CFW, Inc., provided a presentation on campus security which included specifications, system types, and three levels of security options available for consideration for Harrington, Lemonwood and Elm School sites. The Board and administration discussed lighting during the night, video cameras and the responsibility of the district to provide access to government agencies, duration of previous cameras at Haydock and Frank, monitoring and cost of security. Also discussed was the different types of fencing that could be used, it was the Board consensus that fencing would be provided around campus perimeter for maximum enclosure of campus space.

FACILITIES IMPLEMENTATION PROGRAM UPDATE
CAMPUS SECURITY OPTIONS

Mr. Jeremy Cogan with CFW, Inc. provided information on the present and future housing of preschool facilities at Harrington and Lemonwood during construction and after construction.

CHILD DEVELOPMENT CENTERS

ANNOUNCEMENT PRIOR TO CLOSED SESSION March 19, 2014:

After any public comments on the Closed Session agenda items, the Board will be recessing to Closed Session to consider the following:

There were no requests to address the Board of Trustees at this meeting.

PUBLIC COMMENT
CLOSED SESSION

Firstly, for CONFERENCE WITH LEGAL COUNSEL under *Government Code*, Section 54956.9,

- ANTICIPATED LITIGATION(S): 2 cases
- EXISTING LITIGATION – 1 case: Parent On Behalf of Student v. Oxnard School District, OAH Case No. 2013090950

Secondly, for CONFERENCE WITH LABOR NEGOTIATORS under *Government Code Sections 54957.6 and 3549.1*.

The District negotiator is the Assistant Superintendent of Human Resources & Support Services and the employee organizations are OEA, OSSA, CSEA: and all unrepresented personnel – administrators, classified management, confidential.

Finally, under *Government Code 54957 and Education Code 44943* for:

- PUBLIC EMPLOYEE(S) DISCIPLINE/DISMISSAL/RELEASE
- PUBLIC EMPLOYEE(S) REASSIGNMENT/APPOINTMENT:

Trustees convened to closed session at 6:36 p.m. until approximately 7:11 p.m. to discuss items on the closed session agenda.

CLOSED SESSION

President Morrison reported the Board took no reportable action during closed session.

REPORT ON
CLOSED SESSION

President Morrison requested the Board consider moving Section E - Reports ahead of Section D - Action Items due to the large attendance of parents and students. On motion by Trustee Duff, seconded by Trustee Del Rio-Barba, and carried on a roll call vote of 5-0; the Board of Trustees moved Section E – Reports to follow Section C – Consent Items.

REARRANGEMENT
OF AGENDA ITEMS
(Motion #13-114)

A.12 On motion by Trustee Del Rio-Barba, seconded by Trustee O’Leary and carried on a roll call vote of 5-0; the Board of Trustees approved the minutes of regular board meeting July 17, 2013, and the special board meeting August 7, 2013, as submitted.

APPROVAL OF
MINUTES

A.13 Dr. Cesar Morales, District Superintendent introduced the following new administrators:

INTRODUCTION OF
NEW
ADMINISTRATORS

- Mary Curtis, Director, Curriculum, Instruction & Accountability
- Ginger Shea, Manager Special Programs
- Debra West, Project Grant Director, MSAP
- Derek Olsen, Interim Assistant Principal, Frank Intermediate School

B.1 President Morrison read the Rules for Individual Presentations in English and Clerk Robles-Solis read them in Spanish.

RULES FOR
PRESENTATIONS

The following individual addressed the Board of Trustees:

PUBLIC COMMENT

- Jesus Garcia, student, in opposition of increasing class size;
- Nordella Vera, for Angelica Giron, Sierra Linda Parent, in opposition of increasing class size, questioned what is being done with the QEIA funds;
- Marisol Escobar, Parent, in opposition of increasing class size and classrooms are not large enough to add more than 20 students;
- Maria Padilla, Parent, in opposition of increasing class size, how would that benefit the students;
- Gustavo Aila, Sierra Linda Parent, in opposition of increasing class size, classrooms are so small it is impossible to put more children in the room;
- Elvira Ramirez, questioned increasing class size and why are the parents the last to hear the information, rooms are too small for more than 20 students;
- Sara Verdin, Curren Parent, in opposition of increasing class size;
- Ismael Rodriguez, Parent, in opposition of increasing class size, district and parents should want the best education for students;
- Kristin Jensen Storey, Teacher, in support of class size reduction and continuing the funding of QEIA;
- Erika Rodriguez, Curren Parent, in opposition of increasing class size and why are parents the last to hear the information, children are “our” future;
- Anne Romero, teacher at Sierra Linda, in support of small class size which is the right decision;
- Rocio Columna, Ramona Parent, in support of small class size;
- Robin Lefkovits, teacher and OEA President, questioned what it will take for the Board to understand that small class size matters for the students in the Oxnard School District;
- Maria Guadalupe Tovar, thanked the Board for the opportunity to present our option, requested the District treat all parents the same, consider what you would like to accomplish working with the parents for the students, in support of small class size;
- Alfred Zarate, Curren Parent, in support of small class size, requested the district communicate with the parents more frequently on every topic;
- Adriana Orozco, Sierra Linda Parent, reconsider and continue small class size for the benefit of the students;
- Cyndi Hookstra, Carriage Square neighborhood, concerned with the impact of parking surrounding Curren School during Oxnard Little League games, make parking at the school available before parking in the neighborhood;
- Sandra Baltazar, in opposition of increasing class size, and what will happen to the teachers that will be dismissed.

The following items on the consent agenda were approved on motion of Trustee O’Leary seconded by Trustee Robles-Solis, and carried on a roll call vote of 5-0, as presented.

CONSENT AGENDA
(Motion #13-115)

C.1 Accepted gifts to the district and directed that letters of appreciation be sent to the donors:

(Acceptance of Gifts)

- From Teachers of the Oxnard Educators Association, a donation of two or three hardcover books to each school library in honor of Read Across America 2014;
- From MoreDirect.com, to the Information Technology Services Department, a donation of an iPad Air Wi-Fi 16 GB Space Gray valued at \$525.00, this will be used as part of the iPad deployment process which benefits students and staff.

C.2 Approved/ratified of the following agreements:

(Agreements)

- #13-178 with Ventura County Arts Council, to provide the Artist In The Classroom Program at Marina West School from March 20, 2014 through June 30, 2014; amount not to exceed \$11, 250.00, to be paid with Marina West Donation Funds with the assistance of PTA;
- #13-179 with Document Tracking Services, to provide web-based system for up to five (5) federal and/or state compliance documents for each school site plus the district office; amount not to exceed \$30,000.00, to be paid with Title I Funds;
- #13-180 with Interface Children and Family Services, to provide mental health service programs from March 20, 2014 through June 30, 2015; at no cost to the District;
- #13-183 with R.M. Pyles Boys Camp, to provide a youth leadership & character development program for selected economically disadvantaged boys 12-14 years of age in the district; at no cost to the district;
- #13-184 with Parents of Murdered Children Inc. (POMC), to establish and maintain a provision of services relationship between the OSD and the POMC; March 20, 2014 through March 31, 2015; at no cost to the district;
- #13-186 with Parent Institute for Quality Education (PIQE), to provide parent training courses for the parents of children enrolled at Haydock Intermediate School; April 2014 through June 2014; amount not to exceed \$3,000.00 to be paid with 72% EIA/LEP Funds and 28% Discretionary Funds;
- #13-187 with Blackboard Connect, to provide district, site telephone message system and OSD Web and Mobile App design and hosting, March 23, 2014 through March 22, 2017; amount not to exceed \$69,812.40 for three year contract, to be paid with Title I Funds.

C.3 Accepted the Disclosure of Collective Bargaining Agreement form for Oxnard Educators Association (OEA), as presented.

(Disclosure of Collective Bargaining Agreement with Oxnard Educators Association)

C.4 Ratified Amendment #3 to Agreement #13-67 with Ventura County Office of Education (VCOE) for the 2013-2014 school year, to provide exceptional services to one (1) additional Special Education Student; original contract was \$188,723.24, Amendment #1 was for \$120,785.60, Amendment #2 was for \$70,959.69, and Amendment #3 is for \$18,000.00; for a total contract amount of \$398,468.53, to be paid with Special Education Funds.

(Ratification of Amendment #3 to Agreement #13-67 with VCOE, Paraeducator Service - SCP)

C.5 Ratified Agreement/MOU #13-181 with the Ventura County Office of Education/SELPA, to provide Speech Services for the 2013-2014 school, including Extended School Year; amount not to exceed \$16,600.00, to be paid with Special Education Funds.

(Ratification of Agreement/MOU #13-181 with VCOE)

C.6 Ratified Agreement/MOU #13-185 with Parent Institute for Quality Education for providing parent training courses in Spanish for the parents of students enrolled in Haydock Intermediate School during the period of September 2013 and December 2013; the previous agreement approved only included an additional English class; amount not to exceed \$5,000.00, to be paid with 72% EIA/LEP Funds and 28% Title I Funds.

(Ratification of Agreement/MOU #13-185 with PIQE – Haydock 2013)

- C.7* Approved request for participation of 120 fifth grade students from McAuliffe Elementary School in the instructional program at Rancho Alegre, June 16-19, 2014, at The Outdoor School operated by the Los Padres Council, Boys Scouts of America; cost is \$268.00 per student and \$134.00 per chaperone, plus transportation not to exceed \$1,000.00, to be paid with PTA Funds. (Approval of Overnight Field Trip and Agreement #13-182 with The Outdoor School at Rancho Alegre – McAuliffe School)
- C.8* Approved participation with the Waterford Unified School District Bid #01-12 for the purchase of School Buses from A-Z Bus Sales Inc., for the performance term of the Waterford Unified School District’s agreement. (Participation per Public Contract Code §20118 – OSD For The Purchase of School Buses)
- C.9* Set the date of Wednesday, April 16, 2014, for a public hearing on the increase of statutory school facilities fees. (Setting of Date for Public Hearing – Increase of Statutory School Facilities Fees)
- C.10* Set the date of Wednesday, April 16, 2014, for a public hearing on the Oxnard School District 2014 School Facilities Needs Analysis Report. (Setting of Date for Public Hearing – School Facilities Needs Analysis)
- C.11* Set the date of Wednesday, April 16, 2014, for a public hearing on the Oxnard School District’s intent to apply for a waiver of Education Code Section 15282 relative to term limits for members of the Measure M6 Bond Oversight Committee. (Setting of Date for Public Hearing – Request for Approval to Submit General Waiver Request – Term Limits for Bond Oversight Committee)
- C.12* Received the information on the district’s current November 2006 Bond Budget Report, as of Friday, March 7, 2014. (Report on 2006 Bond Construction Budget)
- C.13* Approved the Purchase Order/Draft Payment Report #13-07, as submitted. (Purchase Order/Draft Payment Report #13-07)
- C.14* Approved the Expenditure Transfer Report #13-07, as submitted. (Expenditure Transfer Report #13-07)
- C.15* Received information on the District’s Enrollment Reports for January 2014 and February 2014. (Enrollment Reports)
- C.16* Approved request for Rey Garza, OPIE Video Services Coordinator, to attend the National Association of Broadcasters (NAB) Conference & Trade Show in Las Vegas, Nevada, April 4-10, 2014; amount not to exceed \$2,850.00 for registration, travel and lodging plus expenses, to be paid from the Information Technology Services Budget in General Fund. (Request for Approval to Attend Out-of-State Conference – National Association of Broadcasters (NAB) Conference & Trade Show - Garza)

C.17 Approved the District’s submission of the 2013-2014 Consolidated Application for Funding. (Approval To Submit Consolidated Application for 2013-2014)

C.18 Approved one school in the Oxnard School District to participate in the study to support Ms. Zara Navarro, Ed.D. Candidate at USC. (Permission for Study: USC – Common Core State Standards)

C.19 Approved the establishment, abolishment, reduction or increase in hours for classified positions: (Established/Abolished/Reduced/Increased Hours of Positions)

Established:

- An eight hour, 205 day Secretary, position number R02976, to be established in the Educational Services department. The position will be established to provide support to the new Project Grant Director (MSAP).

Reduced:

- A six hour, 183 day Paraeducator III, position number R02857, to be reduced to five and a half hours in the Pupil Services department. This position will be reduced due to lack of work.

Increase:

- A five hour, 185 day Child Nutrition Worker, position number R02395, to be increased to five and a half hours at Soria School. The position will be increased due to the increase in serving count.

FISCAL IMPACT:

Cost for Secretary-\$ 55,465.89 MSAP
 Savings for Paraeducator III-\$13,687.00 Special Ed
 Cost for Child Nutrition Worker-\$623.00 Cafeteria Fund

C.20 Personnel actions: (Personnel Actions)

The following certificated individuals to be employed in the capacities and for the terms indicated, their salaries to be determined in accordance with salary regulations of the District: CERTIFICATED

Name	Position	Effective Date
<u>New Hire</u>		
Marie Battle	Substitute Speech/Language Specialist	February 18, 2014
Nancy Taylor	Teacher, Resource Specialist	March 6, 2014
Sara Araiza	Substitute Teacher	2013/2014 School Year
Alexander Jamerson	Substitute Teacher	2013/2014 School Year
John Maynard	Substitute Teacher	2013/2014 School Year
Sabrina Rush	Substitute Teacher	2013/2014 School Year
Stephanie Turse	Substitute Teacher	2013/2014 School Year

Intervention Services Provider (less than 20 hours per week not to exceed 75% or 135 days a year)

Diane Maag	Drifill	March 10, 2014
------------	---------	----------------

The following classified individuals to be employed in the capacities and for the terms indicated, their salaries to be determined in accordance with salary regulations of the district, it being understood that substitute classified personnel and regular classified personnel performing substitute duties will be assigned by the administration and paid in accordance with salary regulations governing the specific assignments:

CLASSIFIED

Name	Position	Effective Date
<u>New Hire</u>		
Cardenas Ayala, Erick	Paraeducator III, Position #R02948 Pupil Services 5.5 hrs./183 days	3/3/2014
Gonzales, Therese	Child Nutrition Worker, Position #R02838 Frank 3.0 hrs./185 days	3/3/2014
Leon, Sandra	Paraeducator II (B), Position #R01324 & #R01324a Pupil Services 5.5 hrs./183 days	2/25/2014
Lopez, Israel	Paraeducator III, Position #R02682 Pupil Services 5.5 hrs./183 days	3/10/2014
Medina Chaidez, Ines	Custodian, Position #R02542 Haydock 4.0 hrs./246 days	2/28/2014
<u>Exempt</u>		
Buenrostro, Richard	Campus Assistant	2/7/2014
Orozco, Dalila	Campus Assistant	2/18/2014
Ramirez, Rosemary	Campus Assistant	2/28/2014
<u>Limited Term</u>		
Leon Dominguez, Daniel	Custodian	2/25/2014
Lopez, Israel	Paraeducator	2/25/2014
Mejia, Juan Paulo	Custodian	2/11/2014
Pamatz, Aron	Paraeducator	2/25/2014
Ramirez, Robert	Custodian	2/25/2014
Torres, Arthur	Custodian	2/25/2014
<u>Increase in Hours</u>		
Rodriguez, Marcela	Child Nutrition Worker, Position #R02848 Kamala 5.5 hrs./185 days Child Nutrition Worker, Position #R02848 Kamala 5.0 hrs./185 days	5/1/2014
<u>Transfer</u>		
Gracia, Sarah Ordaz	Child Nutrition Worker, Position #R02789 McAuliffe 5.0 hrs./185 days Child Nutrition Worker, Position #R01586 Marina West 3.0 hrs./185 days	3/10/2014
<u>Leave of Absence</u>		
De Loza, Maria Marisela	Child Nutrition Worker, Position #R02849 Ritchen 5.0 hrs./185 days	3/5/2014-3/17/2014

E.1 Ms. Nancy Lindholm, 2013 Measure M6 Bond Oversight Committee chair, presented the Bond Oversight Committee's seventh annual report to the Board of Trustees as per Proposition 39 requirements. She thanked the Board for the opportunity to serve the children and the Community of Oxnard.

MEASURE M6 BOND
OVERSIGHT
COMMITTEE ANNUAL
REPORT

E.2 Dr. Karen Hill Scott, 2013 Measure R Bond Oversight Committee chair, presented the Bond Oversight Committee's first annual report to the Board of Trustees as per Proposition 39 requirements. She thanked the Board for what they have done for her children and the students of the district.

MEASURE R BOND
OVERSIGHT
COMMITTEE ANNUAL
REPORT

D.1 Ms. Lisa Cline, Assistant Superintendent, Business & Fiscal Services reported the district submitted the 2nd Interim Report with a positive certification and there were no major changes in the budget. She reviewed enrollment, revenues, expenditures and the multi-year projection and recommended the Board accept the report.

2013-2014 SECOND
INTERIM REPORT

On motion by Trustee O'Leary, seconded by Trustee Duff and carried on a roll call vote of 5-0; the Board of Trustees accepted the 2013-2014 Second Interim Report as presented, and authorized the filing of a Positive Certification with the Ventura County Office of Education.

(Motion #13-116)

D.2 On motion by Trustee Del Rio-Barba, seconded by Trustee Robles-Solis and carried on a roll call vote of 5-0; the Board of Trustees approved the Revised OSSA 2013-2014 Salary Schedule (effective July 1, 2013).

APPROVAL OF THE
REVISED OXNARD
SUPPORT SERVICES
ASSOCIATION'S (OSSA)
2013-2014 SALARY
SCHEDULE, EFFECTIVE
JULY 1, 2013

(Motion #13-117)

D.3 Dr. Morales recommended the Board consider the adoption of Resolution #13-19 supporting Senator Lara's Multilingual Education for the 21st Century Economy Act, SB1174.

CONSIDER THE
ADOPTION OF
RESOLUTION #13-19 IN
SUPPORT OF SENATOR
LARA'S MULTILINGUAL
EDUCATION FOR THE 21ST
CENTURY ECONOMY
ACT, SB1174

(Motion #13-118)

The Board of Trustees read into record Resolution #13-19; on motion by Trustee Del Rio-Barba, seconded by Trustee Duff and carried on a roll call vote of 5-0; the Board of Trustees adopted Resolution #13-19 In Support of Senator Lara's Multilingual Education for the 21st Century Economy Acts, SB1174. Trustee O'Leary requested a note to state that bilingual education should not be the only option but should be made available as an option.

D.4 On motion by Trustee Del Rio-Barba, seconded by Trustee O'Leary and carried on a roll call vote of 5-0; the Board of Trustees adopted the 2013-2014 Collective Bargaining Agreement between the Oxnard School District and the Oxnard Educators Association, as presented.

APPROVAL OF THE
OXNARD SCHOOL
DISTRICT AND OXNARD
EDUCATORS
ASSOCIATION 2013-2014
COLLECTIVE
BARGAINING
AGREEMENT

(Motion #13-119)

D.5 On motion by Trustee O’Leary, seconded by Trustee Del Rio-Barba and carried on a roll call vote of 5-0; the Board of Trustees read into record and adopted Resolution #13-20 of the Oxnard School District Making Environmental Findings in Connection with the Reconstruction of the Harrington Elementary School Campus located at 2501 Gisler Avenue, Oxnard, CA 93033.

APPROVAL OF
RESOLUTION #13-20 OF
THE BOARD OF TRUSTEES
OF THE OXNARD SCHOOL
DISTRICT MAKING
ENVIRONMENTAL
FINDINGS IN
CONNECTION WITH THE
RECONSTRUCTION OF
THE HARRINGTON
ELEMENTARY SCHOOL
CAMPUS LOCATED AT
2501 GISLER AVENUE,
OXNARD, CA 93033
(Motion #13-120)

Dr. Cesar Morales:

- Thanked all of the community members and parents who expressed their position on important issues such as class size. He requested the Board Member’s support to meet with President Morrison and work on a special board meeting to study potential class size and the impact of implementation. Trustee O’Leary questioned if it would be a voting subject, Dr. Morales responded it would be Board direction. Following discussion, the special meeting was scheduled for April 30, 2014 at 5:00 p.m.
- Reported tomorrow would begin the writing of the LCAP plan and thanked the bargaining units for their leadership in working in collaboration with cabinet and parents to writing the plan. He provided a brief timeline of the process of the LCAP including review and bringing back for Board approval.
- Reported the end of the month was full of activities in observation of Cesar Chavez beginning with a Community Night Premiere of the Film: Cesar Chavez on March 28 and 29, 2014 and a march from Colonia Park to Downtown Plaza Cinema on March 30 being at 10:00 a.m. He thanked the Oxnard United Farm Workers Association and the 2014 Cesar Chavez Memorial Celebration Committee.
- Thanked the many dedicated teachers and administrators that are attending the CUE Conference in Palm Springs; he looked forward to the hearing the wealth of knowledge on technology taught to staff.
- Reported he was researching a potential federal grant opportunity for School Counseling for Military families and would look into partnering with Hueneme School District as both districts serve military families.
- Stated there was a State Initiative Grant with Linked Learning which Oxnard Union High School District was leading and applying for grant funds to develop college and career paths for our students. He stated the Oxnard School District would be supporting OUHSD by providing a letter of support next week.

SUPERINTENDENT’S
ANNOUNCEMENTS

Mrs. Ana Del Rio-Barba:

- She congratulated the winners of the African American Winners.
- Reported she was at McAuliffe School during Read Across America and read to the students which was set up as an assembly so there were a lot more students, she commended the McAuliffe staff for a job well done.
- She also read to first grade students in Ms. Oropeza’s classroom at Harrington School.
- She congratulated Trustee Robles-Solis for competing in the Los Angeles Marathon last week.
- She thanked Trustee O’Leary for bringing the Lara Resolution to the attention of the Board.

TRUSTEES’
ANNOUNCEMENTS

Mr. Denis O’Leary:

- Thanked the Board for considering and approving Senator Lara’s Bill and requested a copy of the resolution be sent to Senator Lara for his office.
- On March 15, 2014 he attended the Region 17 Migrant Education Speech and Debate Contest, 11th Annual Speech Contest for junior high and high school students. This year it was at Buena High School and his 18 year old son volunteered, students are spectacular, key note speaker Dr. Vaca very well organized. Stated that students see no barriers – Erika Fernandez is interning in Washington D.C. at the Department of Education, Stanford graduate with a full ride and is now working on her masters with a full ride as well.
- Requested a discussion be held on class size reduction.
- Stated he understood that some of the items he has been requesting to discuss will be on the agenda shortly, he thanked the Board.

Mrs. Veronica Robles-Solis:

- Thanked Trustee Del Rio-Barba for the congratulations, she did complete the L.A. Marathon with her husband and her sister, reported she was impressed with the student runner’s commitment and how they made it seem so easy. It made her realize how inspirational running could be.
- Reported the past two weeks she had been attending basketball games and thanked the coaches and volunteers for their support and commitment to our students. The games were very competitive and positive towards the community.
- Reported she also attended the CSBA presentation at the Ventura County Office of Education and realized that OSD is ahead of the game, she thanked administration for being on top of the goals.

Mr. Ernie Morrison:

- Kudos to the City of Oxnard Recreation Park for enforcing strict regulations that they play, you watch and sportsmanship is big.
- Reported he was at Lemonwood School scheduling his day of volunteering per the Gala Auction promised at Education Foundation. He also visited some classrooms during his visit and observed the 3 R’s.
- Attended the CAAASA Professional Development Conference in Sacramento with Dr. Morales and Dr. Vaca; conference was sponsored by CAAASA, CALSA, PTA, ACSA and CSBA. There was a wide range of workshops and topics; he attended one on the arts and the valuable assistance to student for achievement. He also reported that CSBA is looking at bringing back the credentialing of highly qualified teachers in the fine arts.
- Thanked Mr. Jim Picola, Director of Child Nutrition Services and staff for the traveling food show which was showcased in the newspaper and radio.
- Reported he attend the early part of the City Council meeting to represent his sister Pam who is out on sick leave. His niece applied and was accepted as one of 20 Youth Commissioners who will be advising the Council on youth affairs and functions.
- Based on information that he received at a City Council meeting, a joint City Council and OSD special meeting would be forthcoming. Dr. Morales initiated contact with the City Manager and City Mayor, we met and they will get back to the School Board and let us know what they are looking for and set something up.

There being no further business, on motion by Trustee Del Rio-Barba, seconded by Trustee Duff, President Morrison adjourned the meeting at 9:25 p.m.

ADJOURNMENT

Respectfully submitted,

DR. CESAR MORALES
District Superintendent and
Secretary to the Board of Trustees

By our signature below, given on this _____ day of _____, 20____, the
Governing Board of the Oxnard School District approves the Minutes of the Regular Board meeting of
March 19, 2014; on motion of Trustee _____, seconded by Trustee
_____.

Signed:

President of the Board of Trustees

Clerk of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

BOARD AGENDA ITEM

Name of Contributor(s): Dr. Nancy Carroll

Date of Meeting: 3/4/15

STUDY SESSION _____

CLOSED SESSION _____

SECTION B: HEARINGS _____

SECTION C: CONSENT X

SECTION D: ACTION _____

SECTION E: REPORTS/DISCUSSION _____

SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Approval of Agreement/MOU #14-189 – Boys & Girls Clubs of Greater Oxnard and Port Hueneme (Carroll/Phipps)

Boys and Girls Clubs of Greater Oxnard and Port Hueneme will present and share information about their programs and services at school sites to educate parents on services provided and how to obtain them. Boys and Girls Clubs of Greater Oxnard and Port Hueneme will help parents enroll for the programs provided. Informational bilingual literature will also be provided to parents regarding programs and services offered.

Term of Agreement: March 5, 2015 through March 4, 2016

FISCAL IMPACT:

None

RECOMMENDATION:

It is recommended by the Director, Pupil Services, and the Interim Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement/MOU #14-189 between Oxnard School District and the Boys and Girls Clubs of Greater Oxnard and Port Hueneme.

ADDITIONAL MATERIAL(S):

Attached: Agreement/MOU #14-189, Boys & Girls Clubs of Greater Oxnard and Port Hueneme (2 Pages)

MEMORANDUM OF UNDERSTANDING #14-189

Boys and Girls Clubs of Greater Oxnard and Port Hueneme and OXNARD SCHOOL DISTRICT

This Memorandum of Understanding is entered between Boys and Girls Clubs of Greater Oxnard and Port Hueneme (BGCOP) and the Oxnard School District.

PURPOSE: The purpose of the MOU is to establish and maintain a provision of service relationship between the two parties. Boys and Girls Clubs of Greater Oxnard and Port Hueneme (BGCOP) will present and share information about their programs and services at school sites to educate parents on services provided by BGCOP and how to obtain them. BGCOP will help parents enroll for the programs provided. Informational bilingual literature will be provided to parents regarding programs and services offered at BGCOP.

TERM: March 5, 2015 through March 4, 2016

COMPENSATION: The Oxnard School District **will not be charged for the services** provided by BGCOP.

Boys and Girls Clubs WILL PROVIDE THE FOLLOWING SERVICES AT THE SCHOOL:

- BGCOP staff will work with Outreach Specialists and counselors to provide information on programs and events.
- BGCOP will provide catalogs and flyers twice a year to provide information to students and parents regarding their programs and services. The flyers and catalogs will be approved through the Superintendent's office for distribution.
- BGCOP will collaborate with outreach specialists and counselors to provide information to parents through parent meetings and PTA meetings.
- BGCOP will respect and work in conjunction with the school sites and District policies and procedures.
- BGCOP staff and the Director of Program Services will maintain ongoing communication with relevant school personnel as needed.
- BGCOP will accept all referrals for Sight for Students from school personnel who deem students eligible for the program. All OSD students who are deemed eligible will be referred to BGCOP Director of Operations.

- BGCOP will provide documentation of Liability Insurance with the Oxnard School District listed as additional insured.

Oxnard School District agrees to the following:

- OSD will serve as Lead Administrative Agency to all schools.
- OSD will notify the BGCOP of outreach opportunities.
- OSD will notify families of available services through the existing district information network.
- OSD will provide a contact person such as the Principal, Assistant Principal, Counselor, or Outreach Specialist (under the supervision of site administrator) to whom the staff will be responsible; the first point of contact should always be the Principal of the school.

INSURANCE AND HEALTH

- BGCOP accepts liability for any and all costs actually incurred in paying any claims for worker's compensation injury or illness for any staff covered by this agreement. BGCOP staff worker's compensation claims will file such claims directly with BGCOP and its insurance carrier.

TERMINATION: This agreement may be terminated by either party without cause upon 30 days written notice.

**Boys and Girls Clubs of
Greater Oxnard and Port Hueneme**

Oxnard School District

Signature

Signature

Erin Antrim, Chief Executive Officer
Typed Name/Title

Lisa A. Franz, Director, Purchasing
Typed Name/Title

Date

Date

BOARD AGENDA ITEM

Name of Contributor: Dr. Nancy Carroll

Date of Meeting: 3/4/15

STUDY SESSION _____
CLOSED SESSION _____
SECTION B: HEARINGS _____
SECTION C: CONSENT **X**
SECTION D: ACTION _____
SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Approval of Agreement/MOU #14-194 – Parent Institute for Quality Education (PIQE) (Carroll/Bond)

PIQE will provide a parent training course in Spanish for the parents of the children enrolled at Haydock Middle School during the period of April 2015 through June 2015.

FISCAL IMPACT:

Not to Exceed \$5,000.00 – Title III

RECOMMENDATION:

It is the recommendation of the Principal, Haydock Middle School, and the Interim Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #14-194 with Parent Institute for Quality Education in the amount not to exceed \$5,000.00.

ADDITIONAL MATERIAL:

Attached: Agreement/MOU #14-194, Parent Institute for Quality Education (4 Pages)
Certificate of Insurance (2 Pages)



**SERVICES ACCEPTANCE
MEMORANDUM OF UNDERSTANDING**

To: Dr. Edd Bond, School Principal
From: Maria Elena Meraz, Executive Director
Date: January 28, 2015

NOW, THEREFORE, in consideration of the recitals and mutual obligations of the parties herein expressed, The Parent Institute for Quality Education (PIQE) and Haydock Middle School agree as follow:

RECITALS

- A. Scope of Services: PIQE will provide a parent training course for the parents of the children enrolled in the school above mentioned. PIQE will recruit parents by phone, provide a needs-assessment session, a series of weekly training sessions for parents culminating in a graduation ceremony with certificates given to parents who attend four sessions or more. The training is designed to develop skills and techniques which will enable parents to address the educational needs of their school-aged children.
- B. Matching Funds: Every school is matched with a private foundation funds or / CSU funds that helps pay for the program. After matching each school with a foundation the District pays the fee minus the portion paid by the foundation.
- C. Location: Haydock Middle School of the Oxnard School District
- D. Period of Performance: April 14 , 2015 – June 16 , 2015
- E. Compensation:

1. The school agrees to pay a flat fee of \$5000.00 for the implementation of the PIQE program. The flat fee covers the cost of two instructors during a single time frame and material for a maximum of 50 parents. In addition, a fee of \$100.00 will be accrued for each parent graduate (those who attended four or more classes during the 9-week course) exceeding the 50 parent maximum. **Initials** _____

~~2. Schools interested in opening an additional class in a language other than Spanish will need to meet a 15-parent minimum and will agree to pay \$100.00 per parent graduate. \$1500.00 **Initials** _____~~

School funding from: Title 3

In addition, schools where the PIQE program is provided will make available babysitting services as well as any refreshment to be provide to the parents

I accept these services at Haydock Middle School under the terms and conditions noted.

Lisa A. Franz, Dir. Purchasing	Date
	1/28/15
Maria Elena Meraz, Executive Director/PIQE	Date



Partnership Agreement

Parent Institute for Quality Education and Haydock Middle School

This partnership agreement confirms agreement between Parent Institute for Quality Education
Tax Id# 33-0259359 and **Haydock Middle School**

Vision: with early intervention, parental involvement, and community support, college is possible for every student.

Goal: To create and support a viable plan through a collaborative partnership to increase the number of students
Who historically are underrepresented and ineligible to enter a four-year college or university.

The Parent Institute for Quality Education objective is to enhance the educational achievement and reduce the dropout rate of minority children by building strong parental involvement in their children's educational process at home and by forging a working partnership with the school. The Parent Institute offers a nine-week course to parents of low-income, ethnically diverse backgrounds of Elementary, Middle and High School age children. The topics of study are as follows:
The topics of study are as follows:

ELEMENTARY SCHOOL CURRICULUM

ESTABLISHING THE COLLABORATION BETWEEN HOME, SCHOOL AND COMMUNITY
FOSTERING SELF ESTEEM AND ACADEMIC ACHIEVEMENT
RELATING POSITIVE DISCIPLINE WITH ACADEMIC ACHIEVEMENT
REVIEWING ACADEMIC STANDARDS AND PREPARING FOR THE TEACHER CONFERENCE
ACQUIRING A BETTER UNDERSTANDING OF THE SCHOOL SYSTEM
BECOMING FAMILIAR WITH COLLEGE REQUIREMENTS

ELEMENTARY SCHOOL CURRICULUM 2ND PHASE

UNDERSTANDING THE ENVIRONMENT SURROUNDING OUR CHILDREN
SELF-ESTEEM AND ITS RELATION TO EMOTIONAL INTELLIGENCE
THE IMPORTANCE OF VALUES
THE IMPORTANCE OF DEVELOPING A POSITIVE IDENTITY
DEVELOPING THE LOVE OF LEARNING
ELEMENTARY SCHOOL: THE FOUNDATION FOR ACADEMIC SUCCESS

MIDDLE SCHOOL CURRICULUM

SUPPORTING THE ACADEMIC ACHIEVEMENT OF ADOLESCENTS THROUGH THEIR CHANGES
CONNECTING ACADEMIC SUCCESS AND POSITIVE SELF-ESTEEM
OVERCOMING OBSTACLES TO ACADEMIC SUCCESS
MOTIVATING TEENAGERS TO READ
REVIEWING KEY ACADEMIC CONCEPTS
PREPARING TO MEET UNIVERSITY ADMISSION REQUIREMENTS

MIDDLE SCHOOL CURRICULUM 2ND PHASE

PROVIDING FAMILY AND SOCIAL SUPPORT TO ADOLESCENTS
SUPPORTING YOUTH IN DECISION MAKING THROUGH POSITIVE COMMUNICATION
THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE
STUDY HABITS AND INTELLIGENCE
MIDDLE SCHOOL: THE BRIDGE TO HIGH SCHOOL
PREPARING STUDENTS FOR HIGHER EDUCATION

HIGH SCHOOL CURRICULUM

UNDERSTANDING THE HIGH SCHOOL SYSTEM
IDENTIFYING THE CLASSES THAT FORM PART OF THE A-G REQUIREMENTS
RECOGNIZING THE IMPORTANCE OF THE GRADE POINT AVERAGE (GPA)
OTHER IMPORTANT REQUIREMENTS AND PROGRAMS
DISCUSSING HIGHER EDUCATION OPTIONS
IDENTIFYING THE DIFFERENT FINANCIAL AID OPTIONS

HIGH SCHOOL CURRICULUM 2ND PHASE

BENEFITS OF ATTENDING COLLEGE
EXPLORING CAREER OPTIONS
EMOTIONAL INTELLIGENCE AND STUDENT SUCCESS
MAPPING THE ROAD TO COLLEGE
FINDING THE RIGHT COLLEGE
DISCUSSING FINANCIAL AID OPTIONS

Now Anything is Possible!

825 Colorado Blvd Suite 228 Los Angeles, CA 90041

Telephone: 323.255.2575 Fax: 323.255.5120

www.piqe.org

Amount to be paid:

1. The school agrees to pay a flat fee of \$5,000.00 for the implementation of the PIQE program. The flat fee covers the cost of two instructors during a single time frame and material for a maximum of 50 parents. In addition, a fee of \$100.00 will be accrued for each parent graduate (those who attended four or more classes during the 9-week course) exceeding the 50 parent maximum. **Initials** _____

~~2. Schools interested in opening an additional class in a language other than Spanish will need to meet a 15 parent minimum and will agree to pay \$100.00 per parent graduate. \$1500.00. **Initials** _____~~

Matching Funds: Every school is matched with a private foundation funds or / CSU funds that helps pay for the program. After matching each school with a foundation the District pays the fee minus the portion paid by the foundation.

This agreement shall begin **April, 2015** and remain in full force until **June, 2015**

Either party calling a meeting to redefine or extend the terms may renegotiate the terms of this agreement.

SIGNATURES

Haydock Middle School

Name: Lisa A. Franz Title: Director, Purchasing
Signature: _____ Date: _____

Parent Institute for Quality Education

Name: Maria Elena Meraz Title: Executive Director
Signature: *Maria Elena Meraz* Date: 11/28/15

Now Anything is Possible!

825 Colorado Blvd Suite 228 Los Angeles, CA 90041
Telephone: 323.255.2575 Fax: 323.255.5120
www.piqe.org



To: Dr. Edd C. Bond, Principal

Richard B. Haydock Middle School

From: Maria Elena, Executive Director
 Susana Gonzalez, Associate Director

Thank you for co-directing with the Parent Institute Program at your school.

As a follow-up please find a draft of the possible dates we will be meeting at your school.

Please check your calendar for the following nine **days** to make sure that the parent workshops don't overlap on any school scheduled events.

Thank you for your continue support.

Richard B. Haydock Middle School

TUESDAYS

Month	APRIL			MAY				JUNE		
Class' Dates:	14	21	28	5	12	19	26	2	9	16
Lesson:	P.S.	# 1	# 2	# 3	# 4	# 5	# 6	STEM	STEM	Forum & Gradation

Planning Session: 6:00 to 7:30 p.m.
 Classes are from: 6:00 to 7:30 p.m.
 STEM are from: 6:00 to 8:00 pm
 Forum and Graduation: 6:00 to 7:30 p.m.

Now Anything is Possible.!

825 Colorado Blvd. # 228 Los Angeles, CA 90041
 Telephone: 323.255.2575 Fax: 323.255.5120
www.piqe.org



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
06/05/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

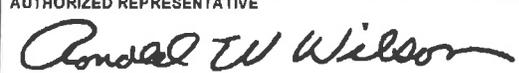
PRODUCER Partners of the West Ins Serv RWW Insurance Services, Inc. 9820 Willow Creek Road, #350 San Diego, CA 92131 Ronald W. Wilson	CONTACT NAME: Ronald W. Wilson PHONE (A/C, No, Ext): 858-578-5200 FAX (A/C, No): 858-578-5699 E-MAIL ADDRESS:													
	<table border="1"> <tr> <th>INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> <tr> <td>INSURER A : Philadelphia Indemnity Ins Co</td> <td></td> </tr> <tr> <td>INSURER B :</td> <td></td> </tr> <tr> <td>INSURER C :</td> <td></td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : Philadelphia Indemnity Ins Co		INSURER B :		INSURER C :		INSURER D :		INSURER E :		INSURER F :
INSURER(S) AFFORDING COVERAGE	NAIC #													
INSURER A : Philadelphia Indemnity Ins Co														
INSURER B :														
INSURER C :														
INSURER D :														
INSURER E :														
INSURER F :														
INSURED Parent Institute for Quality Education Attn. Sara Gongora 22 W 35th St National City, CA 91950														

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER: 1**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOG <input type="checkbox"/> OTHER			PHPK1171147	06/10/2014	06/10/2015	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			PHPK1171147	06/10/2014	06/10/2015	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			PHUB458474	06/10/2014	06/10/2015	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E L EACH ACCIDENT \$ E L DISEASE - EA EMPLOYEE \$ E L DISEASE - POLICY LIMIT \$
A	Empl Dishonesty				06/10/2014	06/10/2015	Limit: 10,000
A	Professional Liab.				06/10/2014	06/10/2015	Limit: 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Proof of insurance

CERTIFICATE HOLDER Oxnards Oxnard School District Attn: Contract Administration 1051 South "A" Street Oxnard, CA 93030	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
--	--

BOARD AGENDA ITEM

Name of Contributor: Dr. Nancy Carroll

Date of Meeting: 3/4/15

STUDY SESSION _____

CLOSED SESSION _____

SECTION B: HEARINGS _____

SECTION C: CONSENT X

SECTION D: ACTION _____

SECTION E: REPORTS/DISCUSSION _____

SECTION F: BOARD POLICIES

1st Reading _____ 2nd Reading _____

Approval of Agreement #14-196 – Collaboration for Success (Carroll/Phipps)

Collaboration for Success will provide training to Special Day Class Mild to Moderate teachers on Common Core and the Special Education Student. Training to be held on March 23, 2015.

FISCAL IMPACT:

Not to exceed \$600.00 – Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Pupil Services, and the Interim Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #14-196 with Collaboration for Success.

ADDITIONAL MATERIAL(S):

Attached: Agreement #14-196, Collaboration for Success (13 Pages)
Proposal (1 Page)
Certificate of Insurance (4 Pages)

OXNARD SCHOOL DISTRICT

Agreement #14-196

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 4th day of March, 2015 by and between the Oxnard School District (“District”) and Collaboration for Success (“Consultant”). District and Consultant are sometimes hereinafter individually referred to as “Party” and hereinafter collectively referred to as the “Parties.”

RECITALS

- A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.
- B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.
- C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

- Incorporation of Recitals and Exhibits.** The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.
- Term of Agreement.** Subject to earlier termination as provided below, this Agreement shall remain in effect from **March 5, 2015** through **March 31, 2015** (the “Term”). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.
- Time for Performance.** The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.
- Compensation and Method of Payment.** Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** “Compensation”. The total compensation, including reimbursement for actual expenses, shall not exceed Six Hundred Dollars (\$600.00), unless additional compensation is approved in writing by the District.

- a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.
- b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.
- c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

5. **Termination.** This Agreement may be terminated at any time by mutual agreement of the Parties or by either Party as follows:

- a. District may terminate this Agreement, with or without cause, at any time by giving thirty (30) days written notice of termination to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress; or
- b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

6. **Inspection and Final Acceptance.** District may, at its discretion, inspect and accept or reject any of Consultant's work under this Agreement, either during performance or when within sixty (60) days after submitted to District. If District does not reject work by a timely written explanation, Consultant's work shall be deemed to have been accepted. District's acceptance shall be conclusive as to such work except with respect to latent defects, fraud and such gross mistakes as amount to fraud. Acceptance of any of Consultant's work by District shall not constitute a waiver of any of the provisions of this Agreement including, but not limited to indemnification and insurance provisions.

7. **Default.** Failure of Consultant to perform any Services or comply with any provisions of this Agreement may constitute a default. The District may give notice to Consultant of the default and the reasons for the default. District shall not have any obligation or duty to continue compensating Consultant for any work performed after the date of the notice until the default is cured. The notice shall include the timeframe in which Consultant may cure the default. This timeframe is presumptively thirty (30) days, but may be extended, though not reduced, at the discretion of the District. During the period of time that Consultant is in default, the District shall hold all invoices and shall, when the default is cured, proceed with payment on the invoices. In the alternative, the District may, in its sole discretion, elect to pay some or all of the outstanding invoices during the period of default. If Consultant does not cure the default, the District may terminate this Agreement as provided above. Any failure on the part of the District to give notice of the Consultant's default shall not be deemed to result in a waiver of the District's legal rights or any rights arising out of any provision of this Agreement.

8. **Ownership of Documents.** All maps, models, designs, drawings, photographs, studies, surveys, reports, data, notes, computer files, files and other documents prepared, developed or discovered by Consultant in the course of providing any services pursuant to this Agreement (collectively and individually, the "Documents") shall

become the sole property of District and may be used, reused or otherwise disposed of by District without the permission of the Consultant. Upon completion, expiration or termination of this Agreement, Consultant shall turn over to District all such Documents.

9. **Use of Documents by District.** If and to the extent that District utilizes for any purpose not related to this Agreement any Documents, Consultant's guarantees and warrants related to Standard of Performance under this Agreement shall not extend to such use of the Documents.

10. **Consultant's Books and Records.** Consultant shall maintain any and all documents and records demonstrating or relating to Consultant's performance of services pursuant to this Agreement for a minimum of three years after termination or expiration of this Agreement, or longer if required by law.

- a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.
- b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.
- c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

11. **Independent Contractor.** Consultant is and shall at all times remain a wholly independent contractor and not an officer, employee or agent of District.

- a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.
- b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

12. **Standard of Performance.** Consultant represents and warrants that it has the qualifications, experience and facilities necessary to properly perform the services required under this Agreement in a thorough, competent and professional manner. Consultant shall at all times faithfully, competently and to the best of its ability, experience and talent, perform all services described herein. In meeting its obligations under this Agreement,

Consultant shall employ, at a minimum, generally accepted standards and practices utilized by persons engaged in providing services similar to those required of Consultant under this Agreement.

13. **Confidential Information.** All information gained during performance of the Services and all Documents or other work product produced by Consultant in performance of this Agreement shall be considered confidential. Consultant shall not release or disclose any such information, Documents or work product to persons or entities other than District without prior written authorization from the Superintendent of the District, except as may be required by law.

- a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.
- b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

14. **Conflict of Interest; Disclosure of Interest.** Consultant covenants that neither it, nor any officer or principal of its firm, has or shall acquire any interest, directly or indirectly, which would conflict in any manner with the interests of District or which would in any way hinder Consultant's performance of services under this Agreement. Consultant further covenants that in the performance of this Agreement, no person having any such interest shall be employed by it as an officer, employee, agent or subcontractor without the express written consent of the District.

- a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.
- b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [X] does not qualify as a "designated employee".

_____ (Initials)

- c. Consultant agrees to notify the Superintendent, in writing, if Consultant believes that it is a "designate employee" and should be filing financial interest disclosures, but has not been required to do so by the District.

_____ (Initials)

15. **Compliance with Applicable Laws.** In connection with the Services and its operations, Consultant shall keep itself informed of and comply with all applicable federal, state and local laws, statutes, codes, ordinances, regulations and rules including, but not limited to, minimum wages and/or prohibitions against discrimination, in effect during the Term. Consultant shall obtain any and all licenses, permits and authorizations necessary to perform the Services. Neither District, nor any elected or appointed boards, officers, officials, employees or agents of District shall be liable, at law or in equity, as a result of any failure of Consultant to comply with this section.

- a. Without limiting the generality of the foregoing, Consultant shall comply with any applicable fingerprinting requirements as set forth in the Education Code of the State of California.

_____ (Initials)

16. **Unauthorized Aliens.** Consultant hereby promises and agrees to comply with all of the provisions of the Federal Immigration and Nationality Act, 8 U.S.C.A. §§ 1101, et seq., as amended, and in connection therewith, shall not employ “unauthorized aliens” as that term is defined in 8 U.S.C.A. §1324a(h)(3). Should Consultant so employ such individuals for the performance of work and/or services covered by this Agreement, and should any liability or sanctions be imposed against District for such employment, Consultant hereby agrees to and shall reimburse District for the cost of all such liabilities or sanctions imposed, together with any and all costs, including attorneys' fees, incurred by District.

17. **Non-Discrimination.** Consultant shall abide by the applicable provisions of the United States Civil Rights Act of 1964 and other provisions of law prohibiting discrimination and shall not discriminate, in any way, against any person on the basis of race, color, religious creed, national origin, ancestry, sex, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement.

18. **Assignment.** The expertise and experience of Consultant are material considerations for this Agreement. District has an interest in the qualifications of and capability of the persons and entities that will fulfill the duties and obligations imposed upon Consultant under this Agreement. In recognition of that interest, Consultant shall not assign or transfer this Agreement or any portion of this Agreement or the performance of any of Consultant’s duties or obligations under this Agreement without the prior written consent of the Board of Directors of the District. Any attempted assignment shall be ineffective, null and void, and shall constitute a material breach of this Agreement entitling District to any and all remedies at law or in equity, including summary termination of this Agreement.

19. **Subcontracting.** Notwithstanding the above, Consultant may utilize subcontractors in the performance of its duties pursuant to this Agreement, but only with the prior written consent of the District. The Consultant shall be as fully responsible to the District for the acts and omissions of his Subcontractors, and of persons either directly or indirectly employed by him/her, as if the acts and omissions were performed by him/her directly.

20. **Continuity of Personnel.** Consultant shall make every reasonable effort to maintain the stability and continuity of Consultant’s staff and subcontractors, if any, assigned to perform the services required under this Agreement.

- a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.
- b. Consultant shall notify District of any changes in Consultant’s staff and subcontractors, if any, assigned to perform the services required under this Agreement, prior to and during any such performance. The list notice shall include the following information: (1) all full or part-time staff positions by title, including volunteer positions whose direct services are required to provide the services described herein; (2) a brief description of the functions of each such position and the hours each position works each week or, for part-time positions, each day or month, as appropriate; (3) the professional degree, if applicable, and experience required for each position; and (4) the name of the person responsible for fulfilling the terms of this Agreement.

21. **Indemnification.**

- a. Consultant agrees to defend, indemnify, and hold harmless District, its officers, agents, employees, and/or volunteers from any and all claims, demands, losses, damages and expenses, including legal fees and costs, or other obligations or claims arising out of any liability or damage to property, or any other loss, sustained or claimed to have been sustained arising out of activities of the Consultant or those of any of Consultant’s officers, agents, employees, or subcontractors, whether such act or omission is authorized by this Agreement or not. Consultant shall also pay for any and all damage to the Property of the District, or loss or theft of such Property, done or caused by such persons. District

assumes no responsibility whatsoever for any property placed on district premises. Consultant further agrees to waive all rights of subrogation against the District. The provisions of this Agreement do not apply to any damage or losses caused solely by the negligence of the District or any of its officers, agents, employees, and/or volunteers.

_____ (Initials)

- b. The provisions of this section do not apply to claims occurring as a result of District's sole negligence or willful acts or omissions.

22. **Insurance.** Consultant agrees to obtain and maintain in full force and effect during the term of this Agreement the insurance policies set forth in **Exhibit C** "Insurance" and made a part of this Agreement. All insurance policies shall be subject to approval by District as to form and content. These requirements are subject to amendment or waiver if so approved in writing by the District Superintendent. Consultant agrees to provide District with copies of required policies upon request.

23. **Notices.** All notices required or permitted to be given under this Agreement shall be in writing and shall be personally delivered, or sent by telecopier or certified mail, postage prepaid and return receipt requested, addressed as follows:

To District: Oxnard School District
 1051 South A Street
 Oxnard, California, 93030
 Attention: Marikaye Phipps
 Phone: (805) 385.1501 x2161
 Fax: (805) 487.9648

To Consultant: Collaboration for Success
 5967 E. Marlies Ave.
 Simi Valley, CA 93063
 Attention: Mary Schillinger
 Phone:
 Fax:

Notice shall be deemed effective on the date personally delivered or transmitted by facsimile (provided confirmation of successful facsimile transmission shall be retained) or, if mailed, three (3) days after deposit of the same in the custody of the United States Postal Service.

24. **Excusable Delays.** Consultant shall not be liable for damages, including liquidated damages, if any, caused by delay in performance or failure to perform due to causes beyond the control of Consultant. Such causes include, but are not limited to, acts of God, acts of the public enemy, acts of federal, state or local governments, acts of District, court orders, fires, floods, epidemics, strikes, embargoes, and unusually severe weather. The term and price of this Agreement shall be equitably adjusted for any delays due to such causes.

25. **Authority to Execute.** The person or persons executing this Agreement on behalf of Consultant represents and warrants that he/she/they has/have the authority to so execute this Agreement and to bind Consultant to the performance of its obligations hereunder.

26. **Administration.** **MARIKAYE PHIPPS** shall be in charge of administering this Agreement on behalf of the District. The Director of Purchasing has completed **Exhibit D** "Conflict of Interest Check" attached hereto.

27. **Binding Effect.** This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.
28. **Entire Agreement.** This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.
29. **Amendment.** No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.
30. **Waiver.** Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.
31. **Governing Law.** This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.
32. **Arbitration.** Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.
33. **Severability.** If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, the District and Consultant have executed and delivered this agreement for consultant services as of the date first written above.

OXNARD SCHOOL DISTRICT:

COLLABORATION FOR SUCCESS:

Signature

Signature

Lisa A. Franz, Director, Purchasing

Typed Name/Title

Typed Name/Title

Date

Date

Tax Identification Number: 95-6002318

Tax Identification Number: _____

- Not Project Related
- Project #14-196

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #14-196

SERVICES

I. Consultant will perform the following Services under the Captioned Agreement:

*PER ATTACHED PROPOSAL

II. As part of the Services, Consultant will prepare and deliver the following tangible work products to the District:

*PER ATTACHED PROPOSAL

III. During performance of the Services, Consultant will keep the District appraised of the status of performance by delivering the following status reports under the indicated schedule:

STATUS REPORT FOR ACTIVITY:	DUE DATE
A. N/A	
B.	
C.	
D.	

V. Consultant will utilize the following personnel to accomplish the Services:

- None.
- See attached list.

VI. Consultant will utilize the following subcontractors to accomplish the Services (check one):

- None.
- See attached list.

VII. AMENDMENT

The Scope of Services, including services, work product, and personnel, are subject to change by mutual Agreement. In the absence of mutual Agreement regarding the need to change any aspects of performance, Consultant shall comply with the Scope of Services as indicated above

- Not Project Related
 Project #14-196

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #14-196

COMPENSATION

I. Consultant shall use the following rates of pay in the performance of the Services:

**TOTAL FEE NOT TO EXCEED \$600.00

II. Consultant may utilize subcontractors as indicated in this Agreement. The hourly rate for any subcontractor is not to exceed \$ N/A per hour without written authorization from the District Superintendent or his designee.

III. The District will compensate Consultant for the Services performed upon submission of a valid invoice. Each invoice is to include:

- A. Line items for all personnel describing the work performed, the number of hours worked, and the hourly or flat rate.
- B. Line items for all supplies properly charged to the Services.
- C. Line items for all travel properly charged to the Services.
- D. Line items for all equipment properly charged to the Services.
- E. Line items for all materials properly charged to the Services.
- F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed \$600.00, as provided in Section 4 of this Agreement.

- Not Project Related
- Project #14-196

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #14-196

INSURANCE

I. Insurance Requirements. Consultant shall provide and maintain insurance, acceptable to the District Superintendent or District Counsel, in full force and effect throughout the term of this Agreement, against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by Consultant, its agents, representatives or employees. Insurance is to be placed with insurers authorized to conduct business in the State of California and with a current A.M. Best's rating of no less than A, as rated by the Current edition of Best's Key Rating Guide, published by A.M. Best Company, Oldwick, New Jersey 08858. Consultant shall provide the following scope and limits of insurance:

A. Minimum Scope of Insurance. Coverage shall be at least as broad as:

(1) Commercial General Liability coverage of not less than two million dollars (\$2,000,000) Aggregate and one million dollars (\$1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars (\$1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

~~(5) Abuse and Molestation coverage of not less than two million dollars (\$2,000,000) per occurrence and five million dollars (\$5,000,000) Aggregate.~~

~~(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:~~

~~Accountants, Attorneys, Education Consultants, \$1,000,000
 Nurses, Therapists~~

~~Architects \$1,000,000 or \$2,000,000~~

~~Physicians and Medical Corporations \$5,000,000~~

Failure to maintain professional liability insurance is a material breach of this Agreement and grounds for immediate termination

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

Not Project Related

Project #14-196

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability, and ~~Abuse/Molestation Coverages.~~

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, ~~and Abuse/Molestation.~~ The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

- Not Project Related
- Project #14-196

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #14-196

CONFLICT OF INTEREST CHECK

Bylaws of the Board 9270(BB)E requires that the Superintendent or a designee make a determination, on a case by case basis, concerning whether disclosure will be required from a consultant to comply with the District's Conflict of Interest Code (commencing with Bylaws of the Board 9270 BB).

Consultant's are required to file disclosures when, pursuant to a contract with the District, the Consultant will make certain specified government decisions or will perform the same or substantially the same duties for the District as a staff person would.

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached constitute do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **COLLABORATION FOR SUCCESS**, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

**CONSULTANT SERVICES
PROPOSAL**

TO: Oxnard School District, Pupil Services Dept.

FROM: Mary Schillinger, Consultant, Collaboration for Success

DATE: January 27, 2015

RE: Training on Common Core and the Special Education Student

Scope of Services:

½ day training on Common Core and Special Education Students.

Consultant Cost: \$600 total. It includes prep, travel, and presentation.

Length of contract: Services will be provided during the 2014-2015 school year on March 23, 2015.

NUTMEG INSURANCE AGENCY INC/PHS
PO BOX 29611
CHARLOTTE NC 28229

MARY SCHILLINGER DBA COLLABORATION FOR
SUCCESS LLC
5967 E MARLIES AVE
SIMI VALLEY CA 93063



CERTIFICATE OF LIABILITY INSURANCE

TRL
R045DATE (MM/DD/YYYY)
12/8/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER NUTMEG INSURANCE AGENCY INC/PHS 025657 P: (866) 467-8730 F: (888) 443-6112 PO BOX 29611 CHARLOTTE NC 28229	CONTACT NAME:	
	PHONE (A/C, No, Ext): (866) 467-8730	FAX (A/C, No): (888) 443-6112
E-MAIL ADDRESS:		
INSURER(S) AFFORDING COVERAGE		NAIC#
INSURER A: Sentinel Ins Co LTD		
INSURED MARY SCHILLINGER DBA COLLABORATION FOR SUCCESS LLC 5967 E MARLIES AVE SIMI VALLEY CA 93063		
INSURER B:		
INSURER C:		
INSURER D:		
INSURER E:		
INSURER F:		

COVERAGES**CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR RVCD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS		
A	COMMERCIAL GENERAL LIABILITY			02 SBM RB1752	08/29/2014	08/29/2015	EACH OCCURRENCE	\$1,000,000	
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$1,000,000	
	<input checked="" type="checkbox"/> General Liab						MED EXP (Any one person)	\$10,000	
	GEN'L AGGREGATE LIMIT APPLIES PER:							PERSONAL & ADV INJURY	\$1,000,000
	<input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC							GENERAL AGGREGATE	\$2,000,000
	OTHER:							PRODUCTS - COMP/OP AGG	\$2,000,000
A	AUTOMOBILE LIABILITY			02 SBM RB1752	08/29/2014	08/29/2015	COMBINED SINGLE LIMIT (Ea accident)	\$1,000,000	
	<input type="checkbox"/> ANY AUTO						BODILY INJURY (Per person)	\$	
	<input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS						BODILY INJURY (Per accident)	\$	
	<input checked="" type="checkbox"/> HIRED AUTOS						PROPERTY DAMAGE (Per accident)	\$	
	UMBRELLA LIAB						EACH OCCURRENCE	\$	
	EXCESS LIAB						AGGREGATE	\$	
	DED: <input type="checkbox"/> RETENTION \$							\$	
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE	OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)		N/A				E.L. EACH ACCIDENT	\$	
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE- EA EMPLOYEE	\$	
							E.L. DISEASE - POLICY LIMIT	\$	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Those usual to the Insured's Operations.

CERTIFICATE HOLDEROxnard School District
Attn: Juana Gutierrez
1051 S A ST
OXNARD, CA 93030**CANCELLATION**

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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NUTMEG INSURANCE AGENCY INC/PHS
PO BOX 29611
CHARLOTTE NC 28229

Oxnard School District
Attn: Juana Gutierrez
1051 S A ST
OXNARD CA 93030



CERTIFICATE OF LIABILITY INSURANCE

TRL
R045DATE (MM/DD/YYYY)
12/8/2014

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	E-MAIL ADDRESS:		
INSURED MARY SCHILLINGER DBA COLLABORATION FOR SUCCESS LLC 5967 E MARLIES AVE SIMI VALLEY CA 93063	INSURER(S) AFFORDING COVERAGE		NAIC#
	INSURER A: Sentinel Ins Co LTD		
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	INSURER C:		
	INSURER D:		
INSURER E:			
INSURER F:			

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	<input checked="" type="checkbox"/> HIRED AUTOS	<input checked="" type="checkbox"/> NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	\$
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	DED	RETENTION \$						\$	
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE	OTHER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	Y/N	N/A				E.L. EACH ACCIDENT	\$	
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE- EA EMPLOYEE	\$	
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Those usual to the Insured's Operations.

CERTIFICATE HOLDER**CANCELLATION**Oxnard School District
Attn: Juana Gutierrez
1051 S A ST
OXNARD, CA 93030SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
AUTHORIZED REPRESENTATIVE

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Board Agenda Item

NAME OF CONTRIBUTOR: Dr. Nancy Carroll

DATE OF MEETING: 3/4/15

STUDY SESSION _____

CLOSED SESSION _____

SECTION B: HEARINGS _____

SECTION C: CONSENT X

SECTION D: ACTION _____

SECTION E: REPORTS/DISCUSSION _____

SECTION F: BOARD POLICIES

1st Reading _____ 2nd Reading _____

Approval of Agreement/MOU #14-197 – R.M. Pyles Boys Camp (Carroll/Phipps)

R.M. Pyles Boys Camp is a youth leadership and character development program for selected economically disadvantaged boys 12-14 years of age. Its purpose is to instill new attitudes and behaviors as well as to teach positive alternatives to youth that are at a tremendous disadvantage to compete in today's world. Our ultimate goal is to help create productive and responsible citizens.

FISCAL IMPACT:

None

RECOMMENDATION:

It is recommended by the Director, Pupil Services, and the Interim Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement/MOU #14-197 with R.M. Pyles Boys Camp.

ADDITIONAL MATERIALS:

Attached: #14-197, R.M. Pyles Boys Camp (2 Pages)

Memorandum of Understanding #14-197
Oxnard School District
and
R.M. Pyles Boys Camp

This Memorandum of Understanding (MOU) is entered into by and between R.M. Pyles Boys Camp and the Oxnard School District.

Purpose: R.M. Pyles Boys Camp is a youth leadership and character development program for selected economically disadvantage boys ages 12 to 14 years of age. Its purpose is to instill new attitudes and behaviors as well as to teach positive alternatives to youth that are at a tremendous disadvantage to compete in today's world. Our ultimate goal is to help create productive and responsible citizens.

Term: The term of this MOU shall commence March 5, 2015 and shall terminate March 30, 2016.

Compensation: The Oxnard School District **will not be charged for the services provided by R.M. Pyles Boys Camp.**

Description of Services:

- A. Oxnard School District agrees to the following:
 1. Based upon the selection criteria detailed in the provided "Selector Handbook", select qualified deserving boys to attend R.M. Pyles Boys Camp.
 2. Oxnard School District will provide parents with camp brochure and answer any basic questions parents might have.
 3. After selection, Oxnard School District will complete a "Reason for Selection Form" and submit this form included with the completed camper application to the camp office.

4. Oxnard School District will provide follow up with the families to ensure applications are submitted in a timely manner.
5. Oxnard School District will coordinate with a camp representative to schedule a Camper/Parent Orientation Meeting.
6. Oxnard School District will notify the Camp in a timely manner of any last minute dropouts.

Termination: Either party may terminate this MOU without cause upon thirty (30) days written notice.

Authorized Approval:

R.M. Pyles Boys Camp:

Oxnard School District:

Signature

Signature

Typed Name/Title

Lisa A. Franz, Director, Purchasing
Typed Name/Title

Date

Date

BOARD AGENDA ITEM

Name of Contributor: Dr. Nancy Carroll

Date of Meeting: 3/4/15

STUDY SESSION	_____
CLOSED SESSION	_____
SECTION B: HEARINGS	_____
SECTION C: CONSENT	<u> X </u>
SECTION D: ACTION	_____
SECTION E: REPORTS/DISCUSSION	_____
SECTION F: BOARD POLICIES	1 st Reading _____ 2 nd Reading _____

Approval of Agreement/MOU #14-198 – Parent Institute for Quality Education (PIQE) (Carroll/Bond)

PIQE will provide a parent training course for the parents of the children enrolled at Haydock Middle School. This training is designed to educate parents on the importance of helping their children build a strong foundation in math and science.

FISCAL IMPACT:

Not to Exceed \$3,000.00 – 62% - Title I & 38% - Title III

RECOMMENDATION:

It is the recommendation of the Principal, Haydock Middle School, and the Interim Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #14-198 with Parent Institute for Quality Education in the amount not to exceed \$3,000.00.

ADDITIONAL MATERIAL:

Attached: Agreement/MOU #14-198, Parent Institute for Quality Education (3 Pages)
Certificate of Insurance (2 Pages)



**SERVICES ACCEPTANCE
MEMORANDUM OF UNDERSTANDING**

To: Dr. Edd Bond, School Principal

From: Maria Elena Meraz, Executive Director

Date: January 28, 2015

NOW, THEREFORE, in consideration of the recitals and mutual obligations of the parties herein expressed, The Parent Institute for Quality Education (PIQE) and **Haydock Middle School** agree as follow:

RECITALS

- A. Scope of Services: PIQE will provide a parent training course for the parents of the children enrolled in the school above mentioned. PIQE will recruit parents by phone, provide a needs-assessment session, a series of weekly training sessions for parents culminating in a graduation ceremony with certificates given to parents who attend two sessions . The training is designed to educate parents on the importance of helping their children build a strong foundation in math and science. Parents also learn fun and interactive ways to teach their children about these concepts in their everyday lives.
- B. Location: **Haydock Middle School**
- C. Period of Performance: April ,2015 – June , 2015
- D. Compensation:

STEM: A Flat fee of \$3000.00 for the implementation of the STEM program. The flat fee covers the cost of two instructors during a single time frame and material for a maximum of 60 parents. STEM includes 2-days, 2hrs per day and \$50 per person.

In addition, a fee of \$50.00 will be accrued for each parent graduate (those who attended four or more classes during the 9-week course) exceeding the 60 parent maximum.

School funding from: Title I & Title III

- E. In addition, schools where the PIQE program is provided will make available babysitting services as well as any refreshment to be provided to the parents.
- F. I accept these services at **Haydock Middle School** under the terms and conditions noted.

 School Representative


 Parent Institute Representative

 Date
1/28/15

 Date



Partnership Agreement

Parent Institute for Quality Education and Haydock Middle School

This partnership agreement confirms agreement between Parent Institute for Quality Education Tax Id# 33-0259359 and Haydock Middle School.

Vision: with early intervention, parental involvement, and community support, college is possible for every student.

Goal: To create and support a viable plan through a collaborative partnership to increase the number of students Who historically are underrepresented and ineligible to enter a four-year college or university.

PIQE's STEM curriculum educates parents on the importance of helping their children build a strong foundation in math and science. Parents also learn fun and interactive ways to teach their children about these concepts in their everyday lives. This curriculum works to demystify STEM concepts, which often times are thought of as being too challenging and complex. The STEM Program encourages parents to ensure that their students are taking the correct classes in school, enrolling in accelerated programs, researching internship opportunities, and seeking additional help when needed. The topics of study are as follows:

LESSON 1: Discovering the World of S.T.E.M.

LESSON 2: Putting STEM into Practice

Amount to be paid:

***STEM:** A Flat fee of \$3000.00 for the implementation of the STEM program. The flat fee covers the cost of two instructors during a single time frame and material for a maximum of 60 parents. STEM includes 2-days, 2hrs per day and \$50 per person.*

In addition, a fee of \$50.00 will be accrued for each parent graduate (those who attended four or more classes during the 9-week course) exceeding the 60 parent maximum.

This agreement shall begin **April, 2015** and remain in full force until **June 2015**.

Either party calling a meeting to redefine or extend the terms may renegotiate the terms of this agreement.

SIGNATURES

Haydock Middle School

Name: Lisa A. Franz Title: Director, Purchasing

Signature: _____ Date: _____

Parent Institute for Quality Education

Name: Maria Elena Meraz Title: Executive Director

Signature: *Maria Elena Meraz* Date: 1/28/15

Now Anything is Possible!

825 Colorado Blvd Suite 228 Los Angeles, CA 90041

Telephone: 323.255.2575 Fax: 323.255.5120

www.piqe.org



To: Dr. Edd C. Bond, Principal

Richard B. Haydock Middle School

From: Maria Elena, Executive Director
 Susana Gonzalez, Associate Director

Thank you for co-directing with the Parent Institute Program at your school.

As a follow-up please find a draft of the possible dates we will be meeting at your school.

Please check your calendar for the following nine **days** to make sure that the parent workshops don't overlap on any school scheduled events.

Thank you for your continue support.

Richard B. Haydock Middle School

TUESDAYS

Month	APRIL			MAY				JUNE		
Class' Dates:	14	21	28	5	12	19	26	2	9	16
Lesson:	P.S.	# 1	# 2	# 3	# 4	# 5	# 6	STEM	STEM	Forum & Gradation

Planning Session: 6:00 to 7:30 p.m.

Classes are from: 6:00 to 7:30 p.m.

STEM are from: 6:00 to 8:00 pm

Forum and Graduation: 6:00 to 7:30 p.m.

Now Anything is Possible.!

825 Colorado Blvd. # 228 Los Angeles, CA 90041

Telephone: 323.255.2575 Fax: 323.255.5120

www.piqe.org



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
10/20/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

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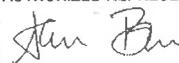
PRODUCER Rancho Mesa Insurance Services 250 Riverview Parkway #401 Santee, CA 92071 Sam Brown	Phone: 619-937-0164 Fax: 619-937-0168	CONTACT NAME: PHONE (A/C, No, Ext): E-MAIL: ADDRESS:	FAX (A/C, No):
	INSURER(S) AFFORDING COVERAGE		NAIC #
INSURED Parent Institute for Quality Education 22 West 35th Street, #201 National City, CA 91950	INSURER A: New York Marine & Gen'l Ins Co		16608
	INSURER B:		
	INSURER C:		
	INSURER D:		
	INSURER E:		
	INSURER F:		

COVERAGES **CERTIFICATE NUMBER: 1** **REVISION NUMBER:**

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	GENERAL LIABILITY <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
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DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
RE: OPERATIONS OF THE NAMED INSURED AS CERTIFICATE HOLDERS INTEREST MAY APPEAR.

CERTIFICATE HOLDER OXNARDS OXNARD SCHOOL DISTRICT 1051 SOUTH "A" STREET OXNARD, CA 93030	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
06/05/2014

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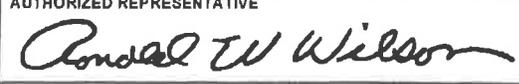
PRODUCER Partners of the West Ins Serv RWW Insurance Services, Inc. 9820 Willow Creek Road, #350 San Diego, CA 92131 Ronald W. Wilson	CONTACT NAME: Ronald W. Wilson PHONE (A/C, No, Ext): 858-578-5200 FAX (A/C, No): 858-578-5699 E-MAIL ADDRESS:													
	<table border="1"> <tr> <th>INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> <tr> <td>INSURER A : Philadelphia Indemnity Ins Co</td> <td></td> </tr> <tr> <td>INSURER B :</td> <td></td> </tr> <tr> <td>INSURER C :</td> <td></td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : Philadelphia Indemnity Ins Co		INSURER B :		INSURER C :		INSURER D :		INSURER E :		INSURER F :
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INSURER D :														
INSURER E :														
INSURER F :														
INSURED Parent Institute for Quality Education Attn. Sara Gongora 22 W 35th St National City, CA 91950														

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER: 1**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOG <input type="checkbox"/> OTHER			PHPK1171147	06/10/2014	06/10/2015	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			PHPK1171147	06/10/2014	06/10/2015	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			PHUB458474	06/10/2014	06/10/2015	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E L EACH ACCIDENT \$ E L DISEASE - EA EMPLOYEE \$ E L DISEASE - POLICY LIMIT \$
A	Empl Dishonesty				06/10/2014	06/10/2015	Limit: 10,000
A	Professional Liab.				06/10/2014	06/10/2015	Limit: 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Proof of insurance

CERTIFICATE HOLDER Oxnard School District Attn: Contract Administration 1051 South "A" Street Oxnard, CA 93030	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

BOARD AGENDA ITEM

Name of Contributor: Dr. Nancy Carroll

Date of Meeting: 3/4/15

STUDY SESSION _____

CLOSED SESSION _____

SECTION B: HEARINGS _____

SECTION C: CONSENT X

SECTION D: ACTION _____

SECTION E: REPORTS/DISCUSSION _____

SECTION F: BOARD POLICIES

1st Reading _____

2nd Reading _____

Ratification of Amendment #4 to Agreement #14-50 - Ventura County Office of Education, Paraeducator Services - SCP (Carroll/Phipps)

At the Board meeting of August 20, 2014, the Board of Trustees approved Agreement #14-50 with Ventura County Office of Education (VCOE), for exceptional services to special education students that consists of support from Special Circumstances Paraeducators (SCPs) for the 2014-2015 school year, including Extended School Year, in the amount not to exceed \$380,894.23.

At the Board meeting of October 1, 2014, the Board of Trustees ratified Amendment #1 in the amount of \$12,255.99 to cover an increase in services bringing the total contract amount to \$393,150.22 for 2014-2015. The increase was due to the placement of one (1) more student with a Paraeducator service agreement for 2014-2015.

At the Board meeting of December 10, 2014, the Board of Trustees ratified Amendment #2 in the amount of \$6,142.50 to cover an increase in services bringing the total contract amount to \$399,292.72 for 2014-2015. The increase was due to the placement of one (1) more student with a Paraeducator service agreement for 2014-2015.

At the Board meeting of February 18, 2015, the Board of Trustees ratified Amendment #3 in the amount of \$32,960.95 to cover an increase in services bringing the total contract amount to \$432,253.67 for 2014-2015. The increase was due to the placement of two (2) more students with Paraeducator service agreements for 2014-2015.

The actual cost for services has now changed and it is necessary to decrease the amount of Agreement #14-50 by \$18,780.28 for a total agreement amount of \$413,473.39 for 2014-2015. The decrease is due to yearly IEP meetings held to review three (3) students with current Paraeducator service agreements for 2014-2015.

		<u>Current</u>	<u>Previous</u>	<u>Difference</u>
Students:	ML062907	\$27,362.23	\$23,000.00	(+) \$ 4,362.23
	LC051401	\$25,792.13	\$35,844.08	(-) \$10,051.93
	EV031402	\$22,753.50	\$35,844.08	(-) \$13,090.58

FISCAL IMPACT:

(\$18,780.28) - Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Pupil Services, and the Interim Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #4 to Agreement #14-50 with the Ventura County Office of Education for Paraeducator Services (SCP's), in the amount of (\$18,780.28).

ADDITIONAL MATERIAL(S):

Attached: Amendment #4, Ventura County Office of Education (3 Pages)
Amendment #3, Ventura County Office of Education (2 Pages)
Amendment #2, Ventura County Office of Education (1 Page)
Amendment #1, Ventura County Office of Education (1 Page)
Agreement #14-50, Ventura County Office of Education (12 Pages)



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective November 13, 2014 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

ML062907

1. This agreement pertains to providing exceptional service(s) for, [REDACTED], a Special Education pupil who is a resident of DISTRICT and currently attends, Dwire School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services, 330 minutes daily.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 11/13/14 (*IEP date*), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2014-2015</u> (11/13/14-6/30/15)	UPCOMING: <u>2015-2016</u> ()
(including ESY, if applicable)	\$ <u>27,362.23</u>	+ \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD [REDACTED] SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 1/14/15

Estimated Cost \$ 27,362.23 for fiscal year 14-15

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective November 13, 2014 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

LC051401

1. This agreement pertains to providing exceptional service(s) for, [REDACTED], a Special Education pupil who is a resident of DISTRICT and currently attends, Foster School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services, 330 mins. daily.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 11/13/2014 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2014-2015</u> (25,792.15)	UPCOMING: <u>2015-2016</u>
(including ESY, if applicable)	\$ _____	+ \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 11/13/15

Estimated Cost \$ 25,792.15 for fiscal year 14-15

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective December 10, 2014 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

EV031402

1. This agreement pertains to providing exceptional service(s) for, [REDACTED], a Special Education pupil who is a resident of DISTRICT and currently attends, Foster School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services, 330 mins. per day.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 12/10/2014 (*IEP date*), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2014-2015</u> (12/10/14-6/30/15)	UPCOMING: <u>2015-2016</u>
(including ESY, if applicable)	\$ <u>22,753.50</u>	+ \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 1/23/15

Estimated Cost \$ 22,753.50 for fiscal year 14-15

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective December 16, 2014 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

MP121108

1. This agreement pertains to providing exceptional service(s) for, [REDACTED] a Special Education pupil who is a resident of DISTRICT and currently attends, Dwire School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services, for 60 days.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 12/16/14 (*IEP date*), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2014-2015</u> ()	+	UPCOMING: <u>2015-2016</u> ()
(including ESY, if applicable)	\$ _____	+	\$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD [REDACTED] SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: _____
 Special Education Authorized Representative

Title: Director, Purchasing

Approved By: _____
 Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 7,168.82

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

TO PROVIDE EXCEPTIONAL SERVICE TO SPECIAL EDUCATION PUPILS

This Agreement, effective 8/27/14 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT, JS010805

1. This agreement pertains to providing exceptional service(s) for, [REDACTED], a Special Education pupil who is a resident of DISTRICT and currently attends, Dwire School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of bus aide.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 8/18/14 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2013-2014</u> ()	UPCOMING: <u>2014-2015</u> (8/18/14-5/15/15)
(including ESY, if applicable)	\$ _____	+ \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

Oxnard SCHOOL DISTRICT

Signature Lisa A. Franz

Title: Director, Purchasing

Date: _____

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: [Signature]
Special Education Authorized Representative

Approved By: [Signature]
Business Services Authorized Representative

Date: 9/15/14

Estimated Cost \$ 6,142.50

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

TO PROVIDE EXCEPTIONAL SERVICE TO SPECIAL EDUCATION PUPILS

This Agreement, effective August 27, 2014 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

JA031802

1. This agreement pertains to providing exceptional service(s) for, [REDACTED] a Special Education pupil who is a resident of DISTRICT and currently attends, Dwire School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services, 5.5 hrs. daily.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 8/27/14 (IEP date-11/15/2013), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2013-2014</u>	UPCOMING: <u>2014-2015</u>
	()	(8/27/14-10/30/14)
(including ESY, if applicable)	\$ _____	\$ <u>12,255.99</u>

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 7/17/14

Estimated Cost \$ 12,255.99



AGREEMENT

TO PROVIDE EXCEPTIONAL SERVICE TO SPECIAL EDUCATION PUPILS

This Agreement, effective 12/18/2013 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, EV, DOB: 03/14/2002 a Special Education pupil who is a resident of DISTRICT and currently attends Foster School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Special Circumstances Paraeducator (SCP) 330 mins/day throughout school day.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 12/18/2013 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2013-2014</u>	UPCOMING: <u>2014-2015</u>
	()	()
(including ESY, if applicable)	\$ _____	\$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature _____

Accepted By: _____
Special Education Authorized Representative

Title: _____

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 35,844.08

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

TO PROVIDE EXCEPTIONAL SERVICE TO SPECIAL EDUCATION PUPILS

This Agreement, effective 10/23/13 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, NF . DOB: 7/6/2001, a Special Education pupil who is a resident of DISTRICT and currently attends, Foster School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Special Circumstances Paraeducator (SCP), 390 mins/day throughout school day and bus aide, to and from school.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 10/23/2013 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2013-2014</u>	UPCOMING: <u>2014-2015</u>
	()	()
(including ESY, if applicable)	\$ <u>34,959.69</u>	+ \$ <u>3,884.41</u>

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature _____

Accepted By: _____
Special Education Authorized Representative

Title: _____

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$38,844.08

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

TO PROVIDE EXCEPTIONAL SERVICE TO SPECIAL EDUCATION PUPILS

This Agreement, effective 1-14-14 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard Elementary School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for BL, DOB: 9-15-03, a Special Education pupil who is a resident of DISTRICT and attends, Carl Dwire a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of a SCP paraeducator.

DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

4. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
5. The term of this contract shall begin 1-14-14 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR:	CURRENT 2013-2014	UPCOMING: <u>2014-2015</u>
(including ESY, if applicable)	\$ _____	+ \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement:

Oxnard Elementary District

VENTURA COUNTY OFFICE OF EDUCATION

Signature _____

Accepted By: _____
Special Education Authorized Representative

Title: _____

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 37,922.53



AGREEMENT

TO PROVIDE EXCEPTIONAL SERVICE TO SPECIAL EDUCATION PUPILS

This Agreement, effective October 23, 2013 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, EC - DOB: 9/29/2002, a Special Education pupil who is a resident of DISTRICT and currently attends, Foster School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Special Circumstances Paraeducator (SCP), 5.5 hrs daily throughout school day.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 10/23/2013 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: <u>2013-2014</u>	UPCOMING: <u>2014-2015</u>
	()	()
	\$ <u>29,272.68</u>	\$ <u>6,571.42</u>

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD EL VALLEY UNIFIED SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature _____

Accepted By: _____
Special Education Authorized Representative

Title: _____

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 35,844.08

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

TO PROVIDE EXCEPTIONAL SERVICE TO SPECIAL EDUCATION PUPILS

This Agreement, effective 5-8-14 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard Elementary School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for MB DOB: 2-15-04 a Special Education pupil who is a resident of DISTRICT and attends, Carl Dwire, a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of a SCP and bus aide.

DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

4. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
5. The term of this contract shall begin 5-8-14 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR:	CURRENT: <u>2013-2014</u>	UPCOMING: <u>2014-2015</u>
(including ESY, if applicable)	\$ _____	+ \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement:

Oxnard Elementary District

VENTURA COUNTY OFFICE OF EDUCATION

Signature _____

Accepted By: _____
Special Education Authorized Representative

Title: _____

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ **\$37,922 plus \$6128 (bus aide)**



AGREEMENT

TO PROVIDE EXCEPTIONAL SERVICE TO SPECIAL EDUCATION PUPILS

This Agreement, effective is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, RR, a Special Education pupil who is a resident of Oxnard Elementary School DISTRICT and currently attends Phoenix school, a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Special Circumstances Paraeducator (SCP), 6 hrs daily, during school day.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin April 4, 2014 and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2013-2014</u>	UPCOMING: <u>2014-2015</u>
(including ESY, if applicable)	\$ _____	\$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNRD ~~UNION HIGH~~ SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature

Accepted By: _____
Special Education Authorized Representative

Title:

Approved By: _____
Business Services Authorized Representative

Date:

Date: _____

Estimated Cost \$ 35,000.00 _____



AGREEMENT

TO PROVIDE EXCEPTIONAL SERVICE TO SPECIAL EDUCATION PUPILS

This Agreement, effective February 7, 2014 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, LC - DOB: 5/14/2001, a Special Education pupil who is a resident of DISTRICT and currently attends, Foster School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Special Circumstances Paraeducator (SCP), 5.5 hrs per day throughout school day, and bus aide to and from school.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 12/04/2013 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2013-2014</u> (1/13/14-6/30/14)	UPCOMING: <u>2014-2015</u> (8/21/14-12/4/14)
(including ESY, if applicable)	\$ <u>21,506.46</u>	\$ <u>14,337.64</u>

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature _____

Accepted By: _____
Special Education Authorized Representative

Title: _____

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 35,844.08

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

TO PROVIDE EXCEPTIONAL SERVICE TO SPECIAL EDUCATION PUPILS

This Agreement, effective April 23, 2013 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, JP DOB: 3/9/2004, a Special Education pupil who is a resident of DISTRICT and currently attends, Sunkist School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of bus aide to and from school.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 4/23/2014 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: <u>2013-2014</u>	UPCOMING: <u>2014-2015</u>
	()	()
	\$ _____	+ \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature _____

Accepted By: _____
Special Education Authorized Representative

Title: _____

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 6,818.00/year for bus aide



AGREEMENT

TO PROVIDE EXCEPTIONAL SERVICE TO SPECIAL EDUCATION PUPILS

This Agreement, effective November 7, 2013 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for AL 6/2/2009, a Special Education pupil who is a resident of DISTRICT and currently attends, Dos Caminos preschool a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Special Circumstances Paraeducator (SCP), 165 mins daily, throughout the school day.

DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

4. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
5. The term of this contract shall begin 11/7/2013 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: <u>2013-2014</u> (\$14,400.00)	+	UPCOMING: <u>2014-2015</u> (\$3,600.00)
	\$ _____		\$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature _____

Accepted By: _____
 Special Education Authorized Representative

Title: _____

Approved By: _____
 Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost **\$ 18,000.00**



AGREEMENT

TO PROVIDE EXCEPTIONAL SERVICE TO SPECIAL EDUCATION PUPILS

This Agreement, effective 4-30-14 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard Elementary School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for KS DOB: 12-9-03, a Special Education pupil who is a resident of DISTRICT and attends, Carl Dwire, a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of a SCP Paraeducator services throughout school day.

DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.

4. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
5. The term of this contract shall begin 4-30-14 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR:	CURRENT: <u>2013-2014</u>	UPCOMING: <u>2014-2015</u>
(including ESY, if applicable)	\$ <u>6,576.30</u>	+ \$ <u>26,305.16</u>

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement:

Oxnard Elementary District

VENTURA COUNTY OFFICE OF EDUCATION

Signature _____

Accepted By: _____
Special Education Authorized Representative

Title: _____

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ **\$32,881.46**



AGREEMENT

TO PROVIDE EXCEPTIONAL SERVICE TO SPECIAL EDUCATION PUPILS

This Agreement, effective March 20, 2013 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, ML .. DOB: 6/29/2007, a Special Education pupil who is a resident of DISTRICT and currently attends, Dwire School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Special Circumstances Paraeducator (SCP), 5.5 hrs daily throughout school day.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 3/20/2014 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: <u>2013-2014</u> ()	UPCOMING: <u>2014-2015</u> ()
	\$ _____	+ \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD EL VALLEY UNIFIED SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature _____

Accepted By: _____
Special Education Authorized Representative

Title: _____

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 23,000.00

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

TO PROVIDE EXCEPTIONAL SERVICE TO SPECIAL EDUCATION PUPILS

This Agreement, effective 02/27/2014 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard Elementary School District, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, KB Special Education pupil who is a resident of DISTRICT and currently attends, Foster School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Special Circumstances Paraeducator (SCP), 330 mins/day throughout school day.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 02/27/2014 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: <u>2013-2014</u> (<u> </u>) \$ <u>14,738.38</u>	+	UPCOMING: <u>2014-2015</u> (<u> </u>) \$ <u>22,107.54</u>
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It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature _____

Accepted By: _____
 Special Education Authorized Representative

Title: _____

Approved By: _____
 Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 36,845.92

Please submit **two** original copies Oxnard School District-Purchasing Department

BOARD AGENDA ITEM

Name of Contributor(s): Dr. Nancy Carroll

Date of Meeting: 3/4/15

STUDY SESSION	_____
CLOSED SESSION	_____
SECTION B: HEARINGS	_____
SECTION C: CONSENT	<u> X </u>
SECTION D: ACTION	_____
SECTION E: REPORTS/DISCUSSION	_____
SECTION F: BOARD POLICIES	1 st Reading _____ 2 nd Reading _____

Approval of Overnight Field Trip and Agreement #14-195 – The Outdoor School at Rancho Alegre - Marshall School (Carroll/Breitenbach)

Approval is requested for participation of 95 5th grade students from Thurgood Marshall in an instructional program of Outdoor Science & Conservation Education, May 5-8, 2015, at the Outdoor School located in Santa Barbara. 5th grade students will have an opportunity to enhance their science knowledge by participation in numerous hands on science related activities. In addition to the curriculum enrichment, students have an opportunity to be part of a team and an opportunity to become leaders.

FISCAL IMPACT:

There is no impact to the General Fund. Costs are \$268 per student, \$134 per chaperone, and not to exceed \$1,000.00 for round-trip school bus transportation. Costs will be paid from the Donation – Science Camp Fund.

RECOMMENDATION:

It is the recommendation of the Principal, Marshall School, and the Interim Assistant Superintendent, Educational Services, that the Board of Trustees approve the Overnight Field Trip and Agreement #14-195 with The Outdoor School, at no cost to the district.

ADDITIONAL MATERIAL(S):

Attached: Agreement #14-195, The Outdoor School at Rancho Alegre (2 Pages)

Los Padres Council, Learning for Life

The Outdoor School at Rancho Alegre

AGREEMENT 2014-2015

This AGREEMENT, made and entered into this date by the Executive Director, LOS PADRES COUNCIL, LEARNING FOR LIFE (hereinafter referred to as COUNCIL) and a school district in the State of California, (hereinafter referred to as DISTRICT), under which COUNCIL and DISTRICT, by virtue of Education Code 8760, for the purpose of providing the DISTRICT with programs and classes in Environmental Education, mutually agree with respect to the following:

1. Guaranteed Minimum Attendance. DISTRICT will enroll a guaranteed minimum number of pupils at the Outdoor School during the 2014-2015 school year as follows:

Name of School	Scheduled Minimum Number of Pupils	Scheduled Session of Attendance
Thurgood Marshall, 95,	May 5-8, 2015	

- 2. Guaranteed Attendance.** Guarantees the larger of the following number of pupils:
 - 2.1. The number of pupils actually attending the Outdoor School, or
 - 2.2. ninety percent (90%) of the scheduled minimum number of pupils per scheduled session.
 - 2.3. Changes in District's registered students require written notification to the COUNCIL no later than the following dates:
 - Schools attending between October and December must submit final numbers by October 1st.
 - Schools attending between January and March 2014 must submit final numbers by Dec. 1.
 - Schools attending between April and June 2014 must submit final numbers by March 1st.
 - 2.4. COUNCIL reserves the right to lower the minimum number of pupils reported by the DISTRICT.
- 3. Overbooking.** Attendance above the scheduled minimum number of pupils must have Outdoor School approval in writing. Unapproved overbooking is not permitted.
- 4. Withdrawal.** After this contract is signed by both DISTRICT and COUNCIL a DISTRICT/School may withdraw from the Outdoor School providing that a replacement DISTRICT/School can be substituted with an enrollment no less than ninety percent (90%) of the Scheduled Minimum Number of Pupils of the DISTRICT/School wishing to withdraw. Should the provisions of this section not be adhered to, COUNCIL may bill DISTRICT and DISTRICT agrees to pay COUNCIL on the basis of the scheduled minimum number of pupils.
- 5. Cancellation.** COUNCIL reserves the right to change or cancel DISTRICT's scheduled session of attendance under conditions which would make the operation of the Outdoor School imprudent or unsafe, such as, but not limited to, threat of fire, flood, storm or other natural or manmade disturbances. In such event, COUNCIL will make every effort to provide reasonable advance notice to DISTRICT for rescheduling or a refund of the fees and booking fee.
- 6. Costs-Pupils.** For each scheduled session of attendance, DISTRICT will pay COUNCIL \$268.00 per pupil for a four-day week. The per pupil payment includes rental of the Los Padres Council Facility, for purposes of conducting the DISTRICT program and classes, food and lodging for pupils, and the services of the naturalists and program supplies.
- 7. Costs-District Personnel.** DISTRICT will be charged \$134.00 per person for district personnel, based on a four-day week.
- 8. Booking Fee.** It is understood and agreed to by both parties there is a booking fee required in the amount of \$1,500.00 per session of attendance for schools with 31 or more students or \$1,000.00 for schools with 30 or less students. This fee confirms the scheduled session of attendance at the Outdoor School. The booking fee is nonrefundable but will be included as payment towards the final invoice.
- 9. Discount.** A discount is available to those schools that pay 20% of total fees (based on your original contract) by October 1st, 2013. The discounted amount is \$10.00 per pupil for a four-day week.
- 10. Payment of 90% of the total cost accrued under this AGREEMENT** will be made by the DISTRICT to the Outdoor School, 2680 Hwy 154, Santa Barbara, CA 93105, 30-days prior to the scheduled session of attendance at the Outdoor School. DISTRICT will receive a correction invoice upon departure, net due in 21 days.
- 11. Late charge of two percent (2%) per month** on the invoiced unpaid balance will be charged to the DISTRICT beginning on the first day after the payment deadline.
- 12. Insurance coverage shall be as follows:**
 - 12.1. DISTRICT shall hold harmless, defend and indemnify the National Council, and the Los Padres Council, Boy Scouts of America, and their officers, agents, and employees from any and all claims for damage resulting from acts or omissions of DISTRICT, its officers, agents, employees and pupils with respect to the Outdoor School.
 - 12.2. DISTRICT agrees to carry a comprehensive general liability insurance policy in the amount of not less than one million dollars (\$1,000,000.00) for each person and one million dollars (\$1,000,000.00) for each occurrence, and property damage in the amount of not less than two hundred thousand dollars (\$200,000.00) in the form acceptable to the COUNCIL.
 - 12.3. DISTRICT agrees to secure a specific endorsement on its liability policy stating: "Such insurance as is afforded by this policy for the National Council, and the Los Padres Council, Boy Scouts of America and their officers, agents, and employees shall be primary, and any insurance carried by the National Council, and the Los Padres Council, Boy Scouts of America and their officers, agents, and employees shall be in excess and noncontributory." It is further agreed that DISTRICT shall provide COUNCIL with a certificate of insurance naming the National Council, and the Los Padres Council, Boy Scouts of America and their officers, agents, and employees as additional insured under its comprehensive general liability policy and provide a thirty (30) day cancellation or reduction of coverage clause.
 - 12.4. Such insurance as is afforded by the parent's health and/or accident policy for the pupil(s) shall be primary, and any insurance carried by the DISTRICT or the National Council, the Los Padres Council, Boy Scouts of America or the DISTRICT shall be secondary.
- 13. DISTRICT will provide certificated personnel** (one per class) who will assist in instruction and supervision at the Outdoor School. Minimum certificated personnel to student ratio allowed is 1:35.
 - 13.1. At least one certificated person from DISTRICT must remain at the Outdoor School facility at all times during the period of attendance to assure administrative control.
 - 13.2. DISTRICT shall maintain administrative control of its pupils from time of departure from the home school until time of return to the home school.

- 14. **Supervision.** DISTRICT will provide cabin leaders/chaperones in such numbers as are necessary to meet the Outdoor School requirements. DISTRICT should select these cabin leaders/chaperones according to DISTRICT policy. DISTRICT is responsible for supervision and discipline of cabin leaders/chaperones. COUNCIL will pay costs of food and lodging for cabin leaders/chaperones (up to 12 cabin leaders/chaperones) at the Outdoor School. Additional cabin leader/chaperone will be charged at the district personnel rate.
- 15. **Damages.** DISTRICT will be responsible for any and all damages to Rancho Alegre/Outdoor School property, which may reasonably be attributed to the actions of the attending DISTRICT.
- 16. **Rules and Regulations.** DISTRICT will abide by the rules and regulations of established by COUNCIL for the operation of the Outdoor School.
- 17. **Naturalist Services.** The services provided by the naturalist in implementing the DISTRICT's program and classes in outdoor science and conservation education shall be under the exclusive control and management of the DISTRICT and shall comply with all guidelines established by the Superintendent of Public Instruction relating to outdoor educational programs.
 - 17.1. The naturalist shall be supervised by a certificated employee of the DISTRICT.
 - 17.2. The naturalist is subject to the provisions of the Education Code sections 45125 (use of personal identification cards to ascertain conviction of crimes) and 49406 (examination for tuberculosis).
 - 17.3. No person who has been convicted of any sexual offense defined in Education Code 44010, or any controlled substance offense defined in Education Code 44011, shall be permitted to render service as a naturalist.
- 18. **COUNCIL will provide a curriculum** that follows the standard California framework. The COUNCIL's curriculum may not be altered once the contract is signed.
- 19. **Refund Policy:** A student that attends The Outdoor School in conjunction with their public or private school will owe the respective fees appropriated for each student (\$268.00 per student; or \$241.00 for students attending with a school that is participating in their first year at The Outdoor School) payable by the student's guardian to the student's public or private school at the appropriate date designated by that institution. The contracted institution will then owe The Outdoor School for the number of students that attend OR must pay for 90% of the contracted number of students) (Sec. 2). In the event that a student attends The Outdoor School and must go home for a major circumstance (such as illness, death in the family, medical emergency) the Outdoor School and the COUNCIL reserves the right to charge for the dismissed student(s) in full; partial; or forgiven (non-charged) amount. A student leaving within the first 24 hours of programming will typically be forgiven the due amount or be charged a partial fee of ¼ the 4 day rate: \$67.00 (returning schools)/\$60.25 (new schools). A student leaving between Day 2 and Day 4 of the program is typically charged the full tuition of \$268.00 (returning schools)/\$241.00 (new schools). All circumstances and rates are subject to change under the administration of the COUNCIL, and The Outdoor School at Rancho Alegre. The student's public or private institution may also choose to refund the guardian of the respective student(s) in full or partial amounts based on transportation costs; in meeting 90% of the contracted numbers; or other designated criteria. Students that are dismissed from the program for behavioral infractions/discipline at any time during the program will not be eligible for a refund.

This contract is null and void if not signed and returned within 60 days. Terms of this AGREEMENT may only be modified at any time, in writing, by mutual agreement of both parties.

After reviewing, please make a copy of this contract and sign and send to:

THE OUTDOOR SCHOOL
2680 HWY. 154
SANTA BARBARA, CA 93105

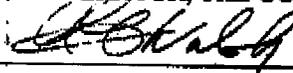
APPROVED FOR THE GOVERNING BOARD OF THE DISTRICT

BY: _____
TITLE Lisa Franz, Dir. Purchasing

DATE _____

DISTRICT ADDRESS:
1051 South A Street
Oxnard, CA 93030

APPROVED FOR THE LOS PADRES OUTDOOR SCHOOL LEARNING FOR LIFE
OWNER AND OPERATOR, THE OUTDOOR SCHOOL



Ron Walsh -
Executive Director

DATE 2-17-15

BOARD AGENDA ITEM

Name of Contributor(s): **Dr. Nancy J. Carroll**

Date of Meeting: **3/4/15**

- Study Session: _____
- Closed Session: _____
- A. Preliminary _____
- B. Hearing: _____
- C. Consent Agenda X
- D. Action Items _____
- E. Reports/Discussion Items (no action) _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Request for Approval for Out of State Conference (Ohio) – Lightspeed Systems Connect Conference (Carroll/Kubilos)

The Board’s approval is requested for Dawud Davis and Ricardo Leon, Technology Services Technicians, to attend the Lightspeed Connect 2015 Conference in Cincinnati, Ohio, June 22-24, 2015. Lightspeed Systems is the District’s Mobile Device Management (MDM), Learning Management System (LMS) and Web Filter provider.

Mr. Davis and Mr. Leon’s attendance at this conference will enable them to receive hands-on certification training that will increase the effectiveness of our Lightspeed Systems Implementation.

FISCAL IMPACT:

Not to exceed \$4,500 for registration, travel and lodging plus expenses to be paid from the Information Technology Services Budget in General Fund.

RECOMMENDATION:

It is the recommendation of the Interim Assistant Superintendent Educational Services and the Chief Information Officer, that the Board of Trustees approve the out of state conference attendance as outlined above.

ADDITIONAL MATERIAL(S):

Attached: Lightspeed Systems Connect Conference Information Sheet.

Registration

Early Bird Registration

\$275 Before April 15, 2015

[Register Now](#)

Ask your district to send you!

[Click here for your
ROI approval letter](#)

LightspeedConnect 2015 offers the training, tools and inspiration you need to start a revolution at your schools — and turn big ideas into reality!

Pre-Con Events & Certifications

Monday, June 22

- Hands-on, in-depth product training
- Web Filter & Mobile Manager Certification Training (\$75)
- My Big Campus Bootcamp for Beginners (\$75)
- Summer Academy for MBC Coach Certification (application required)

User Conference Highlights

Tuesday and Wednesday, June 23 and 24

- Peer-led workshops with Lightspeed staff
- Hack-a-thon
- Sandbox playground
- Product roadmap discussions
- Daily Lunches and Snacks
- Evening Reception

Lightspeed Connect is hosting workshops & conversations to inspire and empower. Coming soon you can [download the full session list here](#) based on these three session



strands.

It's time for a Hack-a-thon

Have a change you've always wanted? A feature you've only dreamed about? A special challenge for our developers?

The Hack-a-Thon is the best way to make it happen!

Monday, June 22

Let's Build: Bundle-a-thon

Monday, June 22

Bring a lesson and your ideas. Together we'll pull together some best practices and great graphics to help you build something awesome.

The Bundle-a-Thon is the best way to make it happen!

BOARD AGENDA ITEM

Name of Contributor(s): **Dr. Nancy J. Carroll**

Date of Meeting: **3/4/15**

- Study Session: _____
- Closed Session: _____
- A. Preliminary _____
- B. Hearing: _____
- C. Consent Agenda X
- D. Action Items _____
- E. Reports/Discussion Items (no action) _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Request for Approval for Out of State Conference – Q Users Experience - Michigan (Carroll/Kubilos)

The Board’s approval is requested for Tom Kranzler, Network System Analyst and Danita Spence, Technology Services Technician, to attend the Q Users Experience Conference in Detroit, Michigan, April 28-30, 2015. This is the annual conference for the District’s Student Information System and the best professional development opportunity for this software.

Mr. Kranzler and Ms. Spence attendance at this conference will give them state of the art training in the Student Information System Q.

FISCAL IMPACT:

Not to exceed \$4,500 for registration, travel and lodging plus expenses to be paid from the Information Technology Services Budget in General Fund.

RECOMMENDATION:

It is the recommendation of the Interim Assistant Superintendent Educational Services and the Chief Information Officer, that the Board of Trustees approve the out of state conference attendance as outlined above.

ADDITIONAL MATERIAL(S):

Attached: Q Users Experience Conference Information Sheet.



About QUE

The Q Users Experience (formerly the Zangle National Users' Group) was organized to help schools, districts, and other agencies with the use of the Q/Zangle Student Information Software. For more information about Q or our National User Group contact our board members.

QUE 2015

The QUE 2015 conference will take place April 28 — April 30 at the Atheneum Suites Hotel in Detroit, Michigan. Please register for the conference now! Or see who else has registered for the conference. Please feel free to contact us if you have any comments or questions. Thank you!

Please be sure to make your hotel reservations at the Atheneum Suites Hotel, if you have not done so already. To reserve your rooms, call 1-800-772-2323 and mention you want the QUE National Conference rate. Rooms must be reserved by **April 2, 2015** to receive the discount for QUE attendees. Do not register online; there's no way to apply the Group rate online.

Accounts Payable: Here is a copy of the Zangle National Users' Group W9 (updated for 2013).

QUE © 2013

Board Agenda Item

NAME OF CONTRIBUTOR: Jorge B. Gutierrez **DATE OF MEETING:** March 4, 2015

Study Session _____
Closed Session _____
A. Preliminary _____
B. Hearing _____
C. Consent Agenda X _____
D. Action Items _____
E. Reports/Discussion Items (no action) _____
F. Board Policies 1st Reading _____ 2nd Reading _____

TITLE: **Request to Waive Fees for Use of Facilities Permit – Association of Mexican American Educator’s Inc. (A.M.A.E.)**

The Association of Mexican American Educators, Inc. (A.M.A.E.) is requesting a waiver of Civic Center fees for the use of Cesar Chavez School Multipurpose room to hold a Speech Contest on March 24 and March 26, 2015 and for the Frank School Multipurpose room to hold a Cesar Chavez Awards Banquet on May 15, 2015. The competition allows students the opportunity to show their talents in the areas of speech, art and community service. It, also, encourages students to learn more about influential Latino role models. At the banquet, A.M.A.E. will recognize the winners and award scholarships to local high school students.

According to Board Policy I330BP” Individuals, organizations or group may petition to the Board of Trustees for waiver of fees for special circumstances.”

FISCAL IMPACT

None

RECOMMENDATION:

It is the recommendation of the Executive Director of Facilities Planning, Engineering and Operations that the Board of Trustees approve the waiver of fees for the Association of Mexican American Educator’s Inc.

ADDITIONAL MATERIALS:

I. Copy of letter requesting said waiver



Association of Mexican American Educators, Inc.
Oxnard Chapter
P.O. Box 566, Oxnard, CA 93032

February 3, 2015

To: Mr. Jorge Gutierrez, Executive Director of Maintenance
Oxnard School District

From: Cynthia Garcia-Doane, AMAE President
Oxnard Chapter

Re: The 2015 Cesar Chavez Student Competition

Dear Mr. Gutierrez,

This year the Oxnard Chapter of the Association of Mexican American Educators will once again be sponsoring a student competition for Oxnard School District students in grades 4 - 8 in honor of Cesar Chavez and the work he did in service to the community and mankind

As in the past, it will include a separate oratory, art and community service contest. The finalists from each school will be judged by separate panels of judges and the winners will be announced and honored at an evening awards banquet in front of their families, friends, school families and community.

To facilitate easy access to the competition by the students and their families, Oxnard AMAE has submitted a facilities use request form for each of the key dates of this competition, which include:

March 24th at Chavez School for the Oratory Competition Grades 4-5

March 26th at Chavez School for the Oratory Competition Grades 6-8

May 15th at R.J. Frank Middle School for the Student Awards Banquet

As always, AMAE will supply the appropriate insurance coverage for each of these events as required by the district. AMAE would like to respectfully request that

the facilities use fee for these days be once again waived. As a non-profit organization sponsoring this event on behalf of the students of the Oxnard School District we would very much appreciate your continued and valued partnership in supporting this worthwhile student event.

Respectfully Submitted,

Cynthia Garcia-Doane

Cynthia Garcia-Doane, AMAE President
Oxnard Chapter

BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: 3/4/15

STUDY SESSION	_____	
CLOSED SESSION	_____	
SECTION B: HEARINGS	_____	
SECTION C: CONSENT	<u> X </u>	
SECTION D: ACTION	_____	
SECTION E: REPORTS/DISCUSSION	_____	
SECTION F: BOARD POLICIES	1 st Reading _____	2 nd Reading _____

Disposal of Surplus Personal Property (Cline/Franz)

The district owns surplus personal property as shown on the attached list dated February 2015. Items deemed suitable will be tagged for sale at our next surplus sale, and all other items will be disposed of and/or recycled at the appropriate facilities. It is requested that the Board of Trustees declare this property obsolete and approve the sale and/or disposal per California Education Code §17546 which permits the disposal of personal property with a value of less than \$2,500.00.

FISCAL IMPACT

None

RECOMMENDATION

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing, that the Board of Trustees declare the above surplus property obsolete and approve its sale and/or disposal, as permitted by California Education Code §17546.

ADDITIONAL MATERIAL

Attached: List of Personal Property – February 2015 (6 Pages)



OXNARD SCHOOL DISTRICT

1051 SOUTH A STREET • OXNARD CALIFORNIA 93030 • 805/487-3918

To: Lisa Franz
Purchasing Director

From: David Hornback
Warehouse Manager

Date: February 4, 2015

Subject: Disposal of surplus personal property

The attached list is for Board approval on District surplus of personal property. These items have been identified as no longer usable, damaged or beyond repair. We will dispose and/or recycle items at the appropriate facilities. The items deemed suitable will be tagged for sale at our next surplus sale.

If you would please forward this request to be in the next available board meeting. We would like to proceed with processing this surplus as soon as possible.

Thank You

Oxnard School District
Surplus Disposal Request

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
1	N/A	N/A	PIANO	49412	SUR	COMPUTER	1
2	N/A	N/A	REFRIGERATOR	N/A	SUR	COMPUTER	1
3	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
4	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
5	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
6	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
7	N/A	N/A	BOX OF CABLES	N/A	SUR	COMPUTER	1
8	N/A	N/A	TYPEWRITER	N/A	SUR	COMPUTER	1
9	N/A	N/A	LAP TOP COMPUTER	N/A	SUR	COMPUTER	1
10	N/A	N/A	LAP TOP COMPUTER	N/A	SUR	COMPUTER	1
11	N/A	N/A	LAP TOP COMPUTER	N/A	SUR	COMPUTER	1
12	N/A	N/A	LAP TOP COMPUTER	N/A	SUR	COMPUTER	1
13	N/A	N/A	LAP TOP COMPUTER	N/A	SUR	COMPUTER	1
14	N/A	12504	LAP TOP COMPUTER	N/A	SUR	COMPUTER	1
15	N/A	120877	LAP TOP COMPUTER	N/A	SUR	COMPUTER	1
16	N/A	N/A	TV	N/A	SUR	COMPUTER	1
17	N/A	N/A	VCR	N/A	SUR	COMPUTER	1
18	N/A	N/A	WATER SEPARATOR	N/A	SUR	EQUIPMENT	1
19	N/A	N/A	COMPRESSOR	N/A	SUR	EQUIPMENT	1
20	N/A	N/A	SAWZALL	N/A	SUR	EQUIPMENT	1
21	N/A	N/A	SAWZALL	N/A	SUR	EQUIPMENT	1
22	N/A	N/A	SMALL MOTOR	N/A	SUR	EQUIPMENT	1
23	N/A	N/A	HEDGE TRIMMER	N/A	SUR	EQUIPMENT	1
24	N/A	N/A	EDGER	746	SUR	EQUIPMENT	1
25	N/A	N/A	EDGER	B56976	SUR	EQUIPMENT	1
26	N/A	N/A	EDGER	B56977	SUR	EQUIPMENT	1
27	N/A	N/A	EDGER	B1796	SUR	EQUIPMENT	1
28	N/A	N/A	BLOWER ECHO	N/A	SUR	EQUIPMENT	1
29	N/A	N/A	BLOWER STIHL	N/A	SUR	EQUIPMENT	1
30	N/A	N/A	BLOWER STIHL	N/A	SUR	EQUIPMENT	1
31	N/A	N/A	BLOWER STIHL	N/A	SUR	EQUIPMENT	1
32	N/A	N/A	BLOWER STIHL	N/A	SUR	EQUIPMENT	1
33	N/A	N/A	ECHO POLE HEDGE TRIMMER	N/A	SUR	EQUIPMENT	1
34	N/A	N/A	WEED EATER EDGER ECHO	N/A	SUR	EQUIPMENT	1
35	N/A	N/A	WEED EATER EDGER ECHO	N/A	SUR	EQUIPMENT	1
36	N/A	N/A	WEED EATER STIHL	N/A	SUR	EQUIPMENT	1
37	N/A	N/A	WEED EATER STIHL	N/A	SUR	EQUIPMENT	1
38	N/A	N/A	WEED EATER STIHL	N/A	SUR	EQUIPMENT	1
39	N/A	N/A	WISE WITH HITCH ATTACHMENT	N/A	SUR	EQUIPMENT	1
40	N/A	N/A	DRILL MOTOR NO CHARGER	N/A	SUR	EQUIPMENT	1

Oxnard School District
Surplus Disposal Request

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
41	N/A	N/A	SAWZALL DEWALT IN CASE	N/A	SUR	EQUIPMENT	1
42	N/A	1783	RENOVATOR FOR TRACTOR #68	N/A	SUR	EQUIPMENT	1
43	N/A	N/A	ROOF RACKS FOR VAN	N/A	SUR	EQUIPMENT	1
44	N/A	A2002	JOHN DEERE RIDING MOWER	N/A	SUR	EQUIPMENT	1
45	N/A	N/A	JOHN DEERE SPARE TIRE	N/A	SUR	EQUIPMENT	1
46	N/A	1785	HOT PRESSURE WASHER #72	N/A	SUR	EQUIPMENT	1
47	N/A	N/A	CEMENT MIXER NO MOTOR	N/A	SUR	EQUIPMENT	1
48	N/A	N/A	TAPE RECORDER	N/A	SUR	COMPUTER	1
49	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
50	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
51	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
52	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
53	N/A	N/A	WRITER KEYBOARD PAD	N/A	SUR	COMPUTER	1
54	N/A	N/A	TYPEWRITER	N/A	SUR	EQUIPMENT	1
55	N/A	N/A	TYPEWRITER	N/A	SUR	EQUIPMENT	1
56	N/A	121417	PROJECTOR	N/A	SUR	EQUIPMENT	1
57	N/A	N/A	BOX OF CABLES	N/A	SUR	EQUIPMENT	1
58	N/A	N/A	BOX OF HEADPHONES	N/A	SUR	EQUIPMENT	1
59	N/A	N/A	CPU	BL4CKC1	SUR	COMPUTER	1
60	N/A	123223	CPU	N/A	SUR	COMPUTER	1
61	N/A	121118	CPU	N/A	SUR	COMPUTER	1
62	N/A	121116	CPU	N/A	SUR	COMPUTER	1
63	N/A	N/A	BOX OF HEADPHONES	N/A	SUR	EQUIPMENT	1
64	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
65	N/A	N/A	MODEM	N/A	SUR	COMPUTER	1
66	N/A	121971	LAPTOP COMPUTERS	N/A	SUR	COMPUTER	1
67	N/A	121974	LAPTOP COMPUTERS	N/A	SUR	COMPUTER	1
68	N/A	7464	LAPTOP COMPUTERS	N/A	SUR	COMPUTER	1
69	N/A	10845	LAPTOP COMPUTERS	N/A	SUR	COMPUTER	1
70	N/A	124951	LAPTOP COMPUTERS	N/A	SUR	COMPUTER	1
71	N/A	120887	LAPTOP COMPUTERS	N/A	SUR	COMPUTER	1
72	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
73	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
74	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
75	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
76	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
77	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
78	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
79	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
80	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
81	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
82	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
83	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
84	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
85	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
86	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
87	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
88	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
89	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
90	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
91	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
92	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
93	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
94	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
95	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
96	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
97	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
98	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
99	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
100	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
101	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
102	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
103	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
104	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
105	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
106	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
107	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
108	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
109	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
110	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
111	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
112	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
113	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
114	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
115	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
116	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
117	N/A	N/A	3 BOXES OF MONITOR STANDS	N/A	SUR	COMPUTER	1
118	N/A	N/A	BOX OF KEYBOARDS	N/A	SUR	COMPUTER	1
119	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
120	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
121	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
122	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
123	N/A	7476	PRINTER	N/A	SUR	COMPUTER	1
124	N/A	N/A	BOX OF HARD DRIVES	N/A	SUR	COMPUTER	1
125	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
126	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
127	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
128	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
129	N/A	N/A	BOOMBOX	N/A	SUR	EQUIPMENT	1
130	N/A	N/A	BOOMBOX	N/A	SUR	EQUIPMENT	1
131	N/A	N/A	TYPEWRITER	N/A	SUR	EQUIPMENT	1
132	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
133	N/A	42000794	DVD PLAYER	N/A	SUR	EQUIPMENT	1
134	N/A	N/A	DVD PLAYER	N/A	SUR	EQUIPMENT	1
135	N/A	N/A	DVD PLAYER	N/A	SUR	EQUIPMENT	1
136	N/A	N/A	ALPHA SMART KEYBOARDS	N/A	SUR	COMPUTER	1
137	N/A	N/A	ALPHA SMART KEYBOARDS	N/A	SUR	COMPUTER	1
138	N/A	N/A	ALPHA SMART KEYBOARDS	N/A	SUR	COMPUTER	1
139	N/A	N/A	ALPHA SMART KEYBOARDS	N/A	SUR	COMPUTER	1
140	N/A	N/A	ALPHA SMART KEYBOARDS	N/A	SUR	COMPUTER	1
141	N/A	N/A	ALPHA SMART KEYBOARDS	N/A	SUR	COMPUTER	1
142	N/A	N/A	ALPHA SMART KEYBOARDS	N/A	SUR	COMPUTER	1
143	N/A	N/A	ALPHA SMART KEYBOARDS	N/A	SUR	COMPUTER	1
144	N/A	N/A	ALPHA SMART KEYBOARDS	N/A	SUR	COMPUTER	1
145	N/A	N/A	ALPHA SMART KEYBOARDS	N/A	SUR	COMPUTER	1
146	N/A	N/A	ALPHA SMART KEYBOARDS	N/A	SUR	COMPUTER	1
147	N/A	N/A	ALPHA SMART KEYBOARDS	N/A	SUR	COMPUTER	1
148	N/A	N/A	ALPHA SMART KEYBOARDS	N/A	SUR	COMPUTER	1
149	N/A	N/A	CATALYST SWITCHES	N/A	SUR	COMPUTER	1
150	N/A	N/A	CATALYST SWITCHES	N/A	SUR	COMPUTER	1
151	N/A	N/A	CATALYST SWITCHES	N/A	SUR	COMPUTER	1
152	N/A	N/A	CATALYST SWITCHES	N/A	SUR	COMPUTER	1
153	N/A	N/A	CATALYST SWITCHES	N/A	SUR	COMPUTER	1
154	N/A	N/A	CATALYST SWITCHES	N/A	SUR	COMPUTER	1
155	N/A	N/A	CATALYST SWITCHES	N/A	SUR	COMPUTER	1
156	N/A	N/A	CATALYST SWITCHES	N/A	SUR	COMPUTER	1
157	N/A	N/A	CATALYST SWITCHES	N/A	SUR	COMPUTER	1
158	N/A	N/A	CATALYST SWITCHES	N/A	SUR	COMPUTER	1
159	N/A	N/A	CATALYST SWITCHES	N/A	SUR	COMPUTER	1
160	N/A	N/A	CATALYST SWITCHES	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
161	N/A	N/A	CATALYST SWITCHES	N/A	SUR	COMPUTER	1
162	N/A	N/A	SCANNER	N/A	SUR	COMPUTER	1
163	N/A	N/A	ETHERNET HUB	N/A	SUR	COMPUTER	1
164	N/A	N/A	BOX OF HEADPHONES	N/A	SUR	COMPUTER	1
165	N/A	N/A	PHONE	N/A	SUR	EQUIPMENT	1
166	N/A	N/A	PHONE	N/A	SUR	EQUIPMENT	1
167	N/A	46-000159	FOOD WARMER	N/A	SUR	EQUIPMENT	1
168	N/A	N/A	DESKS	N/A	SUR	FURNITURE	6
169	N/A	N/A	STUDENT CHAIRS	N/A	SUR	FURNITURE	187
170	N/A	N/A	STUDENT DESKS	N/A	SUR	FURNITURE	263
171	N/A	N/A	CABINETS	N/A	SUR	FURNITURE	4
172	N/A	N/A	TABLES	N/A	SUR	FURNITURE	43
173	N/A	N/A	LANDING PAD	N/A	SUR	EQUIPMENT	1
174	N/A	N/A	P.E. TABLES	N/A	SUR	EQUIPMENT	1
175	N/A	N/A	P.E. CARTS	N/A	SUR	COMPUTER	2
176	N/A	N/A	LOCKERS	N/A	SUR	COMPUTER	73
177	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
178	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
179	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
180	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
181	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
182	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
183	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
184	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
185	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
186	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
187	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
188	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
189	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
190	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
191	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
192	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
193	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
194	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
195	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
196	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
197	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
198	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
199	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1
200	N/A	N/A	MONITORS	N/A	SUR	COMPUTER	1

Board Agenda Item

NAME OF CONTRIBUTOR: Jonathan Koch **DATE OF MEETING:** March 4, 2015

STUDY SESSION _____

CLOSED SESSION _____

SECTION A: PRELIMINARY _____

SECTION B: HEARINGS _____

SECTION C: CONSENT _____ **X** _____

SECTION D: ACTION _____

SECTION E: REPORTS/DISCUSSION _____

SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

TITLE: Establish/Abolish/Increase/Reduce Hours of Position

DESCRIPTION OF AGENDA ITEM:

Abolish

an eight hour, 246 day Migrant Education Recruiter, position number 2653, to be abolished in the department of English Learner Services. This position will be abolished due to the lack of work.

a three hour, 183 day Preschool Assistant, position 2668, to be abolished in the department of Assessment Accountability & Special Programs. This position will be abolished due to the lack of work.

a three hour, 183 day Preschool Assistant, position 2662, to be abolished in the department of Assessment Accountability & Special Programs. This position will be abolished due to the lack of work.

a three hour, 183 day Preschool Assistant, position 2667, to be abolished in the department of Assessment Accountability & Special Programs. This position will be abolished due to the lack of work.

Increase

a five and a half hour, 183 day Paraeducator II, position number 2953, to be increased to five hours and forty five minutes in the Pupil Services department. This position will be increased to provide additional support.

FISCAL IMPACT:

Savings for Migrant Ed. Recruiter - \$70,868 General fund

Savings for Preschool Assistant - \$29,259 Preschool

Cost for Paraeducator II - \$1,013 Special Ed

RECOMMENDATION:

Approve the abolishment and reduction, of positions, as presented

ADDITIONAL MATERIAL(S): None

Board Agenda Item

NAME OF CONTRIBUTOR: Jesus Vaca/Jonathan Koch **DATE OF MEETING:** March 4, 2015

STUDY SESSION _____
CLOSED SESSION _____
SECTION A: PRELIMINARY _____
SECTION B: HEARINGS _____
SECTION C: CONSENT _____ **X** _____
SECTION D: ACTION _____
SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

TITLE: Personnel Actions (Vaca/Koch)

DESCRIPTION OF AGENDA ITEM:

The attached are recommended personnel actions presented to the Board of Trustees for consideration. The salary placement for the individuals employed will be in accordance with salary regulations of the district. Personnel actions include: New Hires, transfers, pay changes, layoffs, recall from layoffs, resignations, retirements, and leave of absence.

RECOMMENDATION:

Approve the Personnel Actions, as presented.

ADDITIONAL MATERIAL(S):

Classified Personnel Actions
Certificated Personnel Actions

CERTIFICATED PERSONNEL

Listed below are recommended certificated personnel actions presented for consideration by the Board of Trustees. The salaries for the individuals employed will be determined in accordance with salary regulations of the District.

New Hires

Natalie Aguirre	Kindergarten SEI/ELM, Sierra Linda	February 17, 2015
Kristina Amstutz	Substitute Teacher	2014/2015 School Year
Jonathan Chang	Substitute Teacher	2014/2015 School Year
Matthew Collins	Substitute Teacher	2014/2015 School Year
Veronica Manzo	Substitute Teacher	2014/2015 School Year

Intervention Services Provider (less than 20 hours per week not to exceed 75% or 135 days a year)

Yolanda Hopkins	Lemonwood	February 23, 2015
Michelle Quagliata	English Learner Services	February 23, 2015
Breana Varela	Driffill	February 17, 2015

Interim Assignment

Wayne Saddler	Coordinator, Pupil Services	February 18, 2015
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CLASSIFIED PERSONNEL ACTIONS

March 4, 2015

New Hire

Najera, Sandra	Preschool Assistant (B), Position #945 Rose Ave. 3.0 hrs./183 days	03/02/2015
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Limited Term

Gonzalez, Juan Carlos	Custodian	02/11/2015
Magana, Victor	Custodian	02/11/2015
Vargas, Bertha	Custodian	02/11/2015

Exempt

Ayala, Yesenia	Campus Assistant	01/29/2015
Cadang, Annabelle	AVID	01/27/2015
Chavez, Hector	Campus Assistant	01/12/2015
Cortez, Cynthia	Campus Assistant	01/20/2015
Davis, James	Campus Assistant	01/12/2015
Menchaca, Anthony	Campus Assistant	01/29/2015
Rivera, Elise	Campus Assistant	02/19/2015
Rocha, Sabrina	AVID	01/12/2015
Sabiaga, Charles	Campus Assistant	01/28/2015
Sandoval, Maria	AVID	01/15/2015
Tellez, David	Campus Assistant	01/15/2015
Whitlow, Barbara	Campus Assistant	01/20/2015
Zaragoza, Annette	Campus Assistant	01/20/2015

Transfer

Morales, Alfred	Custodian, Position #869 Elm 8.0 hrs./246 days Custodian, Position #2544 Soria 8.0 hrs./246 days	02/23/2015
Ramirez, Maria Elena	Paraeducator II, Position #6782 Pupil Services 5.75 hrs./183 days Instructional Assistant RSP, Position #2205 Kamala 5.0 hrs./183 days	02/09/2015

BOARD AGENDA ITEM

Name of Contributor: Dr. Nancy J. Carroll

Date of Meeting: 3/4/15

- Study Session _____
- A. Preliminary _____
- B. Hearing: _____
- C. Consent Agenda _____
- D. Action Items X
- E. Report/Discussion Items (no action) _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Title: Single Plan for Student Achievement: 20 School Sites (Carroll)

DESCRIPTION:

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (SPSA)* (*Education Code* Section 64001), developed by school site councils with the advice of any applicable school advisory committees. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

FISCAL IMPACT:

Each school site budget is aligned to the goals and objectives listed on the Single Plan for Student Achievement.

RECOMMENDATION:

It is the recommendation of the Interim Assistant Superintendent Educational Services, that the Single Plans for Student Achievement for all 20 elementary and middle schools be approved.

ADDITIONAL MATERIAL:

DVD of all 20 school sites and Power Point

The electronic version of the Single Plan for Student Achievement of each school will be available for viewing on February 27, 2015 after 5:00 p.m. on the board agenda list for the mentioned meeting. Hard copies of the documents will also be available for viewing at the District Office, Educational Services Division.

Single Plans for Student Achievement

Oxnard School District
Board Meeting
March 4, 2015



Single Plans for Student Achievement (SPSA)

The purpose of the SPSA is to coordinate all educational services at the school.

The SPSA will show how funds at a school site will be used to improve the academic performance of all students.

SPSA Purpose



- * Builds on a premise that students are capable of learning with effective instruction.
- * Includes school goals aligned with activities and goals included in the Local Education Agency (LEA) Plan and the Local Control Accountability Plan (LCAP) in order to maximize school reform efforts.

SPSA Purpose



- * Focuses on student achievement and academic interventions.
- * Directs resources where they will most directly improve student academic achievement.
- * Ensures that all resources are aligned to serve identified students needs.
- * Uses research based strategies.

SPSA Audits



- *The school plan serves as an official document in audits to determine appropriate expenditures including equipment purchases and personnel.

Vision/Mission Statement School Profile

- * **School Vision/Mission Statement:** Each site has implemented a mission statement which is reflected in each SPSA.
- * **Profile:** The profile for each school reflects similar information as included in the school site's School Accountability Report Card (SARC).



Data

- * Each site used data from site-based assessments to prepare a narrative describing their school's strengths and areas of improvement. State testing data was unavailable this year.



School Goals:

- ❑ Sites develop school goals, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data.



School Goals

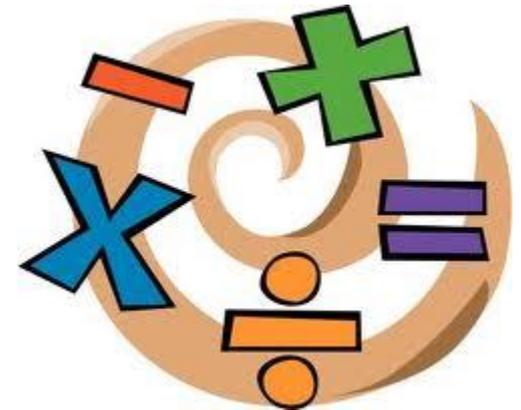
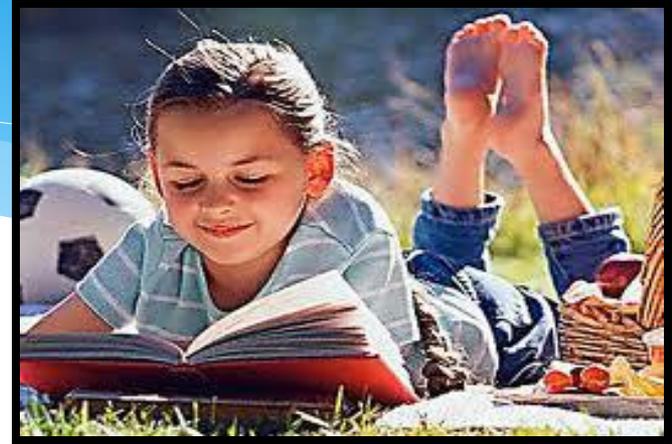
Language Arts

Mathematics

English Learners

Safety Goal

Academy Strand Focus- some schools have this as a 5th goal.



Site Budget



- * Every SPSA has a site budget that is aligned with the goals and actions.
- * Auditors review school site budgets to ensure that every line item is accounted for within the plan.

District-funded Services

- * Services such as Instructional Coaches, Library Technicians, Computer Lab Technicians, etc., are District Funded.



Parent Involvement Policy

- * Each SPSA includes the site's Parent Involvement Policy. This is a Title I requirement to promote parent involvement.



Parental Involvement

Approval Process

The School Site Council must ensure the following actions:

- * Seek input from school advisory committees, i.e., ELAC, PTA, Migrant, GATE, etc.
- * Consider recommendations from the above school advisory committees.
- * Formally approve the SPSA.
- * Recommend approval to the Board.



The Single Plan for Student Achievement

School: Norman R. Brekke Elementary School
CDS Code: 56725386114029
District: Oxnard School District
Principal: Jodi Nocero
Revision Date: February 10, 2015

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:

Contact Person: Jodi Nocero
Position: Principal
Phone Number: 805.385.1521
Address: 1400 Martin Luther King Jr. Drive
Oxnard, CA 93030
E-mail Address: jnocero@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Norman R. Brekke Elementary School's Vision and Mission Statements

We function as a flexible, well informed, cohesive team.

We work as a collaborative learning community, in order to ensure all students become productive citizens.

All students will learn at Brekke School.

We like to simply say

At Brekke School, smart is something EVERYONE can get!

School Profile

Brekke's mission statement - "Brekke School: Where smart is something everyone can get" - is not merely something we put down on paper, but is an integral part of the Brekke culture. A focus on strong first instruction drives the entire staff as we are all an integral part of the team supporting students in their learning. This focus was reflected in the steady increase in Brekke's overall API through 2012 and in an API over 800 for 2 years. Although, the growth was not sustained and Brekke fell below 800 last year, the percentage of students in the far below basic category has been steadily decreasing in both Language Arts and math.

Our focus on strong first instruction in the classroom continues as we begin our transition to the Common Core State Standards and the instructional practices that will strengthen this implementation. A focus on the use of depth and complexity icons in addition to SIOP strategies have given teachers a head start on instructional practices that will provide the rigor needed in order to push our students forward. We will also continue to focus on using questioning and instructional strategies that will strengthen students' critical thinking skills in addition to their reading comprehension and math skills.

In addition to our focus on a strong first instruction, Brekke will continue to provide targeted intervention or acceleration through our RTI model of Leveled Education for Academic Differentiation (LEAD). LEAD time has provided students with targeted intervention by name and need. Students both in need of remediation and those who need to be challenged are given 40 minutes of language arts and/or math instruction at their level of need 4 days per week. The staff has become very adept at the analysis and use of data to find the most effective interventions for students. We also identify those students who need to be challenged and provide acceleration through LEAD time as well. Students needing additional intervention are invited to attend before or after school tutoring provided by teachers at different grade levels.

A site variance allows us to bank minutes giving grade level PLCs valuable time every Wednesday to work together to plan lessons, interventions, and to analyze data. This time also allows the staff to meet regarding the implementation of our 1:1 devices and the transition to the Common Core standards.

In the area of our English Learners, Brekke is committed to increasing English proficiency and building academic vocabulary. This year we will continue to provide focused ELD and plan to provide after school tutoring for English Learner students based on their CELDT subtest scores. We also continue to incorporate SIOP strategies into our lesson planning and delivery.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	549	535		20	31		12	7		28	28	
Growth API	806	782		796	770		840			880	841	
Base API	807	805		869	796		753	822		908	880	
Target	A	A										
Growth	-1	-23										
Met Target	Yes	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	448	431		279	264		366	371		52	49	
Growth API	796	774		779	767		784	762		762	690	
Base API	793	796		767	778		787	784		763	761	
Target	5	4		5	5		5	5				
Growth	3	-22		12	-11		-3	-22				
Met Target	No	No		Yes	No		No	No				

Conclusions based on this data:

1. Growth API decreased overall and across all subgroups.
2. Based on data, afterschool tutoring began in the Fall to strengthen foundation skills for students.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	97	
Number At or Above Proficient	307	283		14	15		8			20	20	
Percent At or Above Proficient	55.9	52.9		70.0	48.4		66.7	--		71.4	71.4	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	97	
Number At or Above Proficient	238	218		134	127		182	175		29	19	
Percent At or Above Proficient	53.1	50.6		48.0	48.1		49.7	47.2		55.8	38.8	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		Yes	No		No	No		--	--	

Conclusions based on this data:

1. The number of students in SED subgroup scoring proficient increased (+5) although overall percentage decreased (-1.6 percentage points).
2. The percentage of English Learners scoring proficient or ableve increased slightly (+0.5) although actual number of students decreased slightly (-5).
3. The most significant drop was in the SWD subgroup. This continues to be an area of focus.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	97	
Number At or Above Proficient	328	287		11	18		7			22	19	
Percent At or Above Proficient	59.7	53.6		55.0	58.1		58.3	--		78.6	67.9	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	97	
Number At or Above Proficient	257	222		148	134		202	184		32	25	
Percent At or Above Proficient	57.4	51.5		53.0	50.8		55.2	49.6		61.5	51.0	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. Scores decreased overall and in all subgroups except white which increased slightly.
2. The most significant drop was in the SWD subgroup. This continues to be an area of focus.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	3	6	18	7	21	19	58	33
1	3	6	14	27	15	29	10	20	9	18	51
2	2	4	9	18	32	63	5	10	3	6	51
3	1	3	14	37	11	29	10	26	2	5	38
4	1	2	16	33	23	48	7	15	1	2	48
5	3	11	13	46	10	36	2	7			28
6	4	15	13	50	6	23	2	8	1	4	26
Total	14	5	80	29	103	37	43	16	35	13	275

Conclusions based on this data:

1. The greatest percentage of students scored at the Intermediate and Early Advanced levels.
2. This is an improvement from last year's CELDT scores where the greatest percentage of students scored in the Intermediate and Early Intermediate levels.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	257	240	235
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	257	240	235
Number Met	163	119	141
Percent Met	63.4%	49.6%	60.0%
NCLB Target	56.0	57.5	
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	219	82	212	76	217	52
Number Met	59	45	42	38	61	27
Percent Met	26.9%	54.9%	19.8%	50.0%	28.1%	51.9%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	Yes	No	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

Conclusions based on this data:

1. Scores in both AMAO 1 and AMAO 2 increased.
2. Students with fewer than 5 years of EL instruction made a significant increase.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. District AMAO 1 and 2 scores increased.
2. Brekke outperformed the district in both AMAO 1 and 2.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
<p>A. The percentage of students scoring below proficiency on the previous year's ELA assessments will reduce by 10% as these students move towards proficient or advanced on the 2015 assessment.</p> <p>B. All students will increase performance by one level or maintain advanced level in English Language Arts.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p>
Data Used to Form this Goal:
<ul style="list-style-type: none">• DIBELS data (Kindergarten and 1st grades)• District Benchmark data• Accelerated Reader STAR Test• Essential Skills (K-1)
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Kindergarten- 67%of the students attained the DIBELS benchmark for End of Year.• 1st grade- 69% of students attained the DIBELS benchmark for End of Year.• August 2014 2nd grade AR STAR Test: 42.2% of students tested at grade level or above.• August 2014 3rd grade AR STAR Test: 18.6% of students tested at grade level or above.• August 2014 4th grade AR STAR Test: 24.5% of students tested at grade level or above.• August 2014 5th grade AR STAR Test: 18.1% of students tested at grade level or above.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods
- RTI
- Progress Monitoring
- Student Monitoring
- District ELA Benchmarks
- Smarter Balanced State Test Scores

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule Leveled Education for Academic Differentiation (LEAD) for each grade level to maximize each grade level's support during this time. Support for groups during LEAD time includes 4 additional ISP teachers/grade level. Groupings to focus on scaffolding instruction of language arts and ELD standards based on student need and EL level. Includes progress monitoring assessments. ISP's work 4 days/week for approximately 130 days/year. (LCFF Targeted action: Offer Intervention during school year; Increase Foster Youth students attaining proficiency in ELA and Math through intervention support as needed.) October 2014 - May 2015 (4 days/week)	Jodi Nocero, Principal	Provide support with scheduling, materials, and data analysis. Ongoing	Support for LEAD (ISPs)	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	11073.70
	Cathy Richardson, Instructional Coach	Provide support with scheduling, materials, progress monitoring, assignment of students to appropriate groups based on need, and data collection. Ongoing	Support for LEAD (ISPs)	3000-3999: Employee Benefits	Title I	43372.02
	Grade Level Teachers	Assign students to instructional group based on academic need. Provide instruction to students during LEAD groups, plan instruction and use of materials based on student needs. Ongoing as needed.	Support for LEAD (ISPs)	4000-4999: Books And Supplies	Title III	14764.94
	Intervention Service Providers	Provide instruction to students during LEAD groups, plan instruction and use of materials based on student needs. Daily (except Wednesdays - Oct 2013 through May 2014)	Support for LEAD (ISPs)	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	23070.23
The school will provide professional development opportunities for teachers and staff on topics including, but not limited to, depth and complexity icons, technology use in the classroom, positive behavior support, SIOP strategies, ELD, implementation of the Common Core State Standards, and concepts that support the development of the Science and Inquiry strand focus. August 2014-June 2015 as needed.	Jodi Nocero, Principal	Provide access to and support of workshops. As Needed.	Cost of workshops or conferences	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	1845.00
Cathy Richardson, Instructional Coach	Provide professional development for depth and complexity icons. Provide support in other areas as needed.					
Classroom Teachers	Attend workshops and implement strategies in the classroom. As scheduled.					

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct IEP meetings. Floating substitute to release general education classroom teacher and special education teachers to conduct IEP meetings and/or preparation. Two substitutes one day/month. September 2014 - June 2015	Jodi Nocero, Principal General Education Teachers Special Education Teachers Michelle Borrego, Speech Pathologist Angelique Pagliano, School Psychologist	Facilitate IEP Meetings. As needed Provide input on goals in identified areas of need for student. Share information on mainstreaming as needed. Provide input on progress towards goals, facilitate development of new goals in identified areas of need. Provide input on progress towards speech goals; facilitate development of new speech goals. Provide input on academic assessment and social/emotional areas.	Floating substitutes to release general ed and special ed teachers. One day/month	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	3290.75

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase materials to support the implementation of the Common Core State Standards and to provide targeted intervention during tutoring and in-school interventions for identified students (EL, SED, and Foster Youth) based on classroom assessment, district benchmarks, CELDT and other statewide testing data and/or programs to enhance and encourage student growth across curricular areas (LCFF Targeted action: Offer Intervention during school year; Increase Foster Youth students attaining proficiency in ELA and Math through intervention support as needed.). August 2014 - June 2015 as needed.	Jodi Nocero, Principal	Research and identification of effective resources for implementation of CCSS and for intervention. Ongoing as needed.	Cost of materials	3000-3999: Employee Benefits	Title I	795.33
	Cathy Richardson, Instructional Coach	Research and identification of effective resources for implementation of CCSS and for intervention. Ongoing as needed.	Cost of materials	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	16605.01
	Classroom Teachers	Research and identification of effective resources for implementation of CCSS and for intervention. Ongoing as needed.	Cost of materials at district pubs	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	1180.00
	Intervention Service Providers	Research and identification of effective resources for implementation of CCSS and for intervention. Use of materials in the classroom and intervention as needed.	Maintenance agreements for duplo machine	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	1800.00
	Tricia Cerio, Resource Specialist	Research and identification of effective resources for implementation of CCSS and for intervention. Ongoing as needed.	Cost of materials	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	1747.96

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for peer observation, professional development workshops, lesson study and collaboration with the instructional coach and peers at Brekke and other schools for implementation of the Common Core State Standards and SIOP, the development of the Science and Inquiry strand, and the continued improvement in ELA, math and ELD. (LCFF Targeted action: Offer Intervention during school year; Increase Foster Youth students attaining proficiency in ELA and Math through intervention support as needed.) August 2014 - June 2015 - as needed.	Jodi Nocero, Principal	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.	Cost of substitutes	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	3427.86
	Cathy Richardson, Instructional Coach	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.		0001-0999: Unrestricted: Locally Defined		LCFF - Targeted
	Classroom Teachers	Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. Ongoing as needed.				
ASES administrator meets monthly with site principal to evaluate program and work on correlating the after school program to the regular school day programs and services. August 2014 - June 2015	Jodi Nocero, Principal	Meet with ASES administrator and teacher liaison monthly.	Not Applicable			0
	ASES Administrator	Coordinate afterschool program, work with teacher liaison and afterschool program personnel.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct parent involvement meetings such as: <ul style="list-style-type: none"> Title I quarterly meetings, coffee with the principal, TK/Kindergarten and 5th grade transition meetings, ELAC, success recognition nights, technology, and the development of the science and inquiry strand. As needed August 2014 - June 2015	Jodi Nocero, Principal	Work with stakeholders to schedule and plan meetings. Facilitate meetings as scheduled.	Cost of materials.	3000-3999: Employee Benefits	Title I	500.00
	Classroom Teachers	Work with principal to plan and facilitate parent meetings.	Teacher extra pay.	3000-3999: Employee Benefits	Title I	571.31
				Clerical extra help and overtime	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary
Conduct Working Group Meetings (Leadership) with teachers to discuss, plan, and develop in the following areas: Science and Inquiry Strand, Writing across the curriculum, CCSS Implementation/Instructional Strategies, and Technology. All teachers will be a member in one working group. Groups will meet 5 times per year for a half day meeting.	Jodi Nocero, Principal	Coordinate meetings and support teachers with data and/or materials as needed.	Cost of substitutes.	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	8912.44
	Cathy Richardson, Instructional Coach	Member of each Working Group to provide a common thread throughout the groups and to assist with the development and implementation of plans.		3000-3999: Employee Benefits	Title I	1142.62
	Classroom Teachers	Collaborate with other group members to develop their respective area of focus.				
Purchase materials to support instruction in the classroom and to maintain facilities to ensure a safe learning environment for the students.	Office staff	Order necessary materials	Cost of supplies	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	7000.00
			Postage	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	120.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule Leveled Education for Academic Differentiation (LEAD) for each grade level to maximize each grade level's support during this time. Support for groups during LEAD time includes 4 additional ISP teachers/grade level. Groupings to focus on scaffolding instruction of language arts and ELD standards based on student need. Includes progress monitoring assessments. ISP's work 4 days/week for approximately 130 days/year. October 2014 - May 2015 (4 days/week)	Jodi Nocero, Principal	Provide support with scheduling, materials, and data analysis.	see Goal #1, Strategy #1			
	Cathy Richardson, Instructional Coach	Provide support with scheduling, materials, progress monitoring, assignment of students to appropriate groups based on need, and data collection.				
	Grade Level Teachers	Assign students to instructional group based on academic need. Provide instruction to students during LEAD groups, plan instruction and use of materials based on student need.				
	Intervention Service Providers	Provide instruction to students during LEAD groups, plan instruction and use of materials based on student need.				
Conduct student monitoring conferences by grade level to address student learning needs and identify students at-risk and any additional supports needed to address needs. Fall and Spring Meetings (December 2014 and March 2015)	Jodi Nocero, Principal	Schedule student monitoring conferences and meet with teachers to discuss at-risk students and monitor progress of interventions.	Cost of Substitutes.	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	3564.97
	Cathy Richardson, Instructional Coach	Meet with principal and teachers to discuss at-risk students and monitor progress of interventions.				
	Classroom Teachers	Monitor student progress and collect data.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet with consultation team to review cases of students that are not demonstrating sufficient progress on grade level standards and/or students who need additional behavior support. One day/month. September 2014-June 2015	Jodi Nocero, Principal	Facilitate consultation meetings, follow up with resources/actions as needed. Once/month as needed.	Floating substitute to release teachers to meet during consultation meetings. One day/month.	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	1371.14
	Cathy Richardson, Instructional Coach	Provide input on academic progress of students. Ongoing as needed.	Incentives to improve student attendance.	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	1500.00
	Marissa Mejia, Outreach Coordinator	Schedule meetings and send out meeting invitations to teachers and parents . Provide community resource information to families and social/emotional support for students and families as needed. Ongoing as needed.	Incentives to improve student academic performance.	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	1500.00
	Classroom Teachers	Provide student academic and/or behavior baseline information and progress during meetings. Monitor progress of students. Ongoing as needed.	Materials/incentives for ongoing positive behavior support system.	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	5000.00
	Tricia Cerio, Resource Teacher	Provide input regarding academic and/or behavior concerns; provide information on interventions. Ongoing as needed.				
	Angelique Pagliano, School Psychologist	Provide input regarding academic and/or behavior concerns. Ongoing as needed.				
	Michelle Borrego, Speech Pathologist	Provide consultation for speech concerns. Ongoing as needed.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for before/after school tutoring to provide targeted intervention for students at the intensive level in ELA or math and for EL students in listening and speaking. Provide homework help and opportunities for students without home internet service to access the Brekke network before and after school. Approximately 250 hours of teacher extra help. January - June 2015	Classroom Teachers	Identify students for tutoring. Provide instruction before or after school in targeted areas based on identified student need. As scheduled. January - June 2015	Teacher hourly salary for tutoring.	3000-3999: Employee Benefits	Title I	6855.72
			Teacher hourly salary for tutoring.	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	6855.72
Purchase materials to support the implementation of the Common Core State Standards and to provide targeted intervention during tutoring and in-school interventions for identified students(EL, foster youth, low SES) based on classroom assessment, district benchmarks, CELDT and other statewide testing data and/or programs to enhance and encourage student growth across curricular areas August 2014 - June 2015 as needed.	Jodi Nocero, Principal	Research and identification of effective resources for intervention. Ongoing as needed.	See Goal 1, Strategy 1			
	Cathy Richardson, Instructional Coach	Research and identification of effective resources for intervention. Ongoing as needed.				
	Classroom Teachers	Research and identification of effective resources for intervention. Plan and provide instruction and intervention for students. Ongoing as needed.				
	Intervention Service Providers	Research and identification of effective resources for intervention. Plan and provide intervention for students. Ongoing as needed.				
	Tricia Cerio, Resource Specialist	Research and identification of effective resources for intervention. Ongoing as needed.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase materials to provide individualized support for students based on needs identified through the RtI model, items such as thera-bands, sensory balls, pencil grips, or trainings for teachers/ paraprofessionals to meet specific identified needs of student in order to respond to intervention and instruction. August 2014 - June 2015 as needed.	Jodi Nocero, Principal	Research and identification of effective resources for support. Ongoing as needed.	Cost of materials	3000-3999: Employee Benefits	Title I	500.00
	Cathy Richardson, Instructional Coach	Research and identification of effective resources for support. Ongoing as needed.	Cost of materials	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	500.00
	Angelique Pagliano, School Psychologist	Research and identification of effective resources for support. Ongoing as needed.				
	Michelle Borrego, Speech Pathologist	Research and identification of effective resources for support. Ongoing as needed.				
	Tricia Cerio, Resource Specialist	Research and identification of effective resources for support. Ongoing as needed.				

Strategy #3

STRATEGY:
 Brekke School will incorporate the use of iPads and other technology to support learning in the classroom and provide extended learning opportunities for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide electronic replacement pieces such as power cords, batteries, etc. to ensure ongoing use of supplemental technology. Provide tools to support use of iPads in the classrooms. As needed September 2014 - June 2015	Jodi Nocero, Principal Albert Sandoval, Technology Technician	Investigate instructional tools that support technology in the classroom. Ongoing Order, supply, and replace parts as needed. Ongoing as needed.	Cost of materials.	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	1000.00
The school will provide professional development opportunities for teachers and staff on topics including, but not limited to, depth and complexity icons, technology use in the classroom, positive behavior support, SIOP strategies, ELD, implementation of the Common Core State Standards, and concepts that support the development of the Science and Inquiry strand focus. August 2014- June 2015 as needed.	Jodi Nocero, Principal Classroom Teachers	Provide access to and support of workshops. As needed Attend workshops and implement strategies in the classroom. As scheduled.	See goal 1, Strategy 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase educational applications for one-one devices and/or computer software or online programs to enhance reading skills and provide extended educational opportunities (possible examples include Accelerated Reader, IXL ELA and Math, and Brainpop). August 2014 - June 2015 as needed.	Albert Sandoval, Technology Technician	Ongoing maintenance and technical assistance with programs, applications, and devices.	Cost of applications, programs, or software.	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	6500.00
	Jodi Nocero, Principal Classroom Teachers	Ongoing research and identification of educational resources and applications. Ongoing research and identification of educational resources and applications. Instruction and support of students.	Cost of applications, programs, or software.	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	10000.00
Provide opportunities for peer observation, lesson study, and collaboration with instructional coach and peers at Brekke and other schools for implementation of Common Core State Standards and SIOP, the development of the Science and Inquiry strand, and the continued improvement in ELA, math and ELD. August 2014 - June 2015 as needed.	Jodi Nocero, Principal Cathy Richardson, Instructional Coach Classroom Teachers	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed. Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed. Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. Ongoing as needed.	See Goal 1, Strategy 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Working Group Meetings (Leadership) with teachers to discuss, plan, and develop in the following areas: Science and Inquiry Strand focus, Writing across the curriculum, CCSS Implementation/ Instructional Strategies, and Technology. All teachers will be a member in one working group. Groups will meet 5 times per year for a half day meeting. September 2014-May 2015	Jodi Nocero, Principal Cathy Richardson, Instructional Coach Classroom Teachers	Coordinate meetings and support teachers with data and/or materials as needed. Member of each working group to provide a common thread throughout the groups and to assist with the development and implementation of plans. Collaborate with other group members to develop their respective area of focus.	See Goal 1, Strategy 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide opportunities for peer observation, lesson study, and collaboration with instructional coach and peers at Brekke and other schools for the implementation of the Common Core State Standards and SIOP, the development of the Science and Inquiry strand, and the continued improvement in ELA, math, and ELD. August 2014 - June 2015 as needed.</p>	<p>Jodi Nocero, Principal</p> <p>Cathy Richardson, Instructional Coach</p> <p>Classroom Teachers</p>	<p>Coordinate and plan for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.</p> <p>Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.</p> <p>Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. Ongoing as needed.</p>	<p>See Goal 1, Strategy 1</p>			
<p>Conduct Working Group Meetings (Leadership) with teachers to discuss, plan, and develop in the following areas: Science and Inquiry Strand focus, Writing across the curriculum, CCSS Implementation/ Instructional Strategies, and Technology. All teachers will be a member in one working group. Groups will meet 5 times per year for a half day meeting. September 2014-May 2015</p>	<p>Jodi Nocero, Principal</p> <p>Cathy Richardson, Instructional Coach</p> <p>Classroom Teachers</p>	<p>Coordinate meetings and support teachers with the data and/or materials as needed.</p> <p>Member of each working group to provide a common thread throughout the groups and to assist with the development and implementation of plans.</p> <p>Collaborate with other group members to develop their respective area of focus.</p>	<p>See Goal 1, Strategy 1</p>			

Strategy #5

STRATEGY:

Brekke School will develop the Science and Inquiry Strand focus to provide greater access to and a deeper understanding of scientific concepts and processes and inquiry-based learning.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop a deep understanding of the scientific process and grade-level scientific concepts, conduct school-wide labs, and develop inquiry-based lessons and learning.	Jodi Nocero, Principi	Support teachers with the materials and professional development opportunities needed to develop the strand focus.	Cost of materials	0001-0999:	LCFF - Targeted	20000.00
	Cathy Richardson, Instructional Coach	Support teachers with the needed instructional material, instructional strategies, model lessons, and professional development to develop the strand focus.		Unrestricted:		
				Locally Defined		
Classroom Teachers	Work with colleagues to develop inquiry-based learning opportunities for students, to develop grade-level science lessons and experiments, and identify materials needed.					

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide professional development opportunities for teachers and staff on topics including, but not limited to, depth and complexity icons, technology use in the classroom, positive behavior support, SIOP strategies, ELD standards, Common Core State Standards, and concepts that support the development of the Science and Inquiry strand focus. August 2014-June 2015 as needed.	Jodi Nocero, Principal Cathy Richardson, Instructional Coach Classroom Teachers	Provide access to and support of workshops. As needed. Provide provide support in areas as needed. Attend workshops and implement strategies in the classroom. As scheduled	See Goal 1, Strategy 1			
Provide enrichment activities for students to expand on or introduce subjects and concepts taught in the classroom (assemblies and field trips). August 2014 - June 2015 as needed.	Classroom Teachers	Plan enrichment opportunities for students and expand on concepts in the classroom.	Cost of activities.	0001-0999: Unrestricted: Locally Defined 3000-3999: Employee Benefits	LCFF - Targeted Title I	6600 544.00
Conduct Working Group Meetings (Leadership) with teachers to discuss, plan, and develop in the following areas: Science and Inquiry Strand focus, Writing across the curriculum, CCSS Implementation/ Instructional Strategies, and Technology. All teachers will be a member in one working group. Groups will meet 5 times per year for a half day meeting. September 2014-May 2015	Jodi Nocero, Principal Cathy Richardson, Instructional Coach Classroom Teachers	Coordinate meetings and support teachers with data and/or materials as needed. Member of each working group to provide a common thread throughout the groups and to assist with the development of and implementation of plans. Collaborate with other group members to develop their respective area of focus.	See Goal 1, Strategy 1			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #2:

- A. Kindergarten- All students will count to 100 by tens and ones; count, recognize, represent, name, and order a number of objects (up to 20); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
 - B. 1st Grade- All students will count, read, and write whole numbers to 100; Count and group objects in ones and tens; Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
 - C. The percentage of students scoring below proficiency on the previous year's mathematics assessments will reduce by 10% as these students move towards proficient or advanced on the 2015 assessment.
 - D. All students will increase performance by one level or maintain advanced level in mathematics.
- This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.

Data Used to Form this Goal:

- Envisions data
- Statewide assessment data
- District benchmark data

Findings from the Analysis of this Data:

Average percentage of students meeting benchmark level on 2013-2014 topic tests:

- Kindergarten- 77%
- 1st grade- 71%
- 2nd grade: 66% scored Proficient or Advanced.
- 3rd grade: 45% scored Proficient or Advanced.
- 4th grade: 46% scored Proficient or Advanced.
- 5th grade: 82% scored Proficient or Advanced.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods
- RTI
- Progress Monitoring
- District Benchmarks
- Curriculum based assessments

Strategy #1

STRATEGY:
During the 2014-2015 school year, Brekke will continue to focus on teaching and learning the adopted Common Core State Standards and Math Practices.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Level Collaboration Meetings <ul style="list-style-type: none"> Grade level teams will meet 3 times/month on early dismissal Wednesdays to analyze student progress towards mastery of standards and plan instruction, interventions, and formative assessments. August 2014 - June 2015	Jodi Nocero, Principal	Support teachers with the collection and analysis of classroom assessment data and identification students in need o targeted interventions or acceleration for LEAD groups and tutoring. As needed. August 2012-June 2013	Not Applicable			0
	Grade Level Teachers	Collect analyze classroom assessment data; identify students in need of targeted interventions or acceleration for LEAD groups and tutoring. Collaborate on development of lessons and formative assessments and on use of technology in the classroom. Early release Wednesdays.				
	Cathy Richardson, Instructional Coach	Support teachers with the collection and analysis of classroom assessment data and identification of students in need of targeted interventions or acceleration for LEAD groups and tutoring. As needed.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Conduct IEP Meetings. Floating substitute release general education classroom teacher and special education teachers to conduct IEP meetings and/or preparation. Two substitutes one day/month. September 2014 - June 2015</p>	<p>Jodi Nocero, Principal</p> <p>General Education Teachers</p> <p>Special Education Teachers</p> <p>Michelle Borrego, Speech Pathologist</p> <p>Angelique Pagliano, School Psychologist</p>	<p>Facilitate IEP meetings. As needed.</p> <p>Provide input on goals in identified areas of need for students. Share information on mainstreaming as needed.</p> <p>Provide input on progress towards goals, facilitate development of new goals in identified areas of need.</p> <p>Provide input on progress towards speech goals; facilitate development of new speech goals.</p> <p>Provide input on academic assessment and social/emotional areas.</p>	<p>See Goal 1, Strategy 1</p>			
<p>Purchase materials to support the implementation of the Common Core State Standards and to provide targeted intervention during tutoring and in-school interventions for identified students (EL, SED, and Foster Youth) based on classroom assessment, district benchmarks, CELDT and other statewide testing data and/or programs to enhance and encourage student growth across curricular areas. August 2014 - June 2015 as needed.</p>	<p>Jodi Nocero, Principal</p> <p>Cathy Richardson, Instructional Coach</p> <p>Classroom Teachers</p> <p>Intervention Services Providers</p> <p>Tricia Cerio, Resource Specialist</p>	<p>Research and identification of effective resources for intervention. Ongoing as needed</p> <p>Research and identification of effective resources for intervention. Ongoing as needed.</p> <p>Research and identification of effective resources for intervention. Ongoing as needed.</p> <p>Research and identification of effective resources for intervention. Ongoing as needed.</p> <p>Research and identification of effective resources for intervention. Ongoing as needed.</p>	<p>See Goal 1, Strategy 1</p>			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ASES administrator meets monthly with site principal to evaluate program and work on correlating the after school program to the regular school day programs and services. August 2014 - June 2015</p>	<p>Jodi Nocero, Principal</p> <p>ASES Administrator</p>	<p>Meet with ASES administrator and teacher liaison monthly.</p> <p>Coordinate afterschool program, work with teacher liaison and afterschool program personnel.</p>	<p>Not Applicable 0</p>			
<p>Provide opportunities for peer observation, lesson study and collaboration with the instructional coach and peers at Brekke and other schools for the implementation of the Common Core State Standards and SIOP, the development of the Science and Inquiry strand, and the continued improvement in ELA, math and ELD. August 2014 - June 2015 - as needed.</p>	<p>Jodi Nocero, Principal</p> <p>Cathy Richardson, Instructional Coach</p> <p>Classroom Teachers</p>	<p>Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.</p> <p>Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.</p> <p>Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. Ongoing as needed.</p>	<p>See Goal 1, Strategy 1</p>			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct parent involvement meetings such as: <ul style="list-style-type: none"> • Title I quarterly meetings, • coffee with the principal, • TK/Kindergarten and 5th grade transition meetings, • ELAC, • success recognition nights, • technology, and • the development of the science and inquiry strand. As needed August 2014 - June 2015	Jodi Nocero, Principal Classroom Teachers	Work with stakeholders to schedule and plan meetings. Facilitate meetings as scheduled. Work with principal to plan and facilitate parent meetings.	See Goal 1, Strategy 1			
ASES administrator meets monthly with site principal to evaluate program and work on correlating the after school program to the regular school day programs and services.						

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct student monitoring conferences to address student learning needs and identify students at risk and any additional supports required to address student needs. Floating substitute to release teachers to meet with the principal. Once per trimester Fall and Spring Meetings (December 2014 and March 2015)	Jodi Nocero, Principal Classroom Teachers	Schedule student monitoring conferences. Once/trimester Monitor student progress and collect data.	See Goal 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet with consultation team to review cases of student who are not demonstrating sufficient progress on grade level standards. Floating substitutes to release classroom teacher. Monthly August 2014 - June 2015.	Jodi Nocero, Principal	Facilitate consultation meetings, follow up with resources/actions as needed. Once/month and as needed.	See Goal 1			
	Cathy Richardson, Instructional Coach	Provide input on academic progress of students and interventions. Ongoing as needed.				
	Marissa Mejia, Outreach Coordinator	Schedule meetings and send out meeting invitations to teachers and parents. Provide community resource information to families and social/emotional support for students and families as needed. Ongoing as needed.				
	Classroom Teachers	Provide student academic and/or behavior baseline information and progress during meeting. Monitor progress of students. Ongoing as needed.				
	Tricia Cerio, Resource Teacher	Provide input regarding academic and/or behavior concerns; provide information on interventions provided. Ongoing as needed.				
	Angelique Pagliano, School Psychologist	Provide input regarding academic and/or behavior concerns. Ongoing as needed.				
	Michelle Borrego, Speech Pathologist	Provide consultation for speech concerns. Ongoing as needed.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide opportunities for before/after school tutoring to provide targeted intervention for students at the intensive level in ELA or math and for EL students in listening and speaking. Provide homework help and opportunities for students without home internet service to access the Brekke network before and after school. Approximately 250 hours of teacher extra help. January - June 2015</p>	<p>Classroom Teachers</p> <p>Teachers</p>	<p>Identify students for tutoring. Ongoing as needed.</p> <p>Provide instruction before or after school in targeted areas based on identified student need. As scheduled.</p>	See Goal 1			
<p>Conduct IEP meetings. Floating substitute to release general education classroom teacher and special education teachers to conduct IEP meetings and/or preparation. Two substitutes one day/month August 2014 - June 2015.</p>	<p>Jodi Nocero, Principal</p> <p>General Education Teachers</p> <p>Special Education Teachers</p> <p>Michelle Borrego, Speech Pathologist</p> <p>Angelique Pagliano, School Psychologist</p>	<p>Facilitate IEP meetings. As Needed September 2012- May 2013</p> <p>Provide input on goals in identified areas of need for student. Share information on mainstreaming as needed.</p> <p>Provide input on progress towards goals, facilitate development of new goals in identified areas of need.</p> <p>Provide input on progress towards speech goals; facilitate development of new speech goals.</p> <p>Provide input on academic assessment and social/emotional areas as needed.</p>	See Goal 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase materials to support the implementation of the Common Core State Standards and to provide targeted intervention during tutoring and in-school interventions for identified student based on classroom assessment, district benchmarks, CELDT and other statewide testing data and/or programs to enhance and encourage student growth across curricular areas. August 2014 - June 2015 as needed.	Jodi Nocero, Principal	Research and identification of effective resources for intervention. Ongoing as needed.	See Goal 1			
	Cathy Richardson, Instructional Coach	Research and identification of effective resources for intervention. Ongoing as needed.				
	Classroom Teachers	Research and identification of effective resources for intervention. Ongoing as needed.				
	Intervention Service Providers	Research and identification of effective resources for intervention. Ongoing as needed.				
	Tricia Cerio, Resource Specialist	Research and identification of effective resources for intervention. Ongoing as needed.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase materials to provide individualized support for students based on needs identified through the RtI model. Items such as thera-bands, sensory balls, pencil grips, or trainings for teachers/ paraprofessionals to meet specific identified needs of student in order to respond to intervention and instruction. August 2014 - June 2015 as needed.	Jodi Nocero, Principal	Research and identification of effective resources for support. Ongoing as needed.	See Goal 1			0
	Cathy Richardson, Instructional Coach	Research and identification of effective resources for support. Ongoing as needed.				
	Angelique Pagliano, School Psychologist	Research and identification of effective resources for support. Ongoing as needed.				
	Michelle Borrego, Speech Pathologist	Research and identification of effective resources for support. Ongoing as needed.				
	Tricia Cerio, Resource Specialist	Research and identification of effective resources for support. Ongoing as needed.				

Strategy #3

STRATEGY:

Brekke School will incorporate the use of iPads and other technology to support learning in the classroom and extend learning opportunities for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide electronic replacement pieces such as power cords, batteries, etc. to ensure ongoing use of supplemental technology. Provide tools to support use of iPads in the classrooms. As needed. September 2014 - June 2015	Albert Sandoval, Computer Lab Technician	Order, supply and replace parts as needed.	See Goal 1			
The school will provide professional development opportunities for teachers and staff on topics including, but not limited to, depth and complexity icons, technology use in the classroom, positive behavior support, SIOP strategies, ELD, implementation of the Common Core State Standards, and concepts that support the development of the Science and Inquiry strand focus. August 2014-June 2015 as needed.	Jodi Nocero, Principal Classroom Teachers	Provide access to and support of workshops. As needed. Attend workshops and implement strategies in the classroom. As scheduled.	See Goal 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase educational applications for one-one devices and/or computer software or online programs to enhance reading skills and provide extended educational opportunities to students. (Possible examples include Accelerated Reader, IXL and Brainpop). August 2014 - June 2015 as needed.	Albert Sandoval, Computer Lab Technician	Ongoing maintenance and technical assistance with programs, applications, and devices.	See Goal 1			
	Jodi Nocero, Principal	Ongoing research and identification of educational resources and applications.				
	Classroom Teachers	Ongoing research and identification of educational resources and applications. Instruction and support of students.				
Provide opportunities for peer observation, lesson study, and collaboration with academic coach and peers at Brekke and other schools for implementation of iPads in classroom, SIOP, and continued improvement in ELA, math and ELD. August 2014 - June 2015 as needed.	Jodi Nocero, Principal	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.	See Goal 1			
	Cathy Richardson, Instructional Coach	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.				
	Classroom Teachers	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Working Group Meetings (Leadership) with teachers to discuss, plan, and develop in the following areas: Science and Inquiry Strand focus, Writing across the curriculum, CCSS Implementation/ Instructional Strategies, and Technology. All teachers will be a member in one working group. Groups will meet 5 times per year for a half day meeting. September 2014-May 2015	Jodi Nocero, Principal Cathy Richardson, Instructional Coach Teachers	Coordinate meetings and support teachers with data and/or materials as needed. Member of each working group to provide a common thread throughout the groups and to assist with the development and implementation of plans. Collaborate with other group members to develop their respective area of focus.	See Goal 1			

Strategy #4

STRATEGY:

Brekke School teachers will incorporate the depth and complexity icons into their instructional practices to provide a deeper understanding and extension of grade level concepts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide professional development opportunities for teachers and staff on topics including, but not limited to, depth and complexity icons, technology use in the classroom, positive behavior support, SIOP strategies, ELD, implementation of the Common Core State Standards, and concepts that support the development of the Science and Inquiry strand focus. August 2014-June 2015 as needed.	Jodi Nocero, Principal Classroom Teachers	Provide access to and support of workshops. As needed. Attend workshops and implement strategies in the classroom. As scheduled.	See Goal 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for peer observation, lesson study, and collaboration with instructional coach and peers at Brekke and other schools for implementation of iPads in classroom, SIOP and continued improvement in ELA, math, and ELD. August 2014 - June 2015 as needed.	Jodi Nocero, Principal Cathy Richardson, Instructional Coach Classroom Teachers	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed. Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed. Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. Ongoing as needed.	See Goal 1			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners:

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #3:

- A. AMAO #1: 100% of all English Learners will advance one level on the CELDT
- B. AMAO #2: 21.4% of EL students who have been in language instruction educational programs for less than five years will reach English Proficient Level on the CELDT. 47% of EL students who have been in language instruction educational programs for more than five years will reach English Proficient Level on the CELDT.
- C. AMAO #3:
 1. EL students in 3rd-5th Grade will score at a proficient level or above on the 2015 statewide assessment in English Language Arts.
 2. EL students in 3rd-5th Grade will score at a proficient level or above on the 2015 statewide assessment in mathematics.

Data Used to Form this Goal:

- CELDT data
- Essential Literacy Skills data (Kindergarten and 1st grades)
- CST NCLB Guidelines (2nd-6th grades)

Findings from the Analysis of this Data:

- AMAO 1: 60%
- AMAO 2: 51.9%
- 34% of English Learners scored Early Advanced or Advanced on the 2013 CELDT

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods
- RTI
- Progress Monitoring

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Use SIOP strategies in the classroom and monitor implementation of ELD. August 2014 - June 2015	Jodi Nocero, Principal Cathy Richardson, Instructional Coach Classroom Teachers	Provide support, observe and monitor use of ELD and SIOP strategies. Daily Provide support on the use of SIOP strategies and implementation of ELD. Daily Use SIOP strategies in the classroom and provide ELD instruction for English Learners. Daily	Not Applicable				0
Provide opportunities for peer observation, professional development workshops, lesson study, and collaboration with the instructional coach and peers at Brekke and other schools for implementation of iPads in the classroom, SIOP strategies, and continued improvement in ELA, math and ELD. August 2014 - June 2015 as needed.	Jodi Nocero, Principal Cathy Richardson, Instructional Coach Classroom Teachers	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed. Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed. Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. Ongoing as needed.	See Goal 1				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct parent involvement meetings such as: <ul style="list-style-type: none"> • Title I quarterly meetings, • coffee with the principal, • TK/Kindergarten and 5th grade transition meetings, • ELAC, • success recognition nights, • technology, and • the development of the science and inquiry strand. As needed August 2014 - June 2015	Jodi Nocero, Principal Classroom Teachers	Work with stakeholders to schedule and plan meetings. Facilitate meetings as scheduled. Work with principal to plan and facilitate parent meetings.	See Goal 1, Strategy 1			
ASES administrator meets monthly with site principal to evaluate program and work on correlating the after school program to the regular school day programs and services. August 2014 - June 2015	Jodi Nocero, Principal ASES Administrator	Work with ASES administrator and teacher liaison. Coordinate afterschool program, work with teacher liaison and afterschool program personnel.	Not Applicable			0

Strategy #2

STRATEGY:
 Brekke School will continue to use SIOP strategies and scaffolded instruction to support EL students in learning grade level standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use SIOP strategies in the classroom and monitor implementation of ELD. August 2014-June 2015	Jodi Nocero, Principal	Provide support, observe and monitor use of ELD and SIOP strategies. Daily	Not Applicable			0
	Cathy Richardson, Instructional Support	Provide support, observe and monitor use of ELD and SIOP strategies. Daily				
	Classroom Teachers	Use SIOP strategies in the classroom and provide ELD instruction for English Learners.				
The school will provide professional development opportunities for teachers and staff on topics including, but not limited to, depth and complexity icons, technology use in the classroom, positive behavior support, SIOP strategies, ELD, implementation of the Common Core State Standards, and concepts that support the development of the Science and Inquiry strand focus. August 2014-June 2015 as needed.	Jodi Nocero, Principal	Provide access to and support of workshops. As needed	See Goal 1, Strategy 1			
	Classroom Teachers	Attend workshops and implement strategies in the classroom. As scheduled.				

Strategy #3

STRATEGY:
 Brekke School teachers will focus on strategies to increase acquisition of academic vocabulary for English Learners.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD and SIOP Use SIOP strategies in the classroom and monitor the implementation of ELD. August 2014 - June 2015	Jodi Nocero, Principal	Provide support, observe and monitor use of ELD and SIOP strategies.	Not Applicable			0
	Cathy Richardson, Instructional Coach	Provide support on the use of SIOP strategies and the implementation of ELD.				
	Classroom Teachers	Use SIOP strategies in the classroom and provide ELD instruction for English Learners.				
Provide opportunities for peer observation, professional development workshops, lesson study, and collaboration with instructional coach and peers at Brekke and other schools for implementation of iPads in the classroom, SIOP and continued improvement in ELA, math and ELD. August 2014 - June 2015 as needed.	Jodi Nocero, Principal	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.	See Goal 1			
	Cathy Richardson, Instructional Coach	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.				
	Classroom Teachers	Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief, and expand on learned strategies. Ongoing as needed.				

Strategy #4

STRATEGY:
 Ensure all EL students scoring below 3 in Listening and Speaking receive language based intervention to support oral language development.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for before/after school tutoring to provide targeted intervention for students at the intensive level in ELA and math and for EL students in listening and speaking. January - June 2015	Classroom Teachers Teachers	Identify students for tutoring. Ongoing as needed. Provide instruction before or after school in targeted areas based on identified student need. As scheduled.	See Goal 1			
Conduct ELRT meetings to review progress of English Learners and to identify students in need of additional intervention. September 2014 - June 2015 as needed.	Jodi Nocero, Principal Cathy Richardson, Instructional Coach Teachers	Meet with teachers to review student progress and identify additional student needs. Meet with teachers to review student progress and identify additional student needs. Meet with team to review student progress and identify additional student needs.	Floating substitute to release teachers to meet with team.	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	571.31
Purchase materials for targeted intervention for English Learners. August 2014 - June 2015	Classroom teachers.	Identify needed materials	Cost of materials	4000-4999: Books And Supplies	Title III	265.06

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #4:
<ol style="list-style-type: none">A. Decrease office referrals by 10% with continued implementation of the Schoolwide Positive Behavior Support Plan: the Brekke Dolphin Pride Schoolwide Positive Behavior Support System of the 3 B's. Be Safe, Be Responsible, Be RespectfulB. Build and Strengthen relationships with Brekke FamiliesC. Emergency Preparedness: Implement the Brekke School Safety PlanD. Increase knowledge of internet/technology safety for students and parents.E. Maintain an average attendance rate of 96%.F. Reduce the percentage of students experimenting/using tobacco products by 10%. <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p>
Data Used to Form this Goal:
Safe School report School Needs assessment Teacher, parent, and student observation Discipline referrals Suspensions Attendance data Healthy Schools Survey data
Findings from the Analysis of this Data:
Emergency preparedness needs to be reviewed and updated. All stakeholders are concerned about student wellness, self esteem, bullying, and internet/technology safety. Office referrals and suspensions decrease with continued implementation of the positive behavior program.

How the School will Evaluate the Progress of this Goal:

Brekke 3 B safety leadership committee analysis and reports to staff.
Number of discipline referrals.
Number of Suspensions
Attendance data
Healthy Schools Survey data

Strategy #1

STRATEGY:
 Brekke teachers will implement a schoolwide positive behavior system "Dolphins Doing the Right Thing" focusing on the 3 Brekke B's: Be Safe, Be Responsible, Be Respectful and the concept of "Bucket Filling" to promote positive behavior choices and academic responsibility.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue implementation of a Positive Behavior Support model school wide. August 2014 - June 2015	Jodi Nocero, Principal	Implement positive behavior support system. Ongoing.	Not Applicable			0
	Classroom Teachers	Implement positive behavior support system. Ongoing.				
	Angelique Pagliano, School Psychologist	Provide input and consultation on positive behavior support model.				
	Marissa Mejia, Outreach Specialist	Provide input and consultation on and implement positive behavior support model.				
	Ashleigh Arias, Counselor	Provide input and consultation on and implement positive behavior support model.				
Post Positive Behavior Posters in each classroom and different areas throughout the school highlighting expected behaviors in each area (hallways, cafeteria, restrooms). August 2014 - June 2015	Classroom Teachers	Ensure posters are visible and review positive behaviors. Ongoing	Not Applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase materials to provide Individualized support and incentives for schoolwide positive behavior support plan and for individual students' behavior and academic. August 2014 - June 2015	COST Team Classroom Teachers	Identification of needed support and incentives. Identification of needed support and incentives.	See Goal 1, Strategy 2			
Implement an attendance program to encourage students coming to school everyday on time. August 2014 - June 2015	Marissa Mejia, Outreach Coordinator Aracely Garrido-Hernandez	Develop and implement incentive program and work with attendance technician to contact families as needed. Develop and implement incentive program and work with Outreach Specialist to contact families as needed.	See Goal 1, Strategy 2			
Hire campus supervisors to help monitor the playground and cafeteria during recess and lunch times. Campus supervisors are also an integral part of the positive behavior system of the Brekke B's. August 2014-June 2015	Campus supervisors Jodi Nocero, Principal	Provide student monitoring on the playground to ensure student safety. Supervise personnel	Cost of personnel	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	68160.74
Provide an administrative substitute when the principal is out of the office for the day. As needed August 2014 - June 2015	Jodi Nocero, Principal	Arrange for an administrative substitute.	Cost of extra pay for administrative substitute.	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	571.31

Strategy #2

STRATEGY:
Provide ongoing teaching of internet and technology safety to students and parents.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teach CommonSenseMedia.org lessons for students. November 2014-June 2015	Classroom Teachers	Identify and teach at least 5 lessons from Common Sense Media on internet safety to students. October 2014 - June 2015	Not Applicable			0
Parent involvement meetings such as Title I quarterly meetings, coffee with the principal, Kindergarten and 5/6 transition meetings, ELAC, success recognition nights and meetings based on integrating technology with ELA and math and internet safety/technology for parents. As needed August 2014 - June 2015	Jodi Nocero, Principal Classroom Teachers	Work with stakeholders to schedule and plan meetings. Facilitate meetings as scheduled. Work with principal to plan and facilitate parent meetings.	See Goal 1, Strategy 1			

Strategy #3

STRATEGY:
 Brekke teachers and staff will continue to work with parents and community members to build positive relationships and to increase involvement and resources at Brekke School.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ASES administrator meets monthly with site principal to evaluate program and work on correlating the after school program to the regular schoolday programs and services. Monthly August 2014 - June 2015	Jodi Nocero, Principal	Meet with ASES administrators, teacher liaison, and teachers to monitor program.	ASP Grant			
Conduct parent involvement meetings such as: <ul style="list-style-type: none"> • Title I quarterly meetings, • coffee with the principal, • TK/Kindergarten and 5th grade transition meetings, • ELAC, • success recognition nights, • technology, and • the development of the science and inquiry strand. As needed August 2014 - June 2015	Jodi Nocero, Principal Teachers	Work with stakeholders to schedule and plan meetings. Facilitate meetings as scheduled. Work with principal to plan and facilitate parent meetings.	See Goal 1, Strategy 2			
Provide tobacco prevention education through "Friday Night Live" program with fifth grade students. August 2014 - June 2015	Marissa Mejia, Outreach Consultant	Work with fifth grade students on tobacco prevention.	Not applicable			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	158,362.46
0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	65,920.00
3000-3999: Employee Benefits	Title I	54,281.00
4000-4999: Books And Supplies	Title III	15,030.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Discretionary	158,362.46
LCFF - Targeted	65,920.00
Title I	54,281.00
Title III	15,030.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Increase proficiency of all students on grade level standards. Increase proficiency for English Learners in all language domains.

Identify the major expenditures supporting these priorities.

Personnel and professional development

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

- Integrate the Common Core State Standards and supportive instructional strategies into every classroom
- Integrate the use of 1-1 devices in the classroom to support student learning
- Continue response to intervention model
- Focus on ELD standards and strategies to support English learners
- Incorporate the depth and complexity icons into all classrooms
- Positive behavior support

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Ongoing teaching of internet and tech safety to students and parents

What specific actions related to those strategies were eliminated or modified during the year?

Common sense media lessons

Identify barriers to full or timely implementation of the strategies identified above.

Lack of time in classroom to teach the specific Common Sense Media lessons and the fact that teachers incorporated the teaching of tech/internet safety into their own lessons.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Information and lessons were given to students in alternative formats and tech/internet safety was also targeted in positive behavior support model.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
This had very little impact on internet safety. Data included student referrals to office for misuse of iPads/technology.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
The focus on ELD standards and strategies to improve English learners in all domains. The increase in the AMAO 1 and AMAO 2 results provide evidence that the strategies had a positive impact.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
None

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
Not implemented with fidelity
Not appropriately matched to student needs/student population

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications:
More support and time for planning with colleagues

Involvement/Governance

How was the SSC involved in development of the plan?
Budget discussions and discussions of most effective strategies.

How were advisory committees involved in providing advice to the SSC?
ELAC members were asked for input on goals and strategies and their priorities for English learners.

How was the plan monitored during the school year?
Data review and classroom visits

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
Continued follow up on implementation on planned strategies/activities and common benchmarks.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Goals 3 and 4

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Goals 1 and 2

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective. All of the strategies were met. The data for review of this goal was inconsistent due to lack of common state assessments to use as a measure of growth.

Based on this information, what might be some recommendations for future steps to meet this goal?

The use of district benchmark data and formative assessments to measure growth.

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
Jodi Nocero	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marissa Mejia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Fluke	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terry Lopez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephanie Hammer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Zapata	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Curry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cindy Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adriana Romero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aracely Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):

Signature

John Inoa

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 February 3, 2015.

Attested:

<p>_____ Jodi Nocero Typed Name of School Principal</p>	<p><i>Jodi Nocero</i> _____ Signature of School Principal</p>	<p><i>2/3/15</i> _____ Date</p>
<p>_____ Jennifer Zapata Typed Name of SSC Chairperson</p>	<p><i>Jennifer Zapata</i> _____ Signature of SSC Chairperson</p>	<p><i>2/3/15</i> _____ Date</p>



Norman R. Brekke School

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Oxnard, California 93030

Tel 805-385-1521

Fax 805-485-4467

School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ **that parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, parent meetings.**
- ✓ **that parents are encouraged to be actively involved in their child's education at school; parents are welcomed as classroom volunteers, PTA.**
- ✓ **that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, Parent Information Meetings, Open door policy to visit principal.**

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the First Day Packet and policies with the students at the beginning of the year. Parents are asked to read and discuss the First Day Packet with their students and sign and return an acknowledgment form.
- ✓ Norman Brekke School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Norman Brekke School will make the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Norman Brekke School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Norman Brekke School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Norman Brekke convenes annual and regular meetings to inform parents of the following (babysitting, flexible meeting times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

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Additionally, Norman Brekke conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters provide information and parent feedback.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal distributes a bi-monthly newsletter along with automated telephone calls to inform parents of upcoming events and activities. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings.
- ✓ Annual Needs Assessment.

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Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas a la casa diariamente, conferencias de padres, bienvenida a la escuela, juntas de padres
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; Los padres son bienvenidos a los salones como voluntario, y el PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos; Concilio Escolar, Comité de Aprendizaje de Ingles, Junta de información para los padres, Póliza, la directora siempre esta disponible para hablar con los padres.

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de Pólizas acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el Paquete del primer día de escuela en el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Paquete del primer día de escuela y las normas de pólizas con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Paquete del primer día de escuela con sus estudiantes, firmar y devolver los documentos que lo recibió.
- ✓ La Escuela Norman Brekke notifica a los padres sobre las normas de pólizas acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La Escuela Norman Brekke verificará que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique cómo).
- ✓ La Escuela Norman Brekke periódicamente actualizará las normas de pólizas acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La Escuela Norman Brekke ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de pólizas acerca de la participación de los padres en la educación formal de sus hijos.

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Norman Brekke convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,

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- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito)
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Norman Brekke debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de pólizas acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ El libro de recursos para los padres de familia y la comunidad debe incluir:
 - Normas de pólizas acerca de la participación escolar
 - Calendario escolar y calendario de reuniones
 - Manual para padres de familia y alumnos
 - Solicitud para registrarse como voluntario y información
 - Información sobre las evaluaciones académicas
 - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del salón y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.
- ✓ Los boletines mensuales de la directora proveerán información y las sugerencias presentadas por parte de los padres.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. La directora distribuye un boletín cada dos meses con información telefónicas para informales los próximos eventos y actividades. La directora mantiene una póliza de bienvenida a su oficina para cualquier pregunta o preocupación que tenga.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de pólizas acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Juntas de Padres
- ✓ Accesorio Académicos

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The Single Plan for Student Achievement

School: Cesar E. Chavez Elementary School
CDS Code: 56725386055321
District: Oxnard School District
Principal: Brasilia Perez
Revision Date: January 28,2015

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:

Contact Person: Brasilia Perez
Position: Principal
Phone Number: (805) 385-1524
Address: 301 North Marquita St.
Oxnard, CA 93030-3792
E-mail Address: bperez@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Cesar E. Chavez Elementary School's Vision and Mission Statements

The mission of Cesar E. Chavez School is to provide, within a safe and nurturing environment, a rigorous and relevant instructional program that will empower our students to reach their highest academic potential and become successful lifelong learners. We aim to achieve our goals through an active collaborative partnership involving students, teachers, parents, community and staff.

School Profile

Situated along a beautiful stretch of Pacific coastline, Oxnard is the largest city in Ventura County. Oxnard is a rare combination of relaxed seaside atmosphere and a thriving business environment. Oxnard is an international city enjoying an ethnically diverse population of over 193,000 residents.

Chavez School was established in 1951 and is one of 20 schools in the Oxnard Elementary School District. For the 2013-14 school years, Chavez School served 901 kindergarten through sixth grade students on a traditional schedule. Student body demographics are illustrated in the chart below.

Student Enrollment by Ethnic Group 2013-14

Percentages

African American 0.1%

American Indian -

Asian -

Filipino 0.3%

Hispanic or Latino 99.0%

Pacific Islander -

White 0.4%

Two or More -

None Reported -

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	476	495		0	2		1	0		1	0	
Growth API	664	702										
Base API	643	664										
Target	8	7										
Growth	21	38										
Met Target	Yes	Yes										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	472	491		387	404		465	483		58	64	
Growth API	662	701		651	689		658	698		621	708	
Base API	641	662		635	651		641	658		589	621	
Target	8	7		8	7		8	7				
Growth	21	39		16	38		17	40				
Met Target	Yes	Yes		Yes	Yes		Yes	Yes				

Conclusions based on this data:

1. The student performance data shows that all significant sub groups met the API target both in 2012 and 2013. No data is available for 2014 due to SBAC first year transition.
2. The subgroup with the most growth is Students with Disabilities with an 84 point growth. Next is the Socioeconomically disadvantaged group with 40 points growth and the Hispanic group with 39 points.
3. English Learners continue to be the group with the least growth.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		--	100		100			100		
Number At or Above Proficient	140	155		--			--			--		
Percent At or Above Proficient	29.4	31.3		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	136	153		100	114		131	147		19	22	
Percent At or Above Proficient	28.8	31.2		25.8	28.2		28.2	30.4		32.8	34.4	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		No	No		No	No		--	--	

Conclusions based on this data:

1. The student performance data shows that none of the significant sub groups met the AYP target in 2013. No data available for 2014 due to SBAC first year of transition.
2. The subgroup with the most students at or above Proficient is Students with Disabilities with 33.3%. Next is the Hispanic group with 31.2%, and the Socioeconomically disadvantaged group with 30.4%.
3. English Learners continue to be the group with the least students at or above Proficient with 28.2 %.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		--	100		100			100		
Number At or Above Proficient	170	205		--			--			--		
Percent At or Above Proficient	35.7	41.4		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	168	202		134	161		164	198		26	26	
Percent At or Above Proficient	35.6	41.1		34.6	39.9		35.3	41.0		44.8	40.6	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	Yes		No	Yes		No	Yes		--	--	

Conclusions based on this data:

1. The student performance data shows that all significant sub groups met the AYP target in 2013. No data available for 2014 due to SBAC first year of transition.
2. The subgroup with the most students at or above Proficient is the Socioeconomically disadvantaged group with 41%. Next is the English Learner group with 39.9%, the Students with Disabilities group with 39.7%.
3. The Hispanic group has the least students at or above Proficient with 35.6 %.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	1	11	6	34	20	127	73	173
1	2	2	8	7	37	30	28	23	47	39	122
2			11	11	42	42	36	36	10	10	99
3			14	14	47	46	31	30	10	10	102
4	1	2	12	19	27	44	12	19	10	16	62
5	1	2	22	35	31	50	4	6	4	6	62
6			17	33	25	49	8	16	1	2	51
Total	4	1	85	13	220	33	153	23	209	31	671

Conclusions based on this data:

1. The assessment results above show the majority of English Learner students in grades K and 1st in the Beginning level of English proficiency, with 78.3% kindergarteners and 41.7% first graders .
2. In addition, 50% of the English Learner 1st graders are scoring in the Intermediate and Early Intermediate levels.
3. In grades 2nd through 5th, the majority of students' results are in the Intermediate level of proficiency.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	470	480	496
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	470	480	496
Number Met	219	263	245
Percent Met	46.6%	54.8%	49.4%
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	466	111	490	106	553	108
Number Met	37	28	60	34	48	37
Percent Met	7.9%	25.2%	12.2%	32.1%	8.7%	34.3%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	

Conclusions based on this data:

1. The performance data above shows the annual growth target for AMAO 1 was not met. Although there was a consistent increase in the percentages of students meeting the target over the last three years, the 2013 results of 54.8% did not meet the 57.5% NCLB target.
2. The data results for AMAO2 show the NCLB targets were not met. Of the English Learners who received EL instruction for less than 5 years, 21.4% attained the goal, while 47% of the English Learners with 5 years or more of EL instruction met the target.
3. The performance data above shows that English Learners at Chavez are not making the adequate yearly progress in English Language Arts and have not done so in the last three years. In mathematics, however, the target was met for the 2012-13 school year.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. The performance data above shows the annual growth target for AMAO 1 was not met. Although there was a consistent increase in percentages of students meeting the target over the last three years, the 2013 results of 50.8% did not meet the 57.5% NCLB target.
2. The data results for AMAO2 show the NCLB targets were not met. Of the English Learners who received EL instruction for less than 5 years, 21.4% attained the goal, while 47% of the English Learners with 5 years or more of EL instruction met the target.
3. The performance data above shows that English Learners at OSD are not making the adequate yearly progress in English Language Arts and have not done so in the last three years.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #1:

- A. Kindergarten: All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.
 - B. 1st Grade: All students will exit 1st grade at benchmark on Nonsense Word Fluency and Oral Reading Fluency.
 - C. 2nd – 6th Grades: 80 % of students and the significant special population groups in 2nd-6th Grade will score Proficient or Advanced on the Smarter Balanced Assessments, District Benchmark Assessment, and on Report Card.
 - D. 7th grade: 75% of students and the significant special population groups in 7th grade will score zero F's in Trimester 3 Report Card.
- This goal pertains to all students including the following special population groups: English Learners, Migrant Students, Special Education, SED, Foster/Homeless Students and Hispanic.

Data Used to Form this Goal:

DIBELS data (Kindergarten and 6th grades)

Findings from the Analysis of this Data:

Kindergarten- 57% of the students attained the DIBELS benchmark for End of Year.
1st grade- 37% of students attained the DIBELS benchmark for End of Year.
2nd grade: 31% of students attained the DIBELS benchmark for End of Year.
3rd grade: 33% of students attained the DIBELS benchmark for End of Year.
4th grade: 27% of students attained the DIBELS benchmark for End of Year.
5th grade: 28% of students attained the DIBELS benchmark for End of Year.
6th grade: 43% of students attained the DIBELS benchmark for End of Year.

How the School will Evaluate the Progress of this Goal:

Teachers will meet in grade level meetings after assessment periods to analyze data

RTI

Progress Monitoring

SMART Goals

Instructional Classroom Walkthrough Visits

Strategy #1

STRATEGY:
TEACHING AND LEARNING Full Implementation of State Approved Language Arts Curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by providing time for Grade Collaboration Meetings. Provide time, through site approved variance of banking of minutes, for teachers to meet and collaborate twice monthly for at least one hour in order to analyze data of HMR Weekly/Theme Skills, Inspect Blueprint Forms A and B, DIBELS student assessments, Essential Literacy Skills Benchmarks and Smarter Balanced data -develop and review SMART goals linked to grade level blueprints and/or standards.	Instructional Coach	August 2014-June 2015	Offer Intervention during School Year	2000-2999: Classified Personnel Salaries	Title III	10,000
	Instructional Coach	August 2014-June 2015		None Specified	District Funded	113,393
	Teachers	August 2014-June 2015	Offer Intervention during School Year by subbing out teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by continuing full implementation of the HMR/Lectura reading program with fidelity. Ensure the appropriate time for reading/language arts instruction at each grade level by monitoring daily classroom schedules and observations.	Teachers Instructional Coach Principal Assistant Principal	August 2014-June 2015	Not Applicable			
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by continuing a master schedule that reflects instructional time for content areas and a universal access time for students not meeting benchmarks.	Teachers Instructional Coach	August 2014-June 2015	Not Applicable	None Specified	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by monitor the K-6 school wide pacing guides in reading/language arts and the instructional program to insure that district adopted materials are used during CCSS core language arts instruction.	Teachers	August 2014-June 2015	Not Applicable			
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by teaming as a grade level to differentiate instruction by student need.	Teachers	August 2014-June 2015	Not Applicable			
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by supporting and providing professional development on SIOP and English Language Learner issues.	Instructional Coach Principal	August 2014-June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by recognizing student growth on Smarter Balanced assessments and teacher assessment via annual celebration.	ORC Teachers	August 2014-June 2015	Academic Incentives for academic growth	4000-4999: Books And Supplies	LCFF - Targeted	3,092
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by continuing to use of Smarter Balanced released test questions and Inspect tests on specific standards. In addition, the teachers will use results from Curriculum Units and IFA district benchmark assessment to support the CCSS for LA.	Teachers	August 2014-June 2015				
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by providing ISP teachers to work with small groups of K-6 students in order to insure they reach the ELA/ELD standards for their grade level.	Principal ISP	August 2014-June 2015	Offer Intervention during School Year	1000-1999: Certificated Personnel Salaries	Title I	18,900

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by teaming as a grade level to differentiate instruction by student need.	Teachers	August 2014-June 2015	Not Applicable			
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by providing homework support and tutoring via the After School Program.	Teachers	August 2014 - June 2015	Not Applicable			
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by continuing extended day kindergarten classes and provide extra support teachers to work with students in ELA/ELD groups.	Teachers Principal	August 2014 - June 2015	Not Applicable			
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by hire trained substitutes to assess students in literacy as needed throughout the year.	Teachers Principal	August 2014 - June 2015	Offer Intervention during School Year by hiring subs for assessment	1000-1999: Certificated Personnel Salaries	Title I	1,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by the Instructional Coach (TOSA) providing support to K-6 teachers in instruction using the adopted ELA curriculum and the SIOP model.	Instructional Coach	August 2014 - June 2015	Not Applicable			
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by providing Transitional Kindergarten classes, a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate for children will have his or her fifth birthday between: November 2 and December 2.	Teachers	October 2014-June 2015	Positive Student Behavior Support specific to TK students	4000-4999: Books And Supplies	LCFF - Targeted	1,500
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by providing Data Works training for staff.	Principal Teachers Instructional Coach	August 2014	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by continuing to increase the Academic Library for teachers to access and expand reading more Non-fiction Literature with the whole class.	Teachers Librarian Principal Instructional Coach	August 2014 - June 2015	Materials for TK-8 Strand	4000-4999: Books And Supplies	LCFF - Targeted	5,500
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by continuing the implementation of Waterford computerized program for K-1 grades and Success Maker for specifically identified students to ensure best practices.	Teachers Computer Site Technician	August 2014-June 2015	Not Applicable			
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by continuing implementation of Accelerated Reader program. Purchase subscription to AR or other Reading Program which must be iPad compatible and contain Spanish Titles for DLI and TBE classes to use.	Teachers Computer Site Technician Principal	August 2014-June 2015	Subscription and Apps for devices to be used for Reading Literacy	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	10,000
			Subscription and Apps for devices to be used for Reading Literacy	5000-5999: Services And Other Operating Expenditures	Title I	2,000

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS and ENRICHMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure opportunity and equal educational access for all students by providing ISP teachers to work with small groups of K-6 students in order to ensure they reach the ELA/ELD standards for their grade level.	Principal	September 2014-June 2015	Not Applicable			
The school will ensure opportunity and equal educational access for all students by increasing teaming as a grade level to differentiate instruction by student need.	Teachers Instructional Coach	September 2014-June 2015	Not Applicable			
The school will ensure opportunity and equal educational access for all students by continuing to follow and improve the Response to Intervention (RTI) Model to monitor student success and provide interventions.	Teachers Instructional Coach	September 2014-June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure opportunity and equal educational access for all students by Conducting Coordinated Services Team and Student Success Team meetings to address the needs of at risk students. Add ELRT process at these meetings in order to specifically meet the needs of EL students at risk.	Teachers School Psychologist Instructional Coach Principal Assistant Principal School Counselor ORC	September 2014-June 2015	Offer Intervention during School Year by subbing out teachers to attend meetings	1000-1999: Certificated Personnel Salaries	Title I	500
The school will ensure opportunity and equal educational access for all students by providing interventions for identified students by the SST, RtI and ELRT process.	Teachers Instructional Coach	September 2014-June 2015	Offer Intervention during School Year	2000-2999: Classified Personnel Salaries	Title III	5,866.24
The school will ensure opportunity and equal educational access for all students by collaborating at Student Monitoring Conferences with teachers two times per year.	Principal Teachers	September 2014-June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure opportunity and equal educational access for all students by the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by providing interventions for identified students by the SST, RTI and ELRT process.	Teachers Instructional Coach ISP	August 2014-June 2015	Offer Intervention during School Year by subbing out teachers	1000-1999: Certificated Personnel Salaries	Title I	1,500
The school will ensure opportunity and equal educational access for all students by subbing out committee members to work on special projects relating to interventions and ELD. September 2014-June 2015	Teachers Principal	September 2014-June 2015	Offer Intervention during School Year	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,500
The school will ensure opportunity and equal educational access for all students by continuing the extended day Kindergarten classes and provide extra support teachers to work with students in ELA/ELD groups.	Teachers Principal	September 2014-June 2015				
The school will ensure opportunity and equal educational access for all students by hiring trained substitutes to assess students in literacy as needed throughout the year.	Principal	September 2014-June 2015	Offer Intervention during School Year by subbing out teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure opportunity and equal educational access for all students by the Instructional Coach (TOSA) providing support to K-6 teachers in instruction using the adopted language arts curriculum and SIOP model.	Teachers Instructional Coach	September 2014-June 2015	Offer Intervention during School Year by subbing out teachers	1000-1999: Certificated Personnel Salaries	Title I	500
			Offer Intervention during School Year	2000-2999: Classified Personnel Salaries	Title III	5,000
The school will ensure opportunity and equal educational access for all students by continuing implementation of Waterford computerized program for K-1 grades and SuccessMaker for specifically identified students to ensure best practices.	Teachers Computer Site Tech	September 2014-June 2015	Subscriptions and Apps for Devices	4000-4999: Books And Supplies	LCFF - Targeted	4,000
				None Specified	District Funded	38,890
The school will ensure opportunity and equal educational access for all students by continuing implementation of Accelerated Reader Program. Purchase additional books for the program.	Teachers Librarian	September 2014-June 2015	Not Applicable	None Specified	District Funded	43,038
The school will ensure opportunity and equal educational access for all students by purchasing supplementary language arts materials such as SIPPS, 6 Minute Solutions, Greek and Latin Roots materials, fluency folders, binders and supplies, supplemental vocabulary materials, Accelerated Reader, etc.	Principal	September 2014-June 2015	Offer Intervention during School Year	4000-4999: Books And Supplies	Title III	1,000
			Offer Intervention during School Year	4000-4999: Books And Supplies	Title I	1,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure opportunity and equal educational access for all students by by fostering a community within the school where authentic Arts Integration is taking place, we can meet and exceed expectations set by Common Core and move into a culture of true inquiry and learning. When studying any piece of art, one must be able to analyze the components that create the whole. Additionally, the ability to synthesize these parts into a whole work is critical to making meaning for each audience member. Common Core Reading and Math Standards have both identified the need for this critical practice, and Arts Integration creates a pathway to providing those opportunities.	Art Teacher Teachers Instructional Coach	September 2014-June 2015	Offer Academic Incentives	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	8,000
			Offer Academic Incentives	4000-4999: Books And Supplies	LCFF - Targeted	3,000
The school will ensure opportunity and equal educational access for all students by providing students with the opportunity for homework support and tutoring via AVID strategies given by the classroom teachers.	Teachers ORC	December 2014 - May 2015	Offer Intervention during School Year	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3,000
The school will ensure opportunity and equal educational access for all students by the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by subbing out committee members to work on special projects relating to interventions and ELD	Teachers	August 2014 - June 2015	Offer intervention during School Year by subbing out teachers	1000-1999: Certificated Personnel Salaries	Title I	500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure opportunity and equal educational access for all students by the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by holding student Monitoring conferences with teachers two times per year.	Teachers Principal Instructional Coach	August 2014 - June 2015	Offer Intervention during School Year by subbing out teachers	1000-1999: Certificated Personnel Salaries	Title I	500
The school will ensure opportunity and equal educational access for all students by the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by continuing to follow and improve the Response to Intervention (RTI) Model to monitor student success and provide interventions.	Principal Teachers Instructional Coach	August 2014 - June 2015	Not Applicable			
The school will ensure opportunity and equal educational access for all students by the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by conducting Coordinated Services Team and Student Success Team meetings to address the needs of at risk students. Add ELRT process at these meetings in order to specifically meet the needs of EL students at risk.	Teachers Instructional Coach Principal Assistant Principal School Counselor ORC	August 2014 - June 2015	Not Applicable			

Strategy #3

STRATEGY:
Pre-School Transition (Elementary Schools)

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by provide Kindergarten Workshops and necessary support materials to parents of incoming kindergarten students.	Teachers	March-June 2015				
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by providing Ready Set Go! Classes for incoming kindergarten students without pre-k experience during the summer.	Teachers	August 2014				
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by providing parent nights for incoming Kindergarten parents to familiarize them with curriculum and ways to assist their children to acclimate to school.	Teachers	August 2014-Jun 2015				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by providing collaboration time between site Kindergarten Teacher and site Pre-school Teachers.	Teachers	August 2014-Jun 2015	Not Applicable			
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by providing time for Pre-School Teachers and Kindergarten Articulation Meetings.	Teachers	November 2014-June 2015	Not Applicable			
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by providing Transitional Kindergarten classes, a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate for children will have his or her fifth birthday between: November 2 and December 2.	Principal Teachers	October 2014- June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by providing Extra Support Teachers and Kindergarten Articulation Meetings	Teachers Principal	November 2014-June 2015	Not Applicable			
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by collaborating between site Kindergarten Teacher and site Extra Support Teachers.	Teachers	August 2014 - June 2015	Not Applicable			
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by providing parent nights for incoming Kindergarten parents to familiarize them with curriculum and ways to assist their children to transition to school.	Teachers	August 2014 - June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by using Ready Set Go! Classes for incoming kindergarten students without pre-k experience during the summer.	Teachers	August 2014 - June 2015	Not Applicable			
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by providing Kindergarten Workshops and necessary support materials to parents of incoming kindergarten students.	Teachers Principal	September 2014 - June 2015	Not Applicable			

Strategy #4

STRATEGY:
6TH TO 7TH GRADE TRANSITION/ 8th GRADE TO HIGH SCHOOL TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for 5th and 6th graders by providing time for vertical meetings between 6th and 7th grade teachers.	Teachers Coach	February 2015-June 2015	Not Applicable			
The school will implement a transition plan for 5th and 6th graders by providing transition presentation to 5th and 6th grade students prior to entry into Middle School.	Principal Teachers	February 2015-June 2015	Not Applicable			
The school will implement a transition plan for 5th and 6th graders by providing Special Education transition meetings with 6th and 7th grade teachers.	Special Education Staff Teachers	February 2015-June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for 5th and 6th graders by the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by collaborating in Special Education IEP transition meetings with 6th and 7th Grade teachers.	Teachers	February 2015-June 2015	Offer Intervention during School Year by subbing out teachers to attend IEP meetings	1000-1999: Certificated Personnel Salaries	Title I	1,500
The school will implement a transition plan for 5th and 6th graders by the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by collaborating in transition presentation to 6th grade students prior to entry into Middle School.	Principal Teachers	February 2015-June 2015	Not Applicable			
The school will implement a transition plan for 5th and 6th graders by the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by collaborating in vertical meetings between 6th and 7th grade teachers.	Teachers	February 2015-June 2015	Not Applicable			

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT **(not less than 10% for school’s Title I budget)

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide Houghton Mifflin grade level specific Professional Development provided by Instructional Coach.	Teachers Coach	October 2014-June 2015	Teachers will be subbed out	1000-1999: Certificated Personnel Salaries	Title I	2,000
The school will provide professional development in technology (Promethean Board, use of data reports for data analysis, and software programs).	Teachers Coach	August 2014 – June 2015	Teacher Professional Development for technology	5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000
The school will provide Language Arts Professional Development and Support for teachers, including conferences.	Teachers Instructional Coach	August 2014 – June 2015	Teacher Professional Development for Language Arts and Technology	5000-5999: Services And Other Operating Expenditures	Title I	1,523
The school will provide training on intervention programs for teachers and support staff.	Teachers Coach Support staff	August 2014 – June 2015	Not Applicable			
The school will provide release time for teachers to observe each other teach; time to meet with coaches to plan; and time to collaborate on special projects.	Teachers Coach	August 2014 – June 2015	Offer Intervention during School Year by subbing out teachers	1000-1999: Certificated Personnel Salaries	Title I	1,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide professional development in data analysis and best practices through New Directions Inc.	Teachers Coach	October SIP day – June 2015				
The school will provide RTI training for staff through Orange County Office of Education.	Principal Teachers	January, May 2015	Not Applicable			
The school will provide staff development in developing professional learning communities through Habits of Mind Training.	Principal Teachers	March 2015	Not Applicable			
The school will provide training in understanding and working with students and adults from different cultural backgrounds and SES.	Principal Teachers	August 2014-June 2015	Not Applicable			
The school will ensure to provide training in the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by providing professional development in data analysis and best practices.	Teachers Instructional Coach Principal	August 2014-June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide professional development by ensuring the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by providing release time for teachers to give the opportunity to observe and identify best practices during colleagues' lessons in order to implement in their own classes. Teachers are given time to meet with coaches to plan and time to collaborate on special projects.	Teachers Principal Instructional Coach	August 2014-June 2015	Offer intervention during School Year by subbing out teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,500
The school will provide professional development by ensuring the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by providing training on intervention programs for teachers and support staff.	Teachers	August 2014-June 2015	Not Applicable			
The school will provide professional development by ensuring the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by providing Language Arts Professional Development and Support for teachers.	Teachers Instructional Coach	August 2014-June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide professional development by ensuring the full implementation of the State approved language arts curriculum and support the Common Core State Standards for Language Arts by providing Professional development in technology (Promethean Board, use of data reports for data analysis, iPad and software programs).	Teachers Instructional Coach	February 2015-June 2015	Not Applicable			

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will coordinate meetings and distribute information to generate parent involvement by hosting Title I semester meetings.	Principal	September 2014 April 2015				
The school will coordinate meetings and distribute information to generate parent involvement by revising and distributing Parent Compact.	Office staff Principal	August 2014-June 2015				
The school will coordinate meetings and distribute information to generate parent involvement by revising and distributing Parent Involvement Policy.	Office staff Principal	August 2014-June 2015				
The school will coordinate meetings and distribute information to generate parent involvement by providing students with academic agendas and folders for the 2013-2014 school year to support home-school communication.	Teachers Principal	September 2014	Material fro TK-8 Strands to work on organization for students and communication with parents	4000-4999: Books And Supplies	LCFF - Targeted	4,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will coordinate meetings and distribute information to generate parent involvement by providing parent education workshops in reading and ELA by grade level.	Teachers Principal	August 2013-June 2014				
The school will coordinate meetings and distribute information to generate parent involvement by providing "Parent Project" and "Triple P" for Parents of students at risk.	ORC Oxnard Police Department Officers	August 2013-June 2014				
The school will coordinate meetings and distribute information to generate parent involvement by reviewing Assessment data at parent conferences.	Teachers	November 2013 March 2014 June 2014	Not Applicable			

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM (After School Education and Safety - ASES)

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will support the district implementation of the ASES grant by providing a teacher liaison to work with after school program and school site.	Principal	August 2014-June 2015	Not Applicable			
The school will support the district implementation of the ASES grant by providing homework support and tutoring via the Oxnard Scholars After School Program.	AS Program staff	August 2014-June 2015	Not Applicable			
The school will support the district implementation of the ASES grant by meeting monthly with ASES Administrator with site Principal to evaluate program and work on correlating the after school program to the regular school day program and services.	Principal ASES administrator	August 2014-June 2015	Not Applicable			
The school will support the district implementation of the ASES grant by ensuring opportunity and equal educational access for all students by providing homework support and tutoring via the After School Program run by the City of Oxnard.	Teachers After School Program	September 2014 - June 2015	Not Applicable			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
<p>A. Kindergarten: All students will count, recognize, represent, name, and order a number of objects (up to 30); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).</p> <p>B. 1st Grade: All students will count, read, and write whole numbers to 100; Count and group objects in ones and tens; Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.</p> <p>C. 2nd – 7th Grades: 80% of students and the significant special population groups in 2nd-6th Grade will score Proficient or Advanced on the Smarter Balanced Assessments, District Benchmark Assessment, and on Report Card.</p> <p>D. 7th grade: 80% of students and significant special population groups in 7th grade will score "proficient" or "advanced" on Report Card.</p> <p>This goal pertains to all students including the following special population groups: English Learners, Migrant Students, Special Education, SED, Foster/Homeless Students and Hispanics.</p>
Data Used to Form this Goal:
(2nd – 6th Grades): Envision math topic tests Envision end of the year tests and teacher benchmark assessments
Findings from the Analysis of this Data:
Review of teacher benchmark assessments

How the School will Evaluate the Progress of this Goal:

Teachers will meet in grade level meetings after each assessment period to analyze data.

RTI

Student Monitoring Conferences

Instructional Classroom Walkthrough Visits

Strategy #1

STRATEGY:
TEACHING AND LEARNING Full Implementation of State Approved Math Curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teaching and Learning Full Implementation of State Approved Math Curriculum and support the Common Core State Standards for mathematics by providing Grade Collaboration Meetings. Providing time, through site approved variance of banking of minutes, for teachers to meet twice monthly for at least one hour to collaborate on the analysis of 6-8 week Scott Foresman math series assessments. Develop and review goals that focus on areas of need. Plan lessons and identify strategic instructional strategies.	Instructional Coach Teachers	August 2014-June 2015	Offer Intervention during School Year	2000-2999: Classified Personnel Salaries	Title III	5,000
			Offer Intervention during School Year by subbing out teachers every trimester in order to asses their own students and then analyze data and plan targeted groups	1000-1999: Certificated Personnel Salaries	Title I	1,000
Teaching and Learning Full Implementation of State Approved Math Curriculum and support the Common Core State Standards for mathematics by continuing full implementation of the Scott Foresman math series with fidelity. Ensure the appropriate time for math instruction at each grade level through monitoring daily classroom schedules and observations.	Teachers Instructional Coach Principal	August 2014-June 2015	Principal and Instructional Coach will conduct classroom walk-throughs			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teaching and Learning Full Implementation of State Approved Math Curriculum and support the Common Core State Standards for mathematics by continuing a master schedule that reflects instructional time for content areas and a universal access time for students not meeting benchmarks taught by ISP's	Teachers Instructional Coach Principal ISP	August 2014-June 2015	Offer Intervention during School Year	1000-1999: Certificated Personnel Salaries	Title I	18,900
Teaching and Learning Full Implementation of State Approved Math Curriculum and support the Common Core State Standards for mathematics by monitoring the use of pacing guides to ensure coverage of standards throughout curriculum.	Teachers Instructional Coach Principal	August 2014-June 2015	Principal and Instructional Coach will conduct classroom walk-throughs			
Teaching and Learning Full Implementation of State Approved Math Curriculum and support the Common Core State Standards for mathematics by following response to intervention model (RTI) to monitor student success and provide interventions.	Teachers	August 2014-June 2015	Principal and Instructional Coach will conduct classroom walk-throughs			
Teaching and Learning Full Implementation of State Approved Math Curriculum and support the Common Core State Standards for mathematics by providing technology as a tool for teachers to deliver core curriculum and CCSS.	Principal Computer Site Tech	August 2014-June 2015	Principal and Instructional Coach will conduct classroom walk-throughs			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teaching and Learning Full Implementation of State Approved Math Curriculum and support the Common Core State Standards for mathematics by recognizing student growth on Smart Balanced Assessments and Teacher benchmark assessments via annual celebration.	Principal Teachers	August 2014-June 2015	Enrichment Activities to encourage academic growth	4000-4999: Books And Supplies	LCFF - Targeted	1,000
Teaching and Learning Full Implementation of State Approved Math Curriculum and support the Common Core State Standards for mathematics by continuing implementation of Accelerated Math Program for identified students.	Teachers Librarian	August 2014-June 2015	Not Applicable			
Teaching and Learning Full Implementation of State Approved Math Curriculum and support the Common Core State Standards for mathematics by continuing use of Smart Balanced Assessment released test questions.	Teachers	August 2014-June 2015	Not Applicable			
Continue to increase the Academic Library for teachers to access and expand reading more Non-fiction Literature with the whole class, which includes Mathematics and Science.	Teachers Principal Instructional Coach Librarian	August 2014 - June 2015	Books and materials for TK-8 Stand	4000-4999: Books And Supplies	LCFF - Targeted	1,500

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS and ENRICHMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure opportunity and educational access for all students by providing ISP teacher to work with small groups of students in order to ensure they reach Math standards for their grade level.	Principal ISP Teachers	August 2014-June 2015	See Goal 1, Strategy 1			
The school will ensure opportunity and educational access for all students by continuing with extended day Kindergarten classes and provide instructional assistant and extra support teacher to work with students in Math groups.	Principal K Teachers	August 2014-June 2015	Not Applicable	None Specified	District Funded	
The school will ensure opportunity and educational access for all students by providing interventions for identified students by the SST and/or ELRT process.	Teachers Coach	August 2014-June 2015	Offer Intervention during School Year	1000-1999: Certified Personnel Salaries	Title I	1,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure opportunity and educational access for all students by holding student Monitoring Conferences with teachers two times per year.	Principal Teachers	August 2014-June 2015				
The school will ensure opportunity and educational access for all students by providing homework support and tutoring via the After School Program run by the City of Oxnard.	AS Program staff	August 2014-June 2015	Not Applicable			
The school will ensure opportunity and educational access for all students by providing training and support from Instructional Coach (TOSA) using the adopted math program.	Coach	August 2014-June 2015	Not Applicable	None Specified	District Funded	
The school will ensure opportunity and educational access for all students by providing students with the opportunity for homework support and tutoring via AVID strategies given by the classroom teachers.	Teacher Instructional Coach	December 2014-2015	Offer Intervention during School Year	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3,000

Strategy #3

STRATEGY:
PRE-SCHOOL TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by providing Kindergarten Workshops and necessary support materials to parents of incoming kindergarten students.	Principal Teachers	March 2014 – June 2015	Not Applicable			

Strategy #4

STRATEGY:
6TH TO 7TH GRADE TRANSITION/ 8th GRADE TO HIGH SCHOOL TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for 5th and 6th graders by providing time for vertical meetings between 6th and 7th grade teachers.	Teachers Coach	June 2015				
The school will implement a transition plan for 5th and 6th graders by providing transition presentation to 6th grade students prior to entry into Middle School.	Principal Teachers	May 2015 - June 2015	Not Applicable			

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide professional development in the area of technology (Promethean Board, use of data reports for data analysis, and software programs).	Principal Computer Site Technician	August 2014 – June 2015	Not Applicable			
The school will provide professional development by planning release time for teachers to observe each other teach; time to meet with coaches to plan; and time to collaborate on special projects.	Principal Teachers Instructional Coach	August 2014 – June 2015	See Goal 1, Strategy 5			
The school will provide professional development in the area of Mathematics and Science Professional Development and Support for teachers, including conferences.	Principal Teachers Instructional Coach	August 2014 – June 2015	Teacher Professional Development for Math and Technology	5000-5999: Services And Other Operating Expenditures	Title I	1,000

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will coordinate meetings and distribute information to generate parent involvement by hosting Title I semester meetings.	Principal	September 2014 April 2015				
The school will coordinate meetings and distribute information to generate parent involvement by revising and distribute Parent Compact.	Principal Office Staff	August 2014-June 2015	Not Applicable			
The school will coordinate meetings and distribute information to generate parent involvement by writing and distributing Parent Involvement Policy.	Principal Office Staff	August 2014-June 2015	Not Applicable			
The school will coordinate meetings and distribute information to generate parent involvement by providing parent nights for incoming Kindergarten parents to familiarize them with curriculum and ways to assist their children to acclimate to school.	Teachers	August 2014-June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will coordinate meetings and distribute information to generate parent involvement by providing parent education workshops in Mathematics.	Teachers	August 2014-June 2015	Not Applicable			
The school will coordinate meetings and distribute information to generate parent involvement by providing "Parent Project" for Parents of students at risk.	Outreach Specialist	August 2014-June 2015	Not Applicable			
The school will coordinate meetings and distribute information to generate parent involvement by reviewing Assessment data at parent conferences.	Teachers	November 2014 March 2015 June 2015				
The school will coordinate meetings and distribute information to generate parent involvement by providing students with academic agendas and folders for the 2012-2013 school year to support home-school communication.	Teachers Principal	August 2013-June 2014	See Goal 1, Strategy 6			

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will support the district implementation of the ASES grant by providing a teacher liaison to work with after school program and school site.	Principal	August 2014-May 2015	Not Applicable			
The school will support the district implementation of the ASES grant by providing homework support and tutoring via the Oxnard Scholars After School Program.	After School Program Principal	September 2014-May 2015	Not Applicable			
The school will support the district implementation of the ASES grant by providing time for ASES Administrator to meet monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day program and services.	Principal ASES administrator	September 2014-May 2015	Not Applicable			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #3:

A. AMAO #1: 57.5% of all English Learners will advance one level on the CELDT

B. AMAO #2:

1. 21.4% of students who have been here less than 5 years will attain an Early Advanced or Advanced level on the CELDT
2. 47% of students who have been here more than 5 years will attain an Early Advanced or Advanced level on the CELDT

C. AMAO #3:

1. 80% of EL students and the significant sub-groups in 2nd-6th Grade will score Proficient or Advanced on the Smarter Balanced Assessments, District Benchmark Assessment, and on Report Card.
2. 80% of EL students and the significant sub-groups in 2nd-6th Grade will score Proficient or Advanced on the Smarter Balanced Assessments, District Benchmark Assessment, and on Report Card.

Data Used to Form this Goal:

CELDT 2011-2012
OSD Report Card
(2nd – 6th Grades)

Findings from the Analysis of this Data:

Kindergarten: 79% are at/above the expected ELD level (B)
1st grade: 25% are at/above the expected ELD level (EI)
2nd grade: 38% are at/above the expected ELD level (I)
3rd grade: 6% are at/above the expected ELD level (EA)
4th grade: 0% are at/above the expected ELD level (A)
5th grade: 0% are at/above the expected ELD level (A)
6th grade: 0% are at/above the expected ELD level (A)

How the School will Evaluate the Progress of this Goal:

Teachers will meet in grade level meetings after each assessment period to analyze data.
RTI
Student Monitoring Conferences
Instructional Classroom Walkthrough Visits

Strategy #1

STRATEGY:
Teaching and Learning: Full Implementation of State approved English Learner Development curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure the full implementation of the State approved English Language Development curriculum and support the Common Core State Standards for English Learners by implementing the District Master Plan for English Learners.	Teachers Principal	August 2014- June 2015	Not Applicable			
The school will ensure the full implementation of the State approved English Language Development curriculum and support the Common Core State Standards for English Learners by providing time, through site approved banking of minutes, for teachers to meet twice monthly for at least one hour to collaborate on the analysis of assessments of ELD standards, develop and review goals that focus on areas of need, plan lessons and identify strategic instructional strategies.	Teachers Instructional Coach	August 2014- June 2015				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure the full implementation of the State approved English Language Development curriculum and support the Common Core State Standards for English Learners by continuing to refine implementation of ELD state standards through full implementation of Avenues. Ensure the appropriate time for ELD instruction and student support at each grade level through monitoring daily classroom schedules and observations.	Teachers Instructional Coach Principal	August 2014- June 2015				
The school will ensure the full implementation of the State approved English Language Development curriculum and support the Common Core State Standards for English Learners by teaming as a grade level to differentiate instruction by student need and EL level.	Teachers Instructional Coach	August 2014- June 2015	Offer Intervention during School Year	1000-1999: Certificated Personnel Salaries	Title I	18,900

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure the full implementation of the State approved English Language Development curriculum and support the Common Core State Standards for English Learners by administering ELD Benchmark assessments and enter into data system as directed by pacing guides. December 2014- June 2015	Teachers	December 2014- June 2015	Not Applicable			
The school will ensure the full implementation of the State approved English Language Development curriculum and support the Common Core State Standards for English Learners by implementing SLOP Strategies and write Content and Language Objectives for all lessons.	Teachers	August 2014- June 2015	Not Applicable			
The school will ensure the full implementation of the State approved English Language Development curriculum and support the Common Core State Standards for English Learners by guiding teachers to create individual ELD goals and monitor progress. August 2012- June 2013	Instructional Coach Principal	August 2014- June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure the full implementation of the State approved English Language Development curriculum and support the Common Core State Standards for English Learners by recognizing student growth on CELDT via annual assembly and medal presentation.	Principal Teachers	August 2014- June 2015	Academic Incentives	4000-4999: Books And Supplies	LCFF - Targeted	3,000
The school will ensure the full implementation of the State approved English Language Development curriculum and support the Common Core State Standards for English Learners by hold ELRT meetings to monitor catch-up plans for all 3rd – 6th grade ELL students identified as at risk by the ELS department /school.	Principal Instructional Coach Teachers	September 2014- June 2015	Offer Intervention during School Year	1000-1999: Certificated Personnel Salaries	Title I	1,000

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS and ENRICHMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure opportunity and educational access for all students by implementing before and after school tutoring for targeted students: Students with catch – up plan from ELRT process.	Principal Teachers	October 2014- June 2015	Not Applicable			
The school will ensure opportunity and educational access for all students by providing ISP teacher to work with small groups of English Learners in order to ensure they reach the ELA/ELD standards.	Principal	October 2014- June 2015	Not Applicable			
The school will ensure opportunity and educational access for all students by continuing extended day Kindergarten classes and provide instructional assistant and extra support teacher to work with students in ELA / ELD groups.	Teachers Principal	October 2014- June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will ensure opportunity and educational access for all students by the full implementation of the State approved English Language Development curriculum and support the Common Core State Standards for English Learners by providing student the opportunities to increase their knowledge of the community and world around them in order to expand their interest for career and college readiness.	Principal ORC School Counselor Teachers	August 2014 - June 2015	Academic Incentives and Positive Student Behavior Program	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	10,000
The school will ensure opportunity and educational access for all students by students with the opportunity for homework support and tutoring via AVID strategies given by the classroom teachers.	Teachers Instructional Coach	August 2014 - June 2015	Offer Intervention during School Year and Increase Foster Youth Students attaining grade level academics	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3,000

Strategy #3

STRATEGY:
PRE-SCHOOL TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by providing Kindergarten Workshops and necessary support materials to parents of incoming kindergarten students.	Teachers Principal	March – Sept. 2015	Not Applicable			

Strategy #4

STRATEGY:
6TH TO 7TH GRADE TRANSITION/ 8th GRADE TO HIGH SCHOOL TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for 5th and 6th graders by providing time for vertical meetings between 6th and 7th grade teachers. October 2012 – June 2013	Teachers Coach	September 2014 – May 2015	Not Applicable			
The school will implement a transition plan for 5th and 6th graders by providing transition presentation to 6th grade students prior to entry into Middle School. March 2015 – June 2015	Teachers	September 2014 – May 2015	Not Applicable			

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide professional development by providing release time for teachers to observe each other and meet with TOSA Coach on SIOP strategies. September 2012- June 2013	Principal Coach Teachers	September 2014 – May 2015	Professional Development and Materials for TK-8 Strand	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	2,000
The school will provide professional development by providing release time for teachers to work with TOSA Coach to improve instruction in ELD. September 2012-June 2013	Principal Coach Teachers	September 2014 – May 2015	Teacher Professional Development for TK-8 ELD instruction	5000-5999: Services And Other Operating Expenditures	Title I	1,000

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will coordinate meetings and distribute information to generate parent involvement by providing staff support to translate and communicate with parents / family members of ELL students. August 2014 – June 2015	Staff	September 2014 – May 2015	Solicit Parent and Community Involvement and Support of School providing translation	2000-2999: Classified Personnel Salaries	Title III	2,000
The school will coordinate meetings and distribute information to generate parent involvement by informing parents at ELAC and SSC meeting of needed growth in English Language Development as measured by CELDT exam. August 2013 – June 2014	Principal	September 2014 – May 2015	Not Applicable			
The school will coordinate meetings and distribute information to generate parent involvement by organizing meetings in both the morning and the afternoon hours in order to accommodate parent work schedules. The school will provide material in both language English and Spanish in order to communicate in a language understood by families, along with provide verbal translation in English, Spanish and Mixteco.	Teachers Principal Assistant Principal School Counselor	August 2014 - June 2015	Solicit Parent and Community Involvement and Support of School by providing translation and childcare	2000-2999: Classified Personnel Salaries	Title III	2,000
			Solicit Parent and Community Involvement and Support of School by ORC	2000-2999: Classified Personnel Salaries	LCFF - Targeted	900
			School Counselor	None Specified	District Funded	104,391

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will support the district implementation of the ASES grant by providing Teacher Liaison to work with after school program and school site.	Principal	September 2014 – May 2015	Not Applicable			
The school will support the district implementation of the ASES grant by providing ASES Administrator meetings monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day program and services.	Principal ASES administrator	September 2014 – May 2015	Not Applicable			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety and Social Emotional
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #4:
<p>A. Positive Behavior Intervention Plan:</p> <ol style="list-style-type: none">a. Students will attend school every day on time for 170 out of 175 days by the end of 2015.b. Student number of suspensions will be reduced by 10% from 2013-2014. <p>B. Emergency Preparedness:</p> <ol style="list-style-type: none">a. All staff will be trained in emergency preparedness.b. All school site members will participate in monthly emergency drills. <p>This goal pertains to all students including the following special population groups: English Learners, Migrant Students, Special Education, SED, Foster/Homeless Students, and Hispanics.</p>
Data Used to Form this Goal:
Number of suspensions compiled by Attendance Technician Q behavior and attendance data Review of School Safety Plan
Findings from the Analysis of this Data:
Suspension data 2013 – 2014 Attendance data 2013 – 2014 Review of School Safety Plan.

How the School will Evaluate the Progress of this Goal:

RTI
Student Monitoring Conferences
Student Assemblies and Presentations
Enrichment Field Trips
COST meeting
SST meetings
PBIS plan development
Counseling student groups targeting specific socio-emotional needs
Staff meetings
Meetings with ORC and School Counselor
Safety/Disaster Committee meetings
Review of Safety Drill Reports

Strategy #1

STRATEGY:
SUPPORT to the CORE CURRICULUM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In order to support the Core Academics of students the school will provide support for parents, staff and students in the areas of attendance and resiliency by an Outreach Specialist.	ORC	August 2014 – June 2015		None Specified	District Funded	67,000
In order to support the Core Academics of students the school will implement perfect attendance incentives program.	Principal Office Staff ORC	August 2014 – June 2015	Not Applicable			
In order to support the Core Academics of students the school will hold regular social skills and discipline assemblies (2X a year)	Principal ORC	August 2014 – June 2015	Not Applicable			
In order to support the Core Academics of students the school will provide drug, alcohol, and tobacco prevention education. (e.g. Red Ribbon Week, Tobacco Bus)	Principal ORC	August 2014 – June 2015	Not Applicable			
In order to support the Core Academics of students the school will continue implementation of Lesson One social skills program school wide.	Teachers Coach Principal Office Staff	August 2014 – June 2015	Not Applicable			
In order to support the Core Academics of students the school will implement monthly classroom visits by the principal to address social skills.	Principal	August 2014 – June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In order to support the Core Academics of students the school will review and update Comprehensive School Site Plan and implement Minnesota Smoking Prevention Program in 6th grade and Project Alert in 7th grade.	Principal ORC	September 2014 – June 2015	Not Applicable			
In order to support the Core Academics of students the school will provide student the opportunities to increase their knowledge of the community and world around them in order to expand their interest for career and college readiness.	Principal ORC School Counselor Assistant Principal Teachers	September 2014-June 2015	Enrichment Activities and Positive Student Behavior Program	5700-5799: Transfers Of Direct Costs	Title I	3,000
In order to support the Core Academics of students the school will provide specific interventions in meeting with parents when concerned with absences and tardies. Students will also receive incentives for good and perfect attendance by receiving awards, prizes and end of year field trip.	Teachers ORC Principal School Counselor	August 2014 - June 2015	Attendance Incentives	4000-4999: Books And Supplies	LCFF - Targeted	3,000

Strategy #2

STRATEGY:
SPECIFIC INTERVENTIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide social/emotional support for students, parents and staff by Ventura Co. Social Worker, and ORC.	Social Worker ORC School Counselor	August 2014 – June 2015	Not Applicable			
The school will hold regular Coordinated Service Team (COST) and Student Success Team (SST) meetings for at risk students.	Teachers Instructional Coach Principal ORC	August 2014 – June 2015	Not Applicable			

Strategy #3

STRATEGY:
PRE-SCHOOL TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by providing Kindergarten Workshops, necessary support materials, and daycare to parents of incoming kindergarten students.	Teachers Principal	March 2015 – June 2015	See Goal 3, Strategy 6			

Strategy #4

STRATEGY:
6TH TO 7TH GRADE TRANSITION/ 8th GRADE TO HIGHSCHOOL TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for 5th and 6th graders by providing vertical meetings between 6th and 7th grade teachers.	Teachers	June 2015	Not Applicable			
The school will implement a transition plan for 5th and 6th graders by providing transition presentation to 6th grade students prior to entry into Junior High School.	Teachers Principal	May 2015-June 2015	Not Applicable			

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide the opportunity to administer needs assessment of staff for professional development.	Principal Coach	August 2014 – June 2015	Not Applicable			
The school will provide professional development by continuing training playground supervisors in effective ways to support and discipline students and train staff on emergency training procedures.	Principal	August 2014 – June 2015	Not Applicable			

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will coordinate meetings and distribute information to generate parent involvement by administering annual parents needs survey.	Principal Office staff ORC	August 2014 – June 2015	Not Applicable			
The school will coordinate meetings and distribute information to generate parent involvement by holding parent meetings for habitually tardy and absent students.	Principal ORC	August 2014 – June 2015	Not Applicable			
The school will coordinate meetings and distribute information to generate parent involvement by setting personal attendance goals with at risk students and their parents.	Teachers ORC	August 2014 – June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will coordinate meetings and distribute information to generate parent involvement by providing training for parents using Parent Project and other Agency programs available throughout the community.	Principal ORC Support Staff	August 2014 – June 2015	Solicit Parent and Community for Student Support by providing daycare for parents	2000-2999: Classified Personnel Salaries	LCFF - Targeted	3,000
The school will coordinate meetings and distribute information to generate parent involvement by inviting parents to awards assemblies, community service projects, field trips, etc. to increase parent involvement.	ORC Office Staff Principal Assistant Principal Counselor	August 2014 – June 2015	Solicit Parent and Community for participation and support with students.	4000-4999: Books And Supplies	LCFF - Targeted	2,000
				None Specified	District Funded	12,930

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will support the district implementation of the ASES grant by providing teacher liaison to work with after school program and school site.	Principal	August 2014-June 2015	Not Applicable			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOALS:
1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14. 2. 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. 3. By 2005-06, all students will be taught by highly qualified teachers. 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning. 5. All students will graduate from high school
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4

STRATEGY:
6TH TO 7TH GRADE TRANSITION/ 8th GRADE TO HIGHSCHOOL TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT **(not less than 10% for school's Title I budget)

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #7

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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.

SUBJECT: Centralized Services for Planned Improvements in Student Performance

SCHOOL GOAL #1:

Goal #1: Language Arts

- A. Kindergarten: All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.
 - B. 1st Grade: All students will exit 1st grade at benchmark on Nonsense Word Fluency and Oral Reading Fluency.
 - C. 2nd – 6th Grades: 80 % of students and the significant sub-groups in 2nd-6th Grade will score “proficient” or “advanced” on the Smarter Balanced Assessments.
- This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.

Goal#2: Mathematics

- A. Kindergarten: All students will count, recognize, represent, name, and order a number of objects (up to 30); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
 - B. 1st Grade: All students will count, read, and write whole numbers to 100; Count and group objects in ones and tens; Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
 - C. 2nd – 6th Grades: 89.5%of students and the significant sub-groups in 2nd-6th Grade will score “proficient” or “advanced” on the 2011 STAR in Math.
 - D. The percent of students scoring below proficiency on the previous year’s CST will reduce by 10%, as these students will move towards Proficient or Advanced.
- This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanics.

Goal #3: English Learners:

- A. AMAO #1: 57.5% of all English Learners will advance one level on the CELDT
- B. AMAO #2:
 - 1. 21.4% of students who have been here less than 5 years will attain an Early Advanced or Advanced level on the CELDT
 - 2. 47% of students who have been here more than 5 years will attain an Early Advanced or Advanced level on the CELDT
- C. AMAO #3:
 - 1. 89.2% of EL students and the significant sub-groups in 2nd-6th Grade will score “proficient” or “advanced” on the 2011 STAR in Math.
 - 2. 89.5% of EL students and the significant sub-groups in 2nd-6th Grade will score “proficient” or “advanced” on the 2011 STAR in Language Arts.

Goal #4: Safety:

- A. Positive Behavior Plan:
 - a. Students will attend school every day on time for 170 out of 175 days by the end of 2013.
 - b. Student number of suspensions will be reduced by 25% from 49 suspensions in 2011-2012.
 - B. Emergency Preparedness:
 - a. All staff will be trained in emergency preparedness.
- This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanics.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA)	August 2013 – June 2014	Coach	1000-1999: Certificated Personnel Salaries	Title I	30840
		Coach	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	71960
Library Technician	August 2013 – June 2014	Library	2000-2999: Classified Personnel Salaries	Title I	13304
		Library	2000-2999: Classified Personnel Salaries	Economic Impact Aid	13304
Computer Lab Tech	August 2013 – June 2014	Site Lab Tech	2000-2999: Classified Personnel Salaries	Title I	15036
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Economic Impact Aid	15036
		Site Lab Tech	2000-2999: Classified Personnel Salaries	General Fund	18043
Outreach Consultant	August 2013 – June 2014	Outreach	2000-2999: Classified Personnel Salaries	General Fund	19476
Maintenance Agreement for Copy Machine(s)	August 2013 – June 2014	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	General Fund	12930
Maintenance Agreement for Successmaker	August 2013 – June 2014	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	General Fund	2810
Maintenance Agreement for Waterford	August 2013 – June 2014				
Professional Development for L.A.	August 2012 – June 2013				
Professional Development for ELD	August 2013 – June 2014	Professional Development	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	33765
Migrant Education	August 2012 – June 2013				

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	District Funded	379,642.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	14,000.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	3,900.00
4000-4999: Books And Supplies	LCFF - Targeted	31,592.00
5000-5999: Services And Other Operating	LCFF - Targeted	10,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	10,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	68,700.00
4000-4999: Books And Supplies	Title I	1,000.00
5000-5999: Services And Other Operating	Title I	5,523.00
5700-5799: Transfers Of Direct Costs	Title I	3,000.00
5800: Professional/Consulting Services And	Title I	2,000.00
2000-2999: Classified Personnel Salaries	Title III	29,866.24
4000-4999: Books And Supplies	Title III	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	379,642.00
LCFF - Targeted	79,492.00
Title I	80,223.00
Title III	30,866.24

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Full implementation of the Response to Intervention (RTI) model, including the use of ISP teachers for interventions

Provide full time Outreach Specialist (ORC)

Provide support for English Learners.

Identify the major expenditures supporting these priorities.

LCFF

Title I

Title III

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Grade level collaboration meetings and teaming

Full implementation of HMR/Lectura reading program and UA time

Monitor implementation of adopted materials

Provide release time for teachers to work on cultural diversity, CCSS, PBS, peer observation, data analysis and Technology exploration and implementation.

Provide ISP teachers to work with small groups

Provide academic agendas and student data portfolios

Provide after school program, including tutoring

Provide extended day kindergarten classes

Provide TK classes

PD in DLI, data analysis and technology

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Fieldtrip in recognition of student growth on CST

Vertical meetings with 6th and 7th grade teachers

RTI training through the Orange County Office of Education

PD in Habits of Mind - developing professional communities

PD in cultural awareness

Recognize student growth on CELDT

What specific actions related to those strategies were eliminated or modified during the year?

An ice cream celebration took place in place of the field trip due to lack of funds

PD was modified to address the shift to Common Core curriculum, training provided by VCOE

Identify barriers to full or timely implementation of the strategies identified above.

The shift to Common Core and lack of funds and/or time were the main barriers to the implementation of the strategies identified above. In addition, the addition of Middle school and Dual Immersion programs for the 2014-15 school year has created a need for a shift in focus, implementation, funds and professional development.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

The professional development focus changed to reflect the move to Common Core Standards

An ice cream celebration took place in place of the field trip

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

The student performance data shows that English Learners continue to be the group with the least growth as measured by CELDT.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Monitoring of student progress and implementation of adopted materials by the principal, coach and support staff has been critical in improving student achievement. The use of ISP teachers for interventions and consistency in the use of intervention materials, such as the Six Minute Solutions and SIPPS have also contributed to student improvement as measured by the DIBELS assessments.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Due to the large number of students per classroom and lack of funding for extra support staff, the intervention and UA groups are larger than recommended.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications:
Strategic teaming and grouping to address group size.

Involvement/Governance

How was the SSC involved in development of the plan?

The SSC participated in discussions during SSC meetings and teacher training meetings.

How were advisory committees involved in providing advice to the SSC?

Representatives from ELAC and PTA participated in the SSC meetings. Reports were also given to these groups at their respective meetings.

How was the plan monitored during the school year?

The SSC received updated reports throughout the year.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

The SPSA plan needs to be presented in a summary form to all stakeholders, whenever changes are made and when data is collected and analyzed from planned activities to monitor outcomes.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

School Goal #4 Student attendance and emergency preparedness.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Goals #1, 2, 3 and suspensions in Goal #4

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Fieldtrip in recognition of student growth on CST

Vertical meetings with 6th and 7th grade teachers

RTI training through the Orange County Office of Education

PD in Habits of Mind - developing professional communities

PD in cultural awareness

Recognize student growth on CELDT

Based on this information, what might be some recommendations for future steps to meet this goal?

Continue to revise and improve the RTI model; shift professional development to address the Common Core; shift focus and classroom strategies to prioritize ELD and Access to the Core for English Learners.

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
Maria Flores	[]	[]	[]	[X]	[]
Margie Llanes	[]	[]	[X]	[]	[]
Eustolia Cahue-Martinez	[]	[X]	[]	[X]	[]
Elsa Zavala	[]	[]	[]	[X]	[]
Elizabeth Palacios	[]	[]	[]	[X]	[]
Annilu Nunez	[]	[]	[X]	[X]	[]
Javier Herrera	[]	[X]	[]	[]	[]
Camila Gomez	[]	[]	[]	[X]	[]
Teresa Salazar	[]	[]	[]	[X]	[]
Brasilia Perez	[X]	[]	[]	[]	[]
Numbers of members of each category:	1	2	2	6	

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

English Learner Advisory Committee

Elsa Zavala

Special Education Advisory Committee

Mauricio Haro

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Maria Flores

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 12/17/2014.

Attested:

Brasilia Perez

Typed Name of School Principal

Brasilia Perez

Signature of School Principal

12-17-14

Date

Mrs. Teresa Salazar

Typed Name of SSC Chairperson

Mrs. Teresa Salazar

Signature of SSC Chairperson

12-17-14

Date

Parent Involvement Policy

Normas de Política Acerca de la Participación de los Padres en la Escuela

Escuela Chávez K-8

* * * * *

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos;
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos;
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos;

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de política acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el Manual para padres de familia y alumnos, el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Manual para padres de familia y alumnos y las normas de política con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Manual para padres de familia y alumnos con sus estudiantes, firmar y devolver el acuse de recibo. (Se anexa un ejemplo en el folleto.)
- ✓ La escuela **Chávez** notifica a los padres sobre las normas de política acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La escuela **Chávez** verificará que las normas de política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique cómo).
- ✓ La escuela **Chávez** periódicamente actualizará las normas de política acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.

- ✓ La escuela **Chávez** ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de política acerca de la participación de los padres en la educación formal de sus hijos.

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela **Chávez** convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Acerca del transporte escolar, cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito),
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela **Chávez** debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de política acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

La carpeta de recursos para los padres de familia y la comunidad debe incluir:

- **Normas de política acerca de la participación escolar,**
- **Calendario escolar y calendario de reuniones,**
- **Manual para padres de familia y alumnos,**
- **Solicitud para registrarse como voluntario e información,**
- **Información sobre las evaluaciones académicas,**
- **Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido.**
- ✓ **El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del aula y los recursos para padres.**
- ✓ **Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.**
- ✓ **Los boletines mensuales del director proveerán información y las sugerencias presentadas por parte de los padres.**

Comunicaciones con los padres se hacen con la pagina web de Chávez, Twitter, Facebook, llamadas de Connect Ed, carta de noticias de la directora, folletos de mensajes, caja de mensajes de la directora en la oficina.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad.

A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de política acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ **Proyecto de Padres**
- ✓ **Presentación de iPads**
- ✓ **Presentaciones con temas sugeridas por los padres**
- ✓ **Presentaciones concentradas en aprendizaje de los estudiantes**
- ✓ **Eventos de lectura**
- ✓ **Noches de reunir a las familias**

School Parental Involvement Policy **Chavez K-8 School**

* * * * *

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -

- ✓ that parents play an integral role in assisting their child's learning;
- ✓ that parents are encouraged to be actively involved in their child's education at school;
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the Parent/Student Handbook, which is distributed annually at the beginning of the school year. Teachers review the Parent/Student Handbook and policies with the students at the beginning of the year. Parents are asked to read and discuss the Parent/Student Handbook with their students and sign and return an acknowledgment form.
- ✓ Chavez School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Chavez School will make the School Parental Involvement Policy available to the local community via school website.
- ✓ Chavez School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Chavez School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Chavez School convenes an annual and regular meeting to inform parents of the following (transportation, babysitting, flexible meeting names will be addressed):

- ✓ That their child's school participates in Title I,

- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's district-wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Chavez School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site, Instagram Page and Twitter page provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters provide information and parent feedback.
- ✓ A Parent suggestion box is available in the front office.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

Parent communications via webpage, Twitter, Facebook, Connect Ed phone notification calls, Principal newsletters, emails, Principal's office mailbox and parent information flyers.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. Teachers, parents and administrators developed the compact. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Project
- ✓ iPad parent meeting
- ✓ Parent meetings with specific parent interest topics

- ✓ Parent meetings with specific student learning centered topics
- ✓ Reading events
- ✓ Family gathering nights

The Single Plan for Student Achievement

School: Curren School
CDS Code: 56725386055263
District: Oxnard School District
Principal: Kelly Castillo
Revision Date: January 26, 2015

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:

Contact Person: Kelly Castillo
Position: Principal
Phone Number: 805.385.1527
Address: 1101 North F St.
Oxnard, CA 93030-4003
E-mail Address: kcastillo@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Curren School's Vision and Mission Statements

Curren School Mission is to educate all students in order for them to achieve academic success, become lifelong learners, and productive members of society. Curren School Vision is to establish and maintain a safe, supportive environment where children achieve their full potential, through a collective effort that includes staff, parents, students, and the community. Staff members at Curren School commit to the following:

- Educate with intensity, a positive attitude, and enthusiasm with respect for students, parents, each other, and self
- Set data driven goals with high expectations for all
- Communicate and collaborate as a member of a team, being open to new ideas and reflecting on our practices
- Ensure all students have access to the curriculum
- Ensure that all students achieve grade level standards
- Maintain a balanced lifestyle
- Create an environmentally responsible campus

School Profile

With our Mission, Vision, and Commitments in mind, we at Curren Elementary School consistently and diligently work to improve upon our successful gains in student achievement. Hard work and dedication to our goals resulted in Curren School exiting Program Improvement status in 2007. Although our students continued to make gains, those gains were not able to keep pace with the percentage cut points of NCLB and our school re-entered Program Improvement in 2009. We made safe harbor in 2010. Although our test scores continue to rise we were not able stay ahead of the curve and have re-entered Program Improvement.

We continue to examine the areas of teaching and learning, interventions, in-coming Kindergarten transitions, 6th to 7th grade transition, professional development, parent involvement, and after school program. We critically examine and determine what actions empower our students to achieve and which areas need further development in order to enable more students to achieve greater success.

The majority of focus behind our success at Curren School has been in the area of teaching and learning. We are in a transitional period as we explore the new CCSS and an emphasis on technology through the 1:1 ipad implementation. We continue to use reading/language arts curriculum and Scott Foresman Mathematics for mathematics curriculum in addition to implementing the engageNY ELA framework and the Envisions Math transition plan. The staff is in the process of exploring the CCSS and is focused on implementing higher level thinking and learning. The principal is monitoring quality content area instruction through classroom visitations and student monitoring conferences with individual teachers once each trimester.

Curren School has become proficient at using data on many levels to help guide our teaching and learning. Through a site variance, we continue to bank minutes to provide regularly scheduled facilitated grade level meetings to collaborate on the analysis of Houghton Mifflin language arts, Scott Foresman mathematics, and English Language Development (ELD) as well as data from DIBELS, Essential Literacy Skills Benchmark for grades K-1. Teachers share grade level data to plan lessons, identify strategic instructional strategies, and target students needing intervention. Data analysis allows teachers, parents, and students to monitor progress toward academic goals, determine which strategies and interventions are working, identify which students need before or after school tutoring, and target specific needs of individual students to maximize their potential achievement. Planning for intervention is driven by data analysis which targets individual students who need to have focused instruction in targeted areas to increase their academic achievement.

Additional support in the area of teaching and learning contribute to our growth in student achievement. School wide use of the Accelerated Reader program assists in expanding student vocabulary and comprehension skills in reading/language arts. The EXCEL math program used in Kindergarten through 6th grade provides additional practice of math skills that are necessary for standards mastery. Implementation of the Waterford program in Kindergarten supports early reading skills that will enable students to enter 1st grade on or above grade level. We also use Waterford as an interventional support for some 1st through 3rd grade students. Intervention Support Providers (ISP), servicing all grades, allow teachers to further target specific students and provide intervention at LEAD time during school day as a follow-up to classroom instruction.

The acquisition of academic English language skills continues to be an important goal for Curren School students, especially for our English Language Learners (ELL). To help build this strong academic base, we begin Scott Foresman Mathematics instruction in English in Kindergarten with Spanish support. We continue to build upon this fundamental instruction through the 6th grade. Students coming from the Houghton Mifflin Lectura Spanish reading series transition to instruction in English language arts gradually from first through third grade, which provides them maximum instructional opportunities to become proficient in English while still in the 20 to 1 ratio of a QEIA primary grade setting. English Language Development (ELD) instruction is a top priority in all grade levels. The entire Curren School staff models English across the school setting to provide practical use and practice opportunities for ELL students. To refine implementation of the ELD standards, Curren staff uses collaboration meetings to review and plan ELD lessons. The scheduling of ELD teaming to implement a transition plan, which includes the development of academic vocabulary and English language skills for all ELL students, assists in their transition to English.

Curren School staff consists of 39 highly qualified staff according to the guidelines of No Child Left Behind (NCLB). A thorough examination of our goals at Curren School has led to highly focused and motivated professional development of our staff. SB472 training in the areas of reading/language arts and mathematics has further empowered our staff to become as precise and effective as possible when teaching students in these targeted goal areas. This year our emphasis is on training teachers in the SIOP strategies and supporting the implementation of the SIOP model across the school. A majority of Curren staff have completed SIOP training. Only new faculty is untrained. The school principal completed both AB466 training as well as AB75 training and SIOP strategies in order to support the staff in full implementation of core curriculum. The staff also regularly participates in additional high quality, district approved training in reading/language arts, mathematics, or ELD through staff development offered at the district office or elsewhere in the county. Furthermore, Curren School continues to have an on-site Instructional Coach to support K-6 teachers and students in those core content areas. Curren will continue staff development on how to transition ELL students to English, including the development of academic vocabulary and language skills.

Curren is committed to providing appropriate interventions for all students. The Response to Intervention (RTI) model at Curren now practices LEAD (Leveled Education for Academic Differentiation). This process involves grade level teaming where all students from one grade level are directed to intervention groups based on their areas of need for support and advancement. Intervention group size is reduced and the levels of differentiation is increased by adding support from ISP teachers. Curren conducts regular Coordinated Services Team (COST) and Student Success Team (SST) meetings with a panel of staff members to address the needs of at risk students. We have hired an additional school counselor to support the social and emotional needs of our students and their families.

Parent involvement is a key element for the continued academic success at Curren School. Teachers regularly communicate with parents by phone, written notes, and with involvement at the school site. At the beginning, and throughout the school year, parents are welcomed to Curren School through a variety of general parent meetings, monthly principal morning chats, parent nights, and individual classroom parent meetings/programs. Teachers use standards based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Curren staff also presents parent education nights in the content areas of reading, language arts, and mathematics to help parents support their students' success in these key academic areas. Our new school counselor and Out Reach Consultant (ORC) will provide parenting classes using the Triple P and Parent Project curriculum this year. Parenting classes are offered in English and in Spanish to further encourage parents' participation and to support positive interaction with their children. Curren School created a Kindergarten Readiness DVD, which is presented along with supporting materials to the parents of all incoming Kindergarten students at Get Ready for Kindergarten Parent Night. These materials continue to support the students in Kindergarten throughout the year and are also given to new students and their families as they enroll later in the year. In addition, we provide transition workshops for parents of incoming Kindergarten students before the start of school year. Curren School also supports the transition of our 6th grade students to Junior High School by holding vertical meetings between the 6th and 7th grade teachers three times during the year. Transition presentations are provided for 6th grade students and their parents before their entry into Junior High School.

Through constant reevaluation of the mission, vision, and commitment and a critical analysis of our best practices and changing needs, Curren School dedicates ourselves to providing the best start in a journey of life long learning for all of our students, families, and communities.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	521	547		16	15		5	8		5	3	
Growth API	766	752		726	790							
Base API	756	766		875	719							
Target	5	5										
Growth	10	-14										
Met Target	Yes	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	493	514		400	429		494	509		49	57	
Growth API	766	750		765	750		763	750		600	586	
Base API	752	767		749	765		755	763		532	597	
Target	5	5		5	5		5	5				
Growth	14	-17		16	-15		8	-13				
Met Target	Yes	No		Yes	No		Yes	No				

Conclusions based on this data:

1. All groups and subgroups dropped by 5-15 points.
2. The move away from a focus on discreet skills and test prep did result in a drop on standardized tests, but as a school community we feel it does not represent a drop in student learning.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	202	222		3	7		--			--		
Percent At or Above Proficient	38.8	40.6		18.8	46.7		--	--		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	100	
Number At or Above Proficient	193	204		155	165		187	197		13	12	
Percent At or Above Proficient	39.2	39.7		38.8	38.5		37.9	38.7		27.1	21.1	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. All students went up by 2 percent. Additionally, white students increased by 27%. SED students increased by 1%
2. Hispanic and EL sub groups remained unchanged.
3. Significant drops occurred in SWD (7%). This is an area of focus for this year.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	302	310		8	10		--			--		
Percent At or Above Proficient	58.0	56.7		50.0	66.7		--	--		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	285	289		236	243		283	287		17	22	
Percent At or Above Proficient	57.8	56.2		59.0	56.6		57.3	56.4		34.7	38.6	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. All Students dropped by 1%. Hispanic, EL's, and SED also dropped 1-3%.
2. Gains were noted in white (16%) and SWD (4%)

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					9	10	23	25	59	65	91
1	1	1	5	6	21	25	26	31	32	38	85
2	1	1	15	15	51	53	25	26	5	5	97
3			18	20	46	51	20	22	6	7	90
4	4	5	23	31	37	49	9	12	2	3	75
5	3	7	23	52	14	32	3	7	1	2	44
6	2	4	15	31	19	39	8	16	5	10	49
Total	11	2	99	19	197	37	114	21	110	21	531

Conclusions based on this data:

1. English Learners continue to be an area of focus for Curren School
2. Based on EL Data review including above chart and the disaggregated subtest data, Curren is focused on ensuring Listening and Speaking learning needs are addressed and support provided for students struggling in those specific areas.
3. English Learners are progressing and redesignating at an increasing rate at Curren School. At Curren School there was a 15% gain in students redesignating last year. This provides continued confidence that the strong focus on Reading levels for students at levels three and above is effectively moving students to redesignation.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	439	458	441
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	439	458	441
Number Met	248	230	222
Percent Met	56.5%	50.2%	50.3%
NCLB Target	56.0	57.5	
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	431	95	442	106	439	90
Number Met	75	27	64	37	70	36
Percent Met	17.4%	28.4%	14.5%	34.9%	15.9%	40.0%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

Conclusions based on this data:

1. There was growth in AMAO 1 NCLB Target (only data available for this AMAO) Although the results are not as notably strong as that of the AMAO 2, which makes it clear that a continued focus on intensive EL's is also needed.
2. There was growth in AMAO 2 NCLB Target (only data available for this AMAO) Significant and consistent growth in moving students to proficiency shows the academic focus of Curren School is definitely effectively meeting the needs of our 3 level students and long term EL's
3. The focus on the subscores and specific learning needs of EL's is benefitting EL's at Curren School.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. As a district, the progress for attaining English proficiency is stronger than the progress for making growth at every level.
2. As a district the focus on English Learners has yielded progress but not reached the levels of success desired.
3. As a district there needs to be a greater emphasis on the subtests of the CELDT rather than treating student learning needs as one comprehensive score.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts
LEA GOALS:
1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14. 2. 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. 3. By 2005-06, all students will be taught by highly qualified teachers. 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning. 5. All students will graduate from high school
SCHOOL GOAL #1:
As measured by Star Renaissance assessment and Dibels/Essential Skills assessments, all students will read at grade level by the end of the year or they will decrease the distance between their reading level and grade level by 1/2 year. This goal pertains to all student including the folloiwng subgroups: English Learners, Migrant Students, Special Education, Foster Youth, SED, and Hispanic.
Data Used to Form this Goal:
<ul style="list-style-type: none">• DIBELS data (Kindergarten and 1st grades)• STAR Reading Assessment• District Interim Informative Benchmark Assessments• Essential Literacy Skills Benchmarks for Kindergarten and 1st grades

Findings from the Analysis of this Data:

Base line data for the start of school year.

- Kindergarten- 74%of the students attained the DIBELS benchmark for End of Year on PSF and 80% on CLS.
- 1st grade- 63% of students attained the DIBELS benchmark for End of Year on DORF.
- 2nd grade: 29.2% scored Proficient or Advanced on the STAR Renaissance Assessment.
- 3rd grade: 16.6% scored Proficient or Advanced on the STAR Renaissance Assessment.
- 4th grade: 13.2 % scored Proficient or Advanced on the STAR Renaissance Assessment.
- 5th grade: 12% scored Proficient or Advanced on the STAR Renaissance Assessment.
- 6th grade: 13.8% scored Proficient or Advanced on the STAR Renaissance Assessment.
- 7th grade: 14.8% scored Proficient or Advanced on the STAR Renaissance Assessment.
- 8th grade: 18.2% scored Proficient or Advanced on the STAR Renaissance Assessment.

How the School will Evaluate the Progress of this Goal:

- Standardized Test Scores
- HMCCSS assessment data
- EngageNY embedded assessment data
- AR assessment data
- DIBELS and Essential Skills
- Technology based assessments through the ipads
- Teachers will meet in grade level meetings after assessment periods to analyze data
- Progress Monitoring
- SMART Goals analysis
- Student Monitoring Conferences

Strategy #1

STRATEGY:
 Implement CCSS ELA and full implementation of State approved Language Arts Curriculum focused on differentiation of instruction and higher level thinking skills.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide time, through site approved variance of banking of minutes, for teachers to meet twice monthly for at least one hour to collaborate on the implementation of CCSS ELA, plan lessons, identify strategic instructional strategies, and identify needed resources and support.	Principal, Assistant Principal Classroom Teachers Coach	Facilitate schedule and coach teachers at grade level meetings 9/2014-6/2015 Participate meaningfully in grade level meetings. Prepare data, share lesson plans, and engage in lesson study discussions and analysis 9/2014-6/2015 Facilitate and support grade level meetings and provide diagnostic data and observation reports as requested. 9/2014-6/2015	Not Applicable			0
Intervention Teachers for small group instruction during structured ELD and intervention times	Principal	Hire four ISP teachers four days/week for 4/75 hours/day to work with small groups during scheduled LEAD and ELD times	ISP Salary	1000-1999: Certificated Personnel Salaries	Title I	67331.25
			ISP Benefits	3000-3999: Employee Benefits	Title I	9602.78
Reduce Class Sizes for specific small group instruction times, and provide enrichment support as an alternative to class size using QEIA funds.	Principal, Assistant Principal	Teacher Salaries 9/2014-6/2015	Certificated Salaries	1000-1999: Certificated Personnel Salaries	QEIA	297332.00
			Certificated Benefits	3000-3999: Employee Benefits	QEIA	150254

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide CCSS materials and readers for students	Principal, Classroom Teachers	Publications charges 9/2014-6/2015	Publication Charges	5700-5799: Transfers Of Direct Costs	Discretionary	5000.00
Purchase necessary supplies for CCSS Instruction and RTI organization and student instructional support materials (agendas, key rings for site word cards, post-it notes for note taking in books, instructional supplemental books/supplies, etc.)	Principal, Classroom Teachers	Purchasing from outside vendors 9/2014-6/2015 Order from Warehouse 9/2014-6/2015	Materials, supplies	4000-4999: Books And Supplies	Title I	2153.76
			Materials, supplies	4000-4999: Books And Supplies	Discretionary	33471.63
			Materials, supplies	4000-4999: Books And Supplies	LCFF - Discretionary	19903
Provide before/after school tutoring opportunities to students	Principal Classroom Teachers	Pay Teacher Extra Hours	Hourly certificated pay	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5000
Provide Enrichment activities to expand on the CCSS classroom learning	Principal Teachers EST-Special Projects	Bus and Entrance Fees	Field Trip	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	10720
Conduct Coordinated Services Team (COST) and Student Success Team (SST) meetings and other parent conferences/IEP's to address the needs of at risk students.	Principal, ORC, CoST team, SST team	Hire two substitutes per day/one day/month for General Ed and Special Ed teachers 9/13-6/14	teacher substitutes	1000-1999: Certificated Personnel Salaries	QEIA	2724

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for teachers and classified staff: <ul style="list-style-type: none"> • CCSS ELA/ELD standards • Technology • Lesson Study/Peer Coaching • Best Practices observation • Consultant supported trainings 	Principal	Substitutes	teacher substitute	1000-1999: Certificated Personnel Salaries	QEIA	17276
	Principal	Conference/Accommodations	Prof. Services and consultants	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	1000
			Classified Substitute/Extra hours	2000-2999: Classified Personnel Salaries	Discretionary	3000
			Travel and Conference	5000-5999: Services And Other Operating Expenditures	QEIA	9520.15
Before School and After School or Prep Time tutoring	Principal Teachers	Teacher Extra hours and prep	Teacher Salary	1000-1999: Certificated Personnel Salaries	QEIA	17000
DLI support for K-2 DLI implementation and Professional Development	Principal Teachers	Teacher Substitutes	Substitute Salary	1000-1999: Certificated Personnel Salaries	Title III	745
Provide Kindergarten Readiness DVD and supporting materials for transition to Kindergarten workshops at Get Ready for Kindergarten Parent Nights.	Principal, Coordinator of preschool programs Kindergarten Teachers	4/1015-6/2015 Extra hours for teachers to prepare and hold the meetings	materials Extra Hours Funded via District NFL, Early Reading First	4000-4999: Books And Supplies	Discretionary	1200
Pre-School teachers and Kindergarten teacher articulation meetings	Preschool and K teachers Principal	10/2014-6/2015	Funded via District Neighborhoods for Learning; Early Reading First; and Title II			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase High Interest leveled AR Books for library check out in both Spanish and English	Principal Library/Media Tech	10/2014-3/2015	Library Books	4000-4999: Books And Supplies	QEIA	10,000
Renaissance Learning Subscription	Principal	8/2014-6/2015	Subscription	5800: Professional/Con sulting Services And Operating Expenditures	Discretionary	8000
Hold transition meetings for Special Education students transitioning from 5th to 6th grade and 2nd to 3rd grade in lieu of special education meetings	Special Education Teachers	4/2015-6/2015				
IXL ELA	Principal Teachers	12/2014-6/2015	Agreement and Contract	5800: Professional/Con sulting Services And Operating Expenditures	Discretionary	8000
Instructional Apps and electronic texts for students via VPP	Principal Computer Tech Teachers	12/2014-6/2015	VPP	4000-4999: Books And Supplies	LCFF - Targeted	10000
Provide teacher liaison to work with after school program and school site.	Principal, ASES Coordinator	monthly meetings, presentations at staff meetings	(District Funded)	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ases Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Principal, ASES Coordinator	monthly meetings				

Strategy #2

STRATEGY:
Emphasize Reading and Higher Level thinking through project based learning opportunities.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a Lesson Study Professional Development Model where teachers observe and debrief one another's implementation of CCSS	Principal, Literacy Coach, Classroom Teachers	Teacher substitutes for observation and debrief	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	QEIA	3000
Create consumable and teacher instructional materials to support CCSS ELA instruction	Principal, Classroom Teachers	Duplo Machine 9/2013-6/2014 Materials	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Discretionary	4000
			Materials and Supplies	4000-4999: Books And Supplies	Discretionary	1916.48
Teacher OA2 to assist teachers in the creation and organization of instructional materials	Office Assistant II	8/2013-6/2014	Salary	2000-2999: Classified Personnel Salaries	QEIA	19036.00
			Benefits	3000-3999: Employee Benefits	QEIA	1750
Increase independent reading of students and encourage participation in the Curren University through AR, Curren U, and library time	Principal, ELA Family, Librarian	10/2013-2/2014	Book purchases	4000-4999: Books And Supplies	Discretionary	10000
	Principal	8/2013-6/2014	Renaissance Learning Agreement	5700-5799: Transfers Of Direct Costs	QEIA	8000
			Incentives	4000-4999: Books And Supplies	LCFF - Targeted	2148

Strategy #3

STRATEGY:
Implement use of technology and ipads as instructional tools in all classrooms K-8

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a Lesson Study Professional Development Model where teachers observe and debrief one another's implementation of technology and ipads	Principal, Assistant Principal, Coach, Classroom Teachers	Teacher substitutes for observation and debrief	Teacher substitutes	1000-1999: Certificated Personnel Salaries	QEIA	8000
Purchase Applications and necessary tech supports for classroom instruction and student independent work/homework	Principal, Classroom teachers	Purchase supplies and applications Purchase supplies and applications (VPP)	Computer Supplies	4000-4999: Books And Supplies	QEIA	12000
			Computer Supplies	4000-4999: Books And Supplies	LCFF - Targeted	10000
Attendance at CUE conference and other technology based conferences	Principal, Assistant Principal, Coach, classroom teachers	Attendance of Teachers and Admin	Travel an conferences	5000-5999: Services And Other Operating Expenditures	QEIA	5000
Add an additional site tech in order to provide direct support to students and teachers	Principal	Provide direct support with ipads and Apps	Classified Salary	2000-2999: Classified Personnel Salaries	QEIA	22500
			Classified Benefits	3000-3999: Employee Benefits	QEIA	5254.43
Purchase additional hardware for technology implementation including updated laptops, mac books.	Principal	Updated tech hardware	Materials	4000-4999: Books And Supplies	QEIA	26394

Strategy #4

STRATEGY:
Increase teachers' professional learning and preparation for CCSS and differentiation

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for Teachers	Principal	Provide Conferences and Trainings via professional conferences and/or Peer coaching	Travel and Conference	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	9520.15
		Provide substitutes for teachers to attend conferences and/or for peer coaching opportunities	Teacher substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1976.90
Tutoring for targeted students including struggling students, homeless, and foster youth	Principal	Provide before or after school tutoring for students	Teacher Extra help	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5000
			Teacher Extra help	1000-1999: Certificated Personnel Salaries	QEIA	10023.10
Academic Materials and Supplies	Prinicpal	Purchase the needed instructional materials for day to day instruction and project based learning opportunitites	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	18000
			Computer supplies and software	4000-4999: Books And Supplies	Discretionary	5000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #2:

The percent of students scoring below proficiency on the previous year's Math Assessments will reduce by 10%, as these students move towards Proficient or Advanced on the 2015 assessments. We will use the new IFA's to develop updated baseline data and then create a goal of a reduction of students below proficient by 10%
All students will increase performance level by one level or maintain advanced level in Math.
This goal pertains to all student including the following subgroups: English Learners, Migrant Students, Foster Youth, Special Education, SED, and Hispanic.

Data Used to Form this Goal:

- Envision math topic tests and Envision Transition to CCSS tests
- Envision end of the year tests

Findings from the Analysis of this Data:

- Kindergarten – 81% at benchmark or above on Envision Math End of Year assessment
- 1st grade – 53% at benchmark or above on Envision Math End of Year assessment
- 2nd grade – 53.5% scored Proficient or Advanced on Envision Math End of Year assessment
- 3rd grade – 81.9% scored Proficient or Advanced on Envision Math End of Year assessment
- 4th grade – 55.9% scored Proficient or Advanced on Envision Math End of Year assessment
- 5th grade – 52.0% scored Proficient or Advanced on Envision Math End of Year assessment
- 6th grade – 48.1% scored Proficient or Advanced on Envision Math End of Year assessment

How the School will Evaluate the Progress of this Goal:

- Standardized Test Scores
- HM assessment data
- EngageNY embedded assessment data
- DIBELS and Essential Skills
- Technology based assessment via ipads
- Teachers will meet in grade level meetings after assessment periods to analyze data
- Progress Monitoring
- SMART Goals analysis
- Student Monitoring Conferences

Strategy #1

STRATEGY:
Implement CCSS for mathematics using the envisions CCSS transition guide and the Mathlinks

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide time, through site approved variance of banking of minutes, for teachers to meet twice monthly for at least one hour to collaborate on the analysis of 6-8 week assessments. Develop and review goals that focus on areas of need. Plan lessons and identify strategic instructional strategies.	Principal, Coach, Classroom Teachers	Meetings scheduled 2 times/month	Not Applicable			0
Ensure access to consumable and supplemental math materials via duplo machine.	Principal, Office Assistant 2	Duplo Agreement	maintenance agreement	5000-5999: Services And Other Operating Expenditures	Discretionary	900.00
Ensure Access to materials and supplies needed to implement project based math learning opportunities	Principal, OA2, Classroom Teachers	Warehouse Materials available for teacher use	Warehouse orders	4000-4999: Books And Supplies	Discretionary	6000
Guide students to create individual academic goals and monitor progress	Classroom Teachers	Work with individual students to identify learning needs and goals	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide transition presentations to 5th grade student prior to entry into Middle School Program. Provide transition presentations to 8th grade students prior to entry into High School Program			Not Applicable			0
Provide professional development model focused lesson study	Principal, coach, classroom teacher	Teacher release for observations and debrief	Previously Allocated Strategy 1			

Strategy #2

STRATEGY:
Provide differentiated mathematics instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Lesson Study model for observations	Principal, Assistant Principal, Coach, Classroom Teachers	Teacher release for observations and debrief	Teacher substitutes	1000-1999: Certificated Personnel Salaries	QEIA	3000
Implement supplemental math program of IXL math	Principal, Assistant Principal, Coach, Classroom Teachers	Purchase of materials and/or electronic apps	Materials/Supplies	4000-4999: Books And Supplies	Discretionary	7593

Strategy #3

STRATEGY:
Implement the use of technology and ipads in the mathematics instruction program

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Applications and computer equipment/supplies for math instruction	Principal	Purchase Apps	Previously Allocated LCFF-Targeted Goal 1 Strategy 3			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
59% of students will increase CELDT level by one level. AMAO 1 49% of students with more than five years will reach proficiency on the CELDT. AMAO 2 This goal pertains to all students who take the CELDT including the following subgroups: English Learners, Migrant Students, Foster Youth, Special Education, SED, and Hispanic.
Data Used to Form this Goal:
<ul style="list-style-type: none">• CELDT• CST and CMA NCLB Guidelines (2nd – 6th grades)• ELD Continuum
Findings from the Analysis of this Data:
CELDT 2013-2014 AMAO#1 50.3 % of Current Students increased by 1 overall level AMAO #2 Students reaching proficiency a. less than 5 years – 15.9 % b. more than 5 years – 40% An increase of 6%

How the School will Evaluate the Progress of this Goal:

- EL benchmark assessments
- IPT as a diagnostic assessment
- Teachers will meet in grade level meetings after assessment periods
- RTI
- SMART Goals
- Student Monitoring Conferences

Strategy #1

STRATEGY:
 Ensure ALL EL's scoring 3 or below in Listening and Speaking receive language based intervention to support oral language development and all LTEL's receive leveled instruction focused on their specific language learning needs based on data analysis

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the District Master Plan for English Learners	Principal, Coach, Classroom Teachers	Parent Meetings, Monitoring of program, EL committee meetings	Not Applicable			0
Provide time, through site approved variance of banking of minutes, for teachers to meet twice monthly for at least one hour to collaborate on the analysis of assessments of ELD standards. Develop and review goals that focus on areas of need. Plan lessons and identify strategic instructional strategies.	Principal, coach, classroom teachers	monthly meetings	Not Applicable			0
Ensure small group supplemental EL focused instruction based on diagnostic assessment data to EL's in the intensive range or long term EL's.	Principal, Coach, Classroom Teachers, ISP's	LEAD small group EL instruction	Intervention Support Provider	1000-1999: Certificated Personnel Salaries	Title III	22443.75
			Intervention Support Provider Benefits	3000-3999: Employee Benefits	Title III	3307.18
Tutoring for intensive and long term EL's	Principal, Tutors	After school tutoring	Teacher Extra Help See Goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer ELD Benchmark and enter into data system as directed by pacing guides	Principal, Coach	Meetings with teachers, support administration of tests	Not Applicable			0
Implement SIOP strategies and write Language Objectives	Principal, Coach, Teachers	Staff meetings, monitoring of lessons, lesson study	Not Applicable			0
Guide students to create individual ELD goals and monitor progress.	Principal, Coach, Teachers	Staff meetings, monitoring of lessons, lesson study	Not Applicable			0
Create an EL Task Force of Teachers and Parents to look at current data and best practices for EL's at Curren School. Meet monthly and conduct action research	Principal Teachers Parents	Monthly Meetings Data Reviews Observations	Teacher substitutes	1000-1999: Certificated Personnel Salaries	QEIA	2000
			Meeting hospitality	4000-4999: Books And Supplies	Discretionary	2000
Purchase language focused learning apps and opportunities	Principal Teachers		VPP and software purchases	4000-4999: Books And Supplies	QEIA	10000
Hold ELRT meetings to monitor catch- up plans for all 3rd – 6th grade ELL students identified as at risk by the ELS department/school.	Principal, Coach, ORC	Hold meetings, maintain records, monitor plans for implementation	(teachers subs)	1000-1999: Certificated Personnel Salaries	QEIA	1000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will work with English Learner Instructional Coach (TOSA) to improve instruction	Principal, EL TOSA	Small group, individual, and whole school meetings/coaching	District Funded EL TOSA			
Inform parents at ELAC and SSC meetings of needed growth in English Language Development as measured by the CELDT exam	Principal, Assistant Principal, ORC, TOSA	Hold monthly meetings, prepare presentations	(refreshments)	4000-4999: Books And Supplies	Discretionary	1916.48

Strategy #2

STRATEGY:

Ensure all EL's receive grade level CCSS instruction through scaffolded instruction with the use of SIOP strategies

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental leveled materials to support EL's struggling with the CCSS materials.	Principal, Coach, Classroom Teacher	Purchase differentiated materials	Materials, books	4000-4999: Books And Supplies	Title III	2826.07
Applications for EL's focused on foundational skills needed to access CCSS	Principal, Classroom Teachers	Purchase Applications	Computer Supplies	4000-4999: Books And Supplies	Discretionary	5000

Strategy #3

STRATEGY:
Work with the larger community to ensure all needs of English Learners are being addressed.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD Task Force	ELD Family, Classroom Teachers	Action Research to look at best practices to support EL's	Not Applicable			0
Parent Meetings, ELAC, Parent Trainings	Principal	Hold varied and meaningful parent meetings.	Hospitality	4000-4999: Books And Supplies	Discretionary	5000

Strategy #4

STRATEGY:
Implement the 50/50 Dual Language Program for Kindergarten, First and Second grades.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create an Outcomes guide focused on specific learnings expected for each language which delineates transferable skills and necessary content taught in each language	Kelly Castillo, Principal Ivette Zendejas, EL TOSA DLI teachers	Develop a written plan for the 50/50 program in K-1 delineating the expectations for each language	Not Applicable			0
Purchase materials necessary for classroom organization in a DLI classroom (cubbies, bookcases, etc.)	Principal	Purchase Materials	Materials	4000-4999: Books And Supplies	QEIA	650
			Materials	4000-4999: Books And Supplies	QEIA	2500
DLI Teachers will receive DLI Training and collaboration opportunities with DLI teachers	Principal	Teacher collaboration meetings	Not Applicable			0

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #4:

A. Positive Behavior Plan:

- Students will attend a safe and drug free school every day on time
- Students will be taught positive behavior strategies for dealing with stressors at home and at school
- Teachers and school staff will implement a positive behavior support system school-wide

B. Emergency Preparedness:

- All staff and students will be know the correct emergency response.
- All staff and students will be able to follow Oxnard School District Crisis Intervention/Emergency Operation Plan

This goal pertains to all student including the folloiwng subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.

Data Used to Form this Goal:

- Behavior data compiled by ORC
- Office Referral data compiled by ORC
- Zangle attendance data
- review of School Safety Plan
- review of Oxnard School District Crisis Intervention/Emergency Operation Plan

Findings from the Analysis of this Data:

- Behavior referral data
- Attendance data
- staffing changes require review of School Safety Plan

How the School will Evaluate the Progress of this Goal:

- RTI
- Student Monitoring Conferences
- staff meetings
- Safety/Disaster Committee meetings
- COST meetings to monitor attendance/ behavior referral data

Strategy #1

STRATEGY:
Increase Parent involvement and the home/school connection at Curren School

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support for parents, staff, and students in the areas of attendance and resiliency by Outreach specialist and counselors conducting parenting classes and workshops.	Principal, ORC	Offer a variety of parenting opportunities, social emotional and academic workshops, and small groups activities	Extra Hours	2000-2999: Classified Personnel Salaries	QEIA	15000
	Counselors		benefits	3000-3999: Employee Benefits	QEIA	10000
Implement tardy/ attendance incentives program.	Principal, ORC	Hold meetings	(cost of materials)	4000-4999: Books And Supplies	LCFF - Targeted	2852
Increase home/school communication	Assistant Principal, ORC, Counselor	Title I Meetings 4 times/year	Food For Meetings			1500
	Principal, Assistant Principal, Classroom Teachers, Translators, Babysitters	Parent Conferences	Previously allocated			
	Principal, ORC, Counselor, SAI teachers, SLP, Psych, Classroom Teachers	Parent Consultation Meetings	Babysitting during conferences and meetings	0001-0999: Unrestricted: Locally Defined	Discretionary	1000
	Principal, Assistant Principal, ORC	Jointly revise parent compact and parent involvement policy with parents				
Principal, Assistant Principal, ORC, Coach	Parent workshops on topics related to assisting students with schoolwork					

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide drug, alcohol, and tobacco prevention education (e.g. Red Ribbon Week)	ORC, Student Council	Red Ribbon Week Activities 10/2013	District Funded Supplies			0
Implement the Minnesota Smoking Prevention Program with all 6th grade students and the Project Alliance for 7th and 8th grade students in their science classrooms.	6th grade teachers, 7th/8th grade science teachers, ORC	Teach assigned Lessons 1/2014-5/2014	Not Applicable			0
Hold Monthly SSC, ELAC, and Coffee with the Principal Meetings to ensure quality parent communication.	PRincipal	Meeting Agendas	Not Applicable			0
Support in the front office for increased home and school communication	PRincipal	Extra help	Classified Extra hours	2000-2999: Classified Personnel Salaries	QEIA	8000
				3000-3999: Employee Benefits	QEIA	2000
Continue lunch sports club for students who have a difficult time following playground rules and socializing with their peers.	Principal, Assistant Principal, ORC	Conduct meetings, identify students,	Not Applicable			0
Establish a cross age mentoring program for at risk students.	ORC, Principal, TOSA	Identify students, develop training materials, provide training	Not Applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Update the comprehensive Safe School Plan and provide training for all School employees on safety plans and procedures	Assistant Principal, Principal, Safety Committee	Develop input, modify plan	Not Applicable			0
Provide Kindergarten Readiness DVD and supporting materials for transition to Kindergarten workshops at Get Ready for Kindergarten Parent Nights.	Principal, TOSA	Develop materials, hold workshops	Not Applicable			0
Pre-School teachers and Kindergarten teacher articulation meetings	Director of Early Education and Principal and teachers	Hold meetings	Not Applicable			0
Hold vertical meetings between 6th and 7th grade teachers 3 times a year	Principal and teachers	hold meetings	Not Applicable			0
Provide transition presentations to 6th grade student prior to entry into Junior High School	Principal and teachers	Hold meetings	Not Applicable			0
Administer needs assessment of staff for professional development.	Principal and Assistant Principal	Develop and administer needs assessment	Not Applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued training and review of Lesson One Social Skills and school-wide positive behavior support	Principal and Assistant Principal, Behavior committee	Develop and conduct trainings, monitor implementation	Not Applicable			0
Continue monthly training for playground supervisors in effective ways to support and discipline students.	Assistant Principal	Hold weekly meetings and monthly trainings	Not Applicable			0
provide training for all School employees on safety plans and procedures	Principal	Plan and deliver staff trainings	Not Applicable			0
Administer annual needs assessment of parents' interests for parent education classes	Principal, ORC, Teachers on EL Task-Force	Develop and distribute needs assessment and review and analyze data	Substitute release time	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1000
Hold monthly meetings including SSC, ELAC, Title I parent meetings, and parent workshops with parents on various topics i.e. health, language, college, and community resources.	Principal, Assistant Principal, ORC, Counselor	Plan meetings, hold meetings	(refreshments)	None Specified	Discretionary	1000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold parent information meetings including SSC, ELAC, Title I parent meetings and parent workshops discussing positive behavior and ant-bullying	Principal, Assistant Principal, ORC, Counselor	Plan meetings, hold meetings, design workshop by the Teacher behavior Team	Substitute release time	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3000
Set personal attendance goal with at risk students and their parents. Hold parent meetings for habitually tardy and absent students.	Assistant Principal, ORC	Schedule and plan meetings	Not Applicable			0
Provide training for parents using Parent Project and Triple P curriculum.	ORC, Counselor	Hold trainings and one on one conferences	Extra Hours	1000-1999: Certificated Personnel Salaries	QEIA	5000
				None Specified	QEIA	1000

Strategy #2

STRATEGY:
Develop and Implement a Schoolwide Positive Behavior Support System.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
provide Tier 2 social/emotional support for students, parents, and staff by a counselor	Counselor Counselor	Small group counseling	salary	1000-1999: Certificated Personnel Salaries	QEIA	80000
		Crisis Intervention and conflict resolution	Benefits	3000-3999: Employee Benefits	QEIA	30000
Develop Tier 1 school-wide positive behavior system and	Principal, Assistant Principal, Counselor, ORC, Behavior Family	Develop and implement school wide behavior expectations Create a positive incentive program create contracts, token boards, etc.	Positive behavior incentives	4000-4999: Books And Supplies	LCFF - Targeted	2000
Ensure confidentiality of documents and private information	Principal, School Office Manager	Contract for Shredding	contract	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	300
Develop skills for implementation of School wide Positive behavior supports and an emphasis on college readiness and student success--AVID Strand focus	Principal, Assistant Principal, Classroom Teachers, Support Staff, Classified Staff	Training and conferences	Travel and Conferences	5000-5999: Services And Other Operating Expenditures	Discretionary	7775.70

Strategy #3

STRATEGY:
Implement a comprehensive Safe School plan and a disaster plan

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and train on school wide policies and procedures	Principal, Assistant Principal	Update Plan	Lockdown magnets, window coverings, walkie talkies etc.	4000-4999:	Discretionary	2000.00
	Behavior and Safety Family	Update Plan		Books And		
	Assistant Principal	Trainings and Drills		Supplies		
	Principal, Assistant Principal	Purchase safety materials				
Campus Supervisors	Principal	Salaries	Salary	2000-2999:	Discretionary	87000
	Assistant Principal			Classified Personnel Salaries		
				3000-3999:	Discretionary	29433.19
				Employee Benefits		

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.

SUBJECT: Centralized Services for Planned Improvements in Student Performance

SCHOOL GOAL #1:

Goal 1

As measured by Star Renaissance assessment and Dibels/Essential Skills assessments, all students will read at grade level by the end of the year or they will decrease the distance between their reading level and grade level by 1/2 year.

This goal pertains to all student including the following subgroups: English Learners, Migrant Students, Special Education, Foster Youth, SED, and Hispanic.

Goal 2

The percent of students scoring below proficiency on the previous year's Math Assessments will reduce by 10%, as these students move towards Proficient or Advanced on the 2015 assessments.

All students will increase performance level by one level or maintain advanced level in Math.

This goal pertains to all student including the following subgroups: English Learners, Migrant Students, Foster Youth, Special Education, SED, and Hispanic.

Goal 3

All students will increase CELDT level by one level.

This goal pertains to all students who take the CELDT including the following subgroups: English Learners, Migrant Students, Foster Youth, Special Education, SED, and Hispanic.

Goal 4

A. Positive Behavior Plan:

- Students will attend a safe and drug free school every day on time
- Students will be taught positive behavior strategies for dealing with stressors at home and at school
- Teachers and school staff will implement a positive behavior support system school-wide

B. Emergency Preparedness:

- All staff and students will be know the correct emergency response.
- All staff and students will be able to follow Oxnard School District Crisis Intervention/Emergency Operation Plan

This goal pertains to all student including the following subgroups: English Learners, Migrant Students, Foster youth, Special Education, SED, and Hispanic.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA)	August 2013-June 2014	Coach	1000-1999: Certificated Personnel Salaries	Title I	44305
		Coach	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory Education (EIA-SCE)	56388
Library Technician	August 2013-June 2014	Library	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8202
		Library	2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	8202
Computer Lab Tech	August 2013-June 2014	Site Lab Tech	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	15706
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	15706
		Site Lab Tech	2000-2999: Classified Personnel Salaries	General Fund	18847
Maintenance Agreement for Copy Machine(s)	August 2013-June 2014	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	General Fund	14870
Maintenance Agreement for SuccessMaker and Waterford	August 2013-June 2014	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	2,810
Outreach Specialist (ORC)	August 2013-June 2014	Outreach	2000-2999: Classified Personnel Salaries	Unrestricted	28778
EL Professional Development Support	Aug 2013- June 2014	Prof Development	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	33659

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		1,500.00
0001-0999: Unrestricted: Locally Defined	Discretionary	1,000.00
2000-2999: Classified Personnel Salaries	Discretionary	90,000.00
3000-3999: Employee Benefits	Discretionary	29,433.19
4000-4999: Books And Supplies	Discretionary	99,097.59
5000-5999: Services And Other Operating	Discretionary	12,675.70
5700-5799: Transfers Of Direct Costs	Discretionary	5,000.00
5800: Professional/Consulting Services And	Discretionary	17,300.00
None Specified	Discretionary	1,000.00
4000-4999: Books And Supplies	LCFF - Discretionary	19,903.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	15,976.90
4000-4999: Books And Supplies	LCFF - Targeted	27,000.00
5000-5999: Services And Other Operating	LCFF - Targeted	20,240.15
1000-1999: Certificated Personnel Salaries	QEIA	446,355.10
2000-2999: Classified Personnel Salaries	QEIA	64,536.00
3000-3999: Employee Benefits	QEIA	199,258.43
4000-4999: Books And Supplies	QEIA	61,544.00
5000-5999: Services And Other Operating	QEIA	14,520.15
5700-5799: Transfers Of Direct Costs	QEIA	8,000.00
None Specified	QEIA	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	67,331.25
3000-3999: Employee Benefits	Title I	9,602.78
4000-4999: Books And Supplies	Title I	2,153.76
1000-1999: Certificated Personnel Salaries	Title III	23,188.75
3000-3999: Employee Benefits	Title III	3,307.18
4000-4999: Books And Supplies	Title III	2,826.07

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
	1,500.00
Discretionary	255,506.48
LCFF - Discretionary	19,903.00
LCFF - Targeted	63,217.05
QEIA	795,213.68
Title I	79,087.79
Title III	29,322.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)
ELA/Math and English Learner progress, and PBIS

Identify the major expenditures supporting these priorities.
ISP teachers, Tutoring, Counselor

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.
ISP LEAD program, full time counselor, Professional development

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Tutoring

What specific actions related to those strategies were eliminated or modified during the year?
The quantity of tutoring hours was significantly reduced.

Identify barriers to full or timely implementation of the strategies identified above.
Teachers willing to tutor

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
We promoted tutoring opportunities at the school

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

EL AMAOs did not meet targets. Student reading levels are below grade level.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

LEAD (small group leveled interventions)

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
Tutoring, due to the limited number of hours offered.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

Designing ISP schedule to provide tutoring. Soliciting tutoring from the Extra Support Teachers

Involvement/Governance

How was the SSC involved in development of the plan?

SSC began the process in the 2013-2014 school year, by identifying priorities and reviewing budget.

How were advisory committees involved in providing advice to the SSC?

ELAC provides monthly recommendation to the SSC

How was the plan monitored during the school year?

Progress reviewed via data and budget.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

None.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Progress towards AMAOs. Math goals met. ELA goals made significant progress.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

AMAO goals

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
Tutoring

Based on this information, what might be some recommendations for future steps to meet this goal?
Extra Support teachers and additional tutoring.

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
Kelly Castillo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Contreras	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candi Holva	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Newman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diana Perez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Godinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yahaira Love, Chairperson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yvana Zarate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Margarita Dominguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rogelia Ruvalcaba	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature

[Handwritten Signature]

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 11/14/13.

Attested:

Kelly Castillo	<i>[Handwritten Signature]</i>	1/26/15
Typed Name of School Principal	Signature of School Principal	Date
Yahaira Love	<i>[Handwritten Signature]</i>	1/26/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Parent Involvement Policy

Curren School Site Council 2014-2015
Junta del Concilio Escolar 2014-2015
Monday, January 26, 2015 @ 3:00 p.m. (Conference Room)
Lunes, 26 de enero, 2015 @ 3:00 p.m. (salón de conferencia)

1. Call the meeting to order (Llamar la junta al orden)
President Ms. Yahaira Love called the meeting to order at 3:10 p.m.
2. Role call of members (Pasar lista de los miembros)
 - a. Attendees: Laura Newman, Kristina Beers-Cabrera, Kelly Castillo, Yahaira Love, Kristin Chacon, Jeralyn Negri, Diana Perez, Rogelia Ruvalcaba, Yvana Zarate, Esther Garcia, Candi Holva
3. Election of Officers (Elecciones de los oficiales)
 - a. Modified agenda to replace absent member per the bylaws.
 - i. Team reviewed list and found Jeralyn Negri to be on waiting list for elected member.
 - ii. Moved by L. Newman. Second by K. Beers-Cabrera. 8-0 approved.
4. Approval of Agenda (Aprobacion de la Agenda)
Moved (fue movida): Laura, Seconded (secundada): Rogelia Vote (votacion): 8-0
5. Reading and approval of the minutes (Lectura y aprobación de la minuta)
 - a. Minutes from prior meeting were approved.
6. Report of committees/officers/principal (Reporte del comité/oficiales/directora)
 - i. ELAC/DELAC report (Reporte de ELAC/DELAC) Over 60 parents attended.
 - ii. Principal's Report (Reporte de la directora) In a few weeks a DLI meeting for parents will be scheduled. Esther Garcia, the new VP for K-5, was introduced.
7. Public Comment (Comentario Público)
 - a. A microphone may be purchased at the district for school use. A track field was discussed .
8. New Business (Nuevos asuntos)
 - i. Data analysis and goals for 2014-2015 plan. *Analisis de datos y las metas de la 2014-2015 plan.*
 - ii. Complete Annual Evaluation for Single Plan for Student Achievement. *Completar evaluacion annual por el plan de mejoramiento estudiantil*
 - iii. 2015 Prioritization Information Informacion de prioridades de 2015
9. Action Items (Artículos de Acción)
 - i. Approval of the SPSA *Aprobacion del plan SPSA*
 - ii. *Motion made to approve the SPSA plan by Laura Newman, and Kristina Beers-Cabrea seconded.*
10. Future Agenda Items (Asuntos para Agendas Proximas)
 - a. Additional Training for SSC
11. Adjournment-(Despedida) Meeting adjourned at 4:43 p.m.. Next meeting is February 23, 2015

Submitted by Laura Newman on Monday, January 26, 2015.



OXNARD SCHOOL DISTRICT

1 South "A" Street • Oxnard, California 93030 • 805/385-1501 www.oxnardsd.org

Curren Elementary School

1101 North F Street, Oxnard CA 93030 (805) 385-1527 Fax: (805) 485-7593



School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ **Parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, parent meetings.**
- ✓ **Parents are encouraged to be actively involved in their child's education at school; parents are welcomed as classroom volunteers, PTA.**
- ✓ **Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, Parent Information Meetings, Open door policy to visit principal.**

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the Back to School information, which is distributed annually at the beginning of the school year. Teachers review the Back to School information and policies with the students at the beginning of the year. Parents are asked to read and discuss the Back to School information with their students and sign and return an acknowledgment form.
- ✓ Curren School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Curren School makes the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Curren School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Curren School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Curren convenes annual and regular meetings to inform parents of the following (babysitting, flexible meeting times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ The requirements of Title I,
- ✓ Their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ The school's participation in Title I (status of targeted assistance program)



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Additionally, Curren School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters provide information and parent feedback.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal distributes a bi-monthly newsletter along with automated telephone calls to inform parents of upcoming events and activities. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so. The compact is distributed annually at parent conferences.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings.
 - ELAC
 - School Site Council
 - PTA
 - Title I
 - Coffee with the Principal
- ✓ Annual Needs Assessment.
- ✓ Parent Volunteer Opportunities



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Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas a la casa diariamente, conferencias de padres, bienvenida a la escuela, juntas de padres
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; Los padres son bienvenidos a los salones como voluntario, y el PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos; Concilio Escolar, Comité de Aprendizaje de Inglés, Junta de información para los padres, Póliza, la directora siempre esta disponible para hablar con los padres.

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de Pólizas acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el Paquete del primer día de escuela en el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Paquete del primer día de escuela y las normas de pólizas con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Paquete del primer día de escuela con sus estudiantes, firmar y devolver los documentos que lo recibió.
- ✓ La Escuela Curren notifica a los padres sobre las normas de pólizas acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La Escuela Curren verificará que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique cómo).
- ✓ La Escuela Curren periódicamente actualizará las normas de pólizas acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La Escuela Curren ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de pólizas acerca de la participación de los padres en la educación formal de sus hijos.

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Curren convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,



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- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito)
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Curren debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de pólizas acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ El libro de recursos para los padres de familia y la comunidad debe incluir:
 - Normas de pólizas acerca de la participación escolar
 - Calendario escolar y calendario de reuniones
 - Manual para padres de familia y alumnos
 - Solicitud para registrarse como voluntario y información
 - Información sobre las evaluaciones académicas
 - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del salón y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.
- ✓ Los boletines mensuales de la directora proveerán información y las sugerencias presentadas por parte de los padres.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. La directora distribuye un boletín cada dos meses con información telefónicas para informales los próximos eventos y actividades. La directora mantiene una póliza de bienvenida a su oficina para cualquier pregunta o preocupación que tenga.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de pólizas acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Juntas de Padres
- ✓ Accesorio Académicos
- ✓ Oportunidades de ser voluntarios escolares



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VOLUNTEER Application for Family Members

Volunteer Code of Conduct:

- Volunteers cannot disrupt the instructional program of any student at Curren School. Volunteer schedules must be agreed upon with the classroom teacher.
- Volunteers must be at least 21 years of age.
- Volunteers must be a family member of the student at Curren School.
- Volunteers must be under the supervision of a Curren employee at all times.
- Volunteers may not be alone with students at any time at Curren School or at any school sponsored activity.
- Volunteers are required to sign-in at the front office prior to entering the campus, and sign-out when leaving campus.
- Volunteers must wear a volunteer badge at all times while on campus.
- A copy of the volunteer's identification will be taken and retained with this application.
- Any person volunteering on a regular, consistent basis will be required to complete the Oxnard School District Volunteer Clearance Process (including TB Test and Fingerprint Scan.)

This volunteer form must be completed annually.

Please Print:

Volunteer's Name: _____

Students' Name: _____

Relationship to student: _____

Classroom Teacher: _____

I have read and understand the code of conduct.

Signature of the Volunteer: _____

_____ I would like to volunteer from home, completing work sent home by the teacher.

_____ I would like to volunteer in the classroom or school for special events and/or activities.

_____ I would like to volunteer on a weekly basis. The day I would like to volunteer is:



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Aplicación De VOLUNTARIO para Miembros De Familia

Código de Conducta Voluntario

- Los voluntarios no pueden interrumpir el programa de instrucción de cualquier estudiante de la escuela Curren. El horario del voluntario debe estar de acuerdo con el maestro/maestra.
- Los voluntarios deben de tener al menos 21 años de edad.
- Los voluntarios deben de tener un miembro de la familia que es estudiante en la escuela Curren.
- Los voluntarios deben de estar bajo la supervisión de un empleado de la escuela a cada momento.
- Lo voluntarios no pueden estar solos con los estudiantes en cualquier momento incluso actividades patrocinada por la escuela Curren.
- Los Voluntarios deben de firmar en la oficina principal antes de entrar a la escuela y a la salida.
- Los voluntarios deben llevar una identificación puesta durante el tiempo que estén en la escuela.
- Una copia de la identificación del voluntario será tomado, y conservado con esta aplicación.
- A cualquier persona que regularmente sea voluntaria se le pedirá completar el proceso del Distrito de Oxnard para voluntarios el cual incluye un examen de TB y las huellas digitales.

Esta forma de voluntariado debe ser completado anualmente.

Favor de usar letra de imprenta:

Nombre de Voluntario: _____

Nombre del estudiante: _____

Relación al estudiante: _____

Nombre de la Maestra/Maestro: _____

He leído y comprendo el código de conducta

Firma del voluntario: _____

_____ Me gustaría ser voluntario desde la casa, completando trabajo que el maestro/a mande. I

_____ Me gustaría ser voluntario en el salón o escuela durante eventos especiales y/o actividades.

_____ Me gustaría ser voluntario semanalmente. Los días que me gustaría participar serian:

The Single Plan for Student Achievement

School: James Driffill Elementary School
CDS Code: 56725386055271
District: Oxnard School District
Principal: Carol A. Flores Beck
Revision Date: January 26, 2015

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:

Contact Person: Carol A. Flores Beck
Position: Principal
Phone Number: (805) 385-1530
Address: 910 South E Street
Oxnard, California 93030
E-mail Address: cflores-beck@oxnardsd.org

The District Governing Board approved this revision of the SPSA on March 2015.

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School Vision and Mission

James Driffill Elementary School's Vision and Mission Statements

Mission :

At Driffill School we are Committed to Excellence!

We come together students, family, staff and community to make a difference.

Vision:

Students leave Driffill School with a strong academic foundation prepared to take advantage of eventual multiple opportunities for success and leadership in a competitive world.

Children achieve excellence through a strong academic program implemented with fidelity by highly qualified and well prepared staff, supported by fruitful parent participation, and where conversation and collaboration is the spark for instructional improvement.

Driffill School -- Where children know they can.

School Profile

Driffill School was built in 1937 and serves the central walking community of Oxnard. It is currently undergoing a kindergarden remodel and I look forward to other projects in the near future. We moved into our new building in January 2014. Our population is approximately 1300 students from Pre K to 8. We have transitioned to a Pre K- 8 Dual Language campus for the start of the 2014-15 school year. Our school serves students from all ethnic backgrounds with 83% English Learners and 91% free/reduced lunch. Our parents serve on PTA, ELAC, DELAC, Cafe Con Padres and School Site Council.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	580	593		2	5		2	3		0	0	
Growth API	693	705										
Base API	681	693										
Target	6	5										
Growth	12	12										
Met Target	Yes	Yes										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	570	582		470	483		563	570		57	68	
Growth API	695	705		685	695		691	702		588	592	
Base API	680	695		664	685		677	691		557	588	
Target	6	5		7	6		6	5				
Growth	15	10		21	10		14	11				
Met Target	Yes	Yes		Yes	Yes		Yes	Yes				

Conclusions based on this data:

1. All Sub Groups have met and exceeded the growth expectation for the last two years prior to the new SBAC.
2. EL students are the largest subgroup who are also Hispanic and SED and assist in maintaining a strong, continuous growth in all test areas. This is also noted on informal classroom testing.
3. Our targeted interventions have evolved as needed and have proven to be effective as we compare the last three years of test scores and also in informal testing.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		67	100		--		
Number At or Above Proficient	175	189		--			--			--		
Percent At or Above Proficient	30.2	31.9		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	174	184		128	141		168	175		10	13	
Percent At or Above Proficient	30.5	31.6		27.2	29.2		29.8	30.7		17.5	19.1	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. Although we have not met our AYP during previous years, our students continue to improve.
2. Our EL students have made the largest gains over the last three years and continue to show growth.
3. This data verifies the continuous need for systematic interventions for all sub groups.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		67	100		--		
Number At or Above Proficient	246	271		--			--			--		
Percent At or Above Proficient	42.5	45.8		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	100		100	100	
Number At or Above Proficient	243	267		194	218		235	258		16	21	
Percent At or Above Proficient	42.7	46.0		41.4	45.2		41.8	45.3		28.1	30.9	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		No	Yes		No	No		--	--	

Conclusions based on this data:

1. Our EL Students made Safe Harbor as a subgroup in 13-14. We believe the key to this success is that we provided specific, transferable academic language.
2. Interventions for Math need to be addressed.
3. The dissection of data and specific standards need to be addressed to meet the needs of all students.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			4	3	6	5	27	22	86	70	123
1	2	2	13	10	47	36	24	18	44	34	130
2	4	3	19	16	43	37	32	27	19	16	117
3			11	11	54	56	19	20	13	13	97
4	3	3	17	17	58	57	14	14	10	10	102
5	4	6	16	25	38	59	6	9			64
6	2	4	13	28	20	43	8	17	4	9	47
Total	15	2	93	14	266	39	130	19	176	26	680

Conclusions based on this data:

1. Our ongoing growth does not meet the state expectation, even though it exceeds the overall District results.
2. Targeted interventions need to continue to meet the needs of students who are stagnant in their EL progress in CELDT and State Testing.
3. Strategic planning needs to be developed for student advancement in all levels to meet AMAO's and for students to be reclassified.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	529	557	549
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	529	557	549
Number Met	243	280	274
Percent Met	45.9%	50.3%	49.9%
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	548	115	563	131	548	120
Number Met	47	33	68	44	67	35
Percent Met	8.6%	28.7%	12.1%	33.6%	12.2%	29.2%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	

Conclusions based on this data:

1. EL students in AMAO 3 have met the criteria for 12-13 in Math.
2. ELRT Plans need to be developed and reviewed to meet the needs and expectations of our students in order to accomplish the goals of AMAO 2 and 3.
3. Continue emphasis on specific strategies and SIOP objectives in ELD and other curriculum areas.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. As an overall District, Oxnard is making growth but it is not substantial to meet the state targets.
2. Each school needs to make substantial gains to assist in the overall growth of the District.
3. Looking at our data, we notice that we have many more students in the 5 or more year group showing growth and the percentage is significantly larger.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
<ol style="list-style-type: none">A. Kindergarten- All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.B. 1st Grade- All students will exit 1st grade at benchmark on Nonsense Word Fluency and Oral Reading Fluency.C. 3rd – 8th Grades: 80% of students and the significant sub-groups in 3rd-8th Grade will score “proficient” or “advanced” on the 2014-2015 SBAC in Language Arts.D. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, Foster Youth, SED and Hispanics.
Data Used to Form this Goal:
DIBELS/IDEL and Essential Literacy Skills data(K-1) SBAC/ CMA NCLB Guidelines (2-8) Site Generated and CCSS Assessments
Findings from the Analysis of this Data:
Kindergarten: 38%of the students attained the DIBELS benchmark for End of Year. 1st grade: 32% of students attained the DIBELS benchmark for End of Year. 2nd grade: 46% scored Proficient or Advanced. 3rd grade: 46% scored Proficient or Advanced. 4th grade: 35% scored Proficient or Advanced. 5th grade: 19% scored Proficient or Advanced. 6th grade: 57% scored Proficient or Advanced.

How the School will Evaluate the Progress of this Goal:

Teachers will meet in grade level meetings after assessment periods

Progress Monitoring

SIPPS

SMART Goals

Student Monitoring Conferences

English Learner Review Team Monitoring

Response to Intervention

DIBELS

IFA's

SBAC

Strategy #1

STRATEGY:
 TEACHING AND LEARNING: During 2013-14 Drifill will fully implement the State Approved Language Arts Curriculum, the approved Common Core Curriculum, and supplemental intervention materials to provide a Language Program with fidelity and to meet the needs of all learners.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Coach will support classroom teachers with planning, collaboration, analyzing data and modeling effective instructional practices. She will organize and support the supplemental interventions for students and teachers.	Principal and Assistant Principal	August 2014 - June 2015	Meet with teachers and students for support and interventions.	1000-1999: Certificated Personnel Salaries	District Funded	90,971
Continue grade-level schedule, grade level collaboration and teaming for core subjects such as ELA, Math and ELD	Teachers, Literacy Coach, Assistant Principal, Principal	August 2014- June 2015	Meet to discuss schedules, APS Essential Program, District Adopted Pacing Guides	None Specified	None Specified	0
Protect Core Curriculum Instructional Time	Teachers, Literacy Coach, Assistant Principal, Principal	August 2014 - June 2015	Daily Schedules, Grade Level Feedback, APS	None Specified	None Specified	0
Fully Implementation the Adopted Curriculum	Teachers, Literacy Coach, Assistant Principal, Principal	Daily	Williams Act visit and regular classroom visits	None Specified	None Specified	0
Utilize the Pacing Guides for Language Arts	Teachers, Literacy Coach, Assistant Principal, Principal	Daily	Benchmark Assessments	None Specified	None Specified	0

Strategy #2

STRATEGY:
 OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS: During 2014-2015 Driffill will provide research based interventions to those identified students based on the established RTI2 Pyramid developed by the Driffill school community and to those students at level one that need initial classroom interventions.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire five ISP to work with Grades K-8. Based on our RTI2 Pyramid the ISP teachers will provide the next tier of interventions for specific students.	Principal, Assistant Principal, Coach and Teachers	135 Day Contract	Work directly with small groups or individual students	1000-1999: Certificated Personnel Salaries	Title III	33,206
				1000-1999: Certificated Personnel Salaries	Title I	71,733
Increase student time on task. Less interruptions during class instruction	Principal, Assistant Principal, Literacy Coach	August 2014 - June 2015	Ongoing Assessments	None Specified	None Specified	0
Teachers will apply Universal Access intervention during Language Arts with fidelity.	Principal, Assistant Principal, Coach and Teachers	Teachers work directly with small groups. From October 2014 - June 2015	Teachers work directly with small groups	None Specified	None Specified	0
Provide Standardized Intervention Curriculum (SIPPS)	Coach, ISP and Teachers	Work with small groups and individual students in grades K-6. From August 2014 to June 2015.	Teachers and ISP's provide SIPPS in class and in intervention groups.	4000-4999: Books And Supplies	Discretionary	2,000
Establish "Push-In/Pull-Out" RSP Co-Teaching model where Special Ed services can be offered to support RtI2 model	RSP Teacher, ISP and Classroom teachers	August 2014 - June 2015	RSP Teacher to work with students as indicated per IEPs	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SST meetings- Place students according to academic needs and communicate purpose to parents and provide interventions	Principal, Assistant Principal, Psychologist, RSP Teacher, Outreach Counselor, Teacher, Literacy Coach	August 2014-June 2015	Bi weekly Meetings and applicable interventions	1000-1999: Certificated Personnel Salaries	Discretionary	2,560
				1000-1999: Certificated Personnel Salaries		Title I
Update AR Reading Program for all students.	Principal, Assistant Principal, Literacy Coach, Teachers, Librarian	August 2014 - June 2015	Reading Incentive Program	4000-4999: Books And Supplies	Discretionary	6,000
Increase student access to Technology through computers, iPads, Promethean Boards and portable cart with laptops; to include replacements and any additional components including Apps.	Principal, Assistant Principal, Computer Tech, Coach, and Teachers	August 2014- June 2015	Incorporating technology into the daily academic program	4000-4999: Books And Supplies	Discretionary	30,000
				4000-4999: Books And Supplies	LCFF - Targeted	10,000
Provide Before and After School Tutoring, Intersession, and Summer School for all students that are in need of intervention. Specifically to Foster Youth	Principal, Assistant Principal, Literacy Coach, Teachers	August 2014 - June 2015	Provide tutoring for the students as determined by the SST intervention recommendations	1000-1999: Certificated Personnel Salaries	Discretionary	8,400
				1000-1999: Certificated Personnel Salaries		Discretionary
				1000-1999: Certificated Personnel Salaries	Title I	11,086
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase materials to support academic programs and interventions as needed for grades tk-8	Principal, Assistant Principal, Literacy Coach, EL TOSA's	August 2014 - June 2015	Designated Supplemental Materials	4000-4999: Books And Supplies	Discretionary	37,747
				4000-4999: Books And Supplies	LCFF - Discretionary	20,000
Provide ELRT services to cover subs and student interventions	Principal, Assistant Principal, Literacy Coach, EL TOSA, Classroom Teachers	August 2014 - June 2015	Substitute Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,000
			Intervention Tutoring	1000-1999: Certificated Personnel Salaries	Title III	4,000
Provide subs and tutoring for student monitoring, conferences, leadership, staff development, testing and intervention	Principal, Assistant Principal, Literacy Coach, Classroom Teachers	August 2014 - June 2015	Subs and Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	Discretionary	7,159
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	8,882

Strategy #3

STRATEGY:
 Pre-School Transition (Elementary Schools): Drifill Kindergarten, Transitional Kindergarten and Pre-School teachers will discuss the expectations and needs of their students for the upcoming year. These meetings will develop a plan to provide parents with resources and strategies to assist and prepare their children for transition to kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer In-Coming Parent Night Meetings	Principal, Assistant Principal, Teachers, Literacy Coach	August 2014 - June 2015	DIBELS Data, APS Essentials, Needs Assessments, Parent Survey, DRDP, PALS	None Specified	None Specified	0
Offer Ready Set-Go through First Five (One month class)	Principal, Assistant Principal, Teachers	May 2015 - June 2015	Pre-assessment for Kindergarten Readiness	None Specified	None Specified	0
Offer Kindergarten Parent Workshops and provide necessary supplies	Principal, Assistant Principal, Teacher	August 2014-June 2015	Parent Education	4000-4999: Books And Supplies	Title I	958
Hold Pre K to Kindergarten Articulation Meetings	Principal, Assistant Principal, Teacher	Spring 2015	Pre Assessment for Kindergarten Readiness, 2014 End of year Dibels, APS Essentials Program Components, Waterford, DRDP and PALS	None Specified	None Specified	0
Collaboration between site Kindergarten Teachers and site Pre-school Teachers	Principal, Assistant Principal, Teachers	August 2014 - June 2015	On-going assessment information	None Specified	None Specified	0
On-going articulation with Pre-School Teachers and Kindergarten	Principal, Assistant Principal, Teachers	November 2014 - June 2015	2014 End of the Year Dibels data, APS, DRDP and PALS	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Kinder Kamp for entering kinder students	Principal, Assistant Principal, Literacy Coach, Classroom Teachers	August 2014	Teacher Extra Hours	0001-0999: Unrestricted: Locally Defined	Discretionary	5,000

Strategy #4

STRATEGY:
8TH TO HIGH SCHOOL TRANSITION: 8th grade and High School teachers will be provided collaboration time to prepare and plan for students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8th grade and High School Teachers will meet, collaborate and articulate general education and special education programs for the upcoming year.	Principal, Assistant Principal, Teachers, Literacy Coach	November 2014-June 2015	8th grade and High School teachers will be provided with collaboration time to prepare and plan for students	None Specified	None Specified	0
Teachers will identify students with academic and social intervention needs.	Principal, Assistant Principal, Literacy Coach, Outreach Counselor, Psychologist	January 2015-June 2015	2013 CST, DIBELS Progress Monitoring Suspension and Attendance Data Cum review	None Specified	None Specified	0
Teachers will continue to develop professionally as needed through district, VCOE and professional workshop opportunities	Principal, Assistant Principal, Literacy Coach, Teachers	August 2014-June 2015	Common Core Academic Toolkit Trainings as appropriate	None Specified	None Specified	0
The staff will continue to develop professionally as needed through District and VCOE workshop opportunities	Principal, Assistant Principal, Literacy Coach, Teachers	August 2014- June 2015	Staff will participate in workshops to continue to grow professionally	None Specified	None Specified	0

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT: Staff will continue to develop professionally as needed through the support of the District, VCOE and other agencies with specific topic workshop opportunities.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will implement Grade Level Language Arts CCSS Professional Development strategies	Principal, Assistant Principal, Literacy Coach, Teachers	August 2013-June 2014	Teachers will become familiar with the new Smarter Balanced Assessments and Performance Tasks	None Specified	None Specified	0
Teachers will attend Common Core Standards Trainings	Principal, Assistant Principal, Literacy Coach, Teachers	August 2014-June 2015	Common Core Trainings will continue to be available until full implementation has occurred	None Specified	District Funded	0
Teachers will continue to bridge and use other new methods of technology	Principal, Assistant Principal, Literacy Coach, Teachers	August 2013-June 2014	The staff will continue to have the opportunity to develop their Promethean board and app knowledge through workshops	None Specified	District Funded	0
SMART Goals and Student Monitoring through Data Team training and meetings	Principal, Assistant Principal, Literacy Coach, Teachers	August 2014 - June 2015	Staff will continue to create SMART Goals for their class and progress monitor according to the data. Extra hours and sub time will be provided.	1000-1999: Certificated Personnel Salaries	Title I	9,580

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Training and meeting for Intervention Curriculum Strategies	Principal, Assistant Principal, Literacy Coach, Teachers	August 2014 - June 2015	Trainings and meetings will continue on an as needed basis	None Specified	None Specified	0

Strategy #6

STRATEGY:
 PARENT INVOLVEMENT: Driffill School will offer and notify parents via Connect Ed., website, and written communication of multiple opportunities for parent involvement. Regular parent meetings, ELAC, Title I (Parent Compact and Parent Involvement Policy), School Site Council and Cafe Con Padres are held on a regular basis.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule Title I quarterly meetings	Principal, Assistant Principal	August 2014 - June 2015	Meetings will consist of SPSA, Budget, 2014 CST Data, 2014 End of the Year DIBELS Data, APS Essential Program Components	None Specified	None Specified	0
School Site Council and School Leadership Team will monitor the implementation of the Academic Program Survey	Principal, Assistant Principal, Literacy Coach, Teachers, Parents	August 2014 - June 2015	Meetings will consist of SPSA, Budget, 2014 CST Data, and 2014 End of the Year DIBELS Data	None Specified	None Specified	0
Driffill School will offer and notify parents via Connect Ed, Marquee and written communication of multiple opportunities for parent involvement.	Principal, Assistant Principal, Outreach Counselor, Office Staff	August 2014 - June 2015	Parents will receive different modes of communication to ensure that they have up to date information.	None Specified	None Specified	0
Regularly schedule and publisize Café Con Padres/Title I	Principal, Assistant Principal, Outreach Counselor, Parents	Monthly- August 2014 to June 2015	Informal parent meetings to keep the families informed.	None Specified	None Specified	0
Schedule meetings to jointly develop Parent Involvement Policy	Principal, Assistant Principal, Literacy Coach, Teachers, Parents	August 2014 - June 2015	Parent Meeting	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule Grade Level Parent Education Nights	Grade Level Teams, Principal, Assistant Principal, Literacy Coach	August 2014 - June 2015	Education nights for the parents with suggestions about how to best help their student	None Specified		0
Schedule Special Education Parent Meetings	Principal, Assistant Principal, Special Education Teachers, Psychologist, Outreach Consultant	Monthly- August 2014 - June 2015	Team meetings	None Specified	None Specified	0
Schedule Parent Teacher Conferences/Translators	Principal, Assistant Principal and Teachers	August 2014 - June 2015	Translator for parent conferences	2000-2999: Classified Personnel Salaries	Discretionary	1,000
			Translators for parent conferences	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	4,000
Schedule Parenting Classes <ul style="list-style-type: none"> • Triple P • Parent Project • Nutrition • Healthy Living • Suicide Prevention 	Outreach Counselor	October 2014- June 2015	Parenting classes	None Specified	None Specified	0

Strategy #7

STRATEGY:

AFTER SCHOOL PROGRAM: Driffill School will work in conjunction with the After School Program to offer enrichment opportunities and academic support.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Teacher Liaison	Principal, Assistant Principal, Teacher	August 2014 - June 2015	The Teacher Liaison coordinates with the After School Program	1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	3,600
ASES Administrator meets monthly with site Principal and After School Program Liaison and Academic Coach to evaluate program and work on correlating the after school program to the regular school day programs and services.	ASES Administrator, Principal, After School Liaison, Literacy Coach	August 2014 - June 2015	Meetings to correlate the After School Program with the daily academics.	None Specified	None Specified	0
Driffill School will work in coordination with the ASP to offer enrichment opportunities and academic support.	After School Liaison, ASES Administrator, Staff	August 2014 - June 2015	Discussions about enrichment opportunities to offer.	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #2:

- A. Kindergarten- All students will count, recognize, represent, name, and order a number of objects (up to 30); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
- B. 1st Grade- All students will count, read, and write whole numbers to 100; Count and group objects in ones and tens; Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
- C. 3rd – 8th Grades: 89.5% of students and the significant sub-groups in 2nd-8th Grade will score “proficient” or “advanced” on the 2015 SBAC in Math.
- D. The percent of students scoring below proficiency on the previous year’s formative tests will reduce by 10%, as these students will move towards Proficient or Advanced.
- E. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, Foster Youth, SED and Hispanics.

Data Used to Form this Goal:

Scott-Foresman Benchmark (Kindergarten through 6th grade)
Glencoe CA Triumphs Assessments (grades 4 – 6)
Math Links for Grades 7 and 8

Findings from the Analysis of this Data:

Kindergarten: 81% of the students attained the Math benchmark for End of Year.
1st grade: 48% of students attained the Math benchmark for End of Year.
2nd -8th grade: students did score 50% or better on all formative assessments and/or benchmark tests.

How the School will Evaluate the Progress of this Goal:

Teachers will meet in grade level meetings after assessment periods
Progress Monitoring
SMART Goals
Student Monitoring Conferences
English Learner Review Team
Response to Intervention 2
IFA's
SBAC

Strategy #1

STRATEGY:
 TEACHING AND LEARNING: Full Implementation of State Approved Math Curriculum: Driffill School Teachers team to provide instruction of the core curriculum to all learners at their instructional level. Teaching with fidelity to the program and the District pacing guides.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Coach will support classroom teachers with planning, collaboration, analyzing data and modeling effective instructional practice	Principal, Assistant Principal, Literacy Coach, and Teacher	August 2014- June 2015	Collaboration and implementation of district adopted materials and providing intervention. See Goal #1	None Specified	None Specified	0
Common grade-level schedules for core subject teaming in Scott-Foresman enVision Math and Glencoe CA Triumphs Math Intervention program. Grades 7 and 8 will introduce Math Links as a pilot program.	Teachers, Principal, Assistant Principal	August 2014 - June 2015	Teacher collaboration and teaming	None Specified	None Specified	0
Implement CCSS for Mathematics	Principal, Assistant Principal, Literacy Coach, Teacher	August 2014- June 2015	Teacher collaboration and teaming.	None Specified	None Specified	0
Protect Common Core Curriculum Instructional Time with limited interruptions	Principal, Assistant Principal, Literacy Coach	August 2013- June 2014	Time designated each day for Core Curriculum	None Specified	None Specified	0
Full Implementation of Adopted Curriculum Scott-Foresman enVision Math and Math Links	Principal, Assistant Principal, Literacy Coach, Teacher	August 2014 - June 2015	Follow District adopted materials	None Specified	None Specified	0

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS: At Driffill School teachers use data to differentiate UA interventions and assign ISP teachers and to group students according to their needs.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Driffill will secure four ISP teachers for grades K-8 to work with identified students who need intervention	Principal, Assistant Principal, Literacy Coach	135 Day Contract	ISP's to teach small intervention groups. See Goal 1 Strategy 2.			
Teachers will place students according to academic needs and communicate purpose to parents	Teachers	August 2014- June 2015	Math Assessments	None Specified	None Specified	0
Teachers will apply Universal Access intervention during Mathematics	Teachers, Literacy Coach	August 2014- June 2015	Direct small group instruction within the classroom.	None Specified	None Specified	0
Staff will review data of Inspect tests to monitor student progress and identify students for mathematics intervention	Literacy Coach, Teachers	August 2014- June 2015	Data analysis and collaboration for teaming.	None Specified	None Specified	0
Teachers will provide Standardized Intervention Curriculum Glencoe CA Triumphs Intervention for students in grades 4, 5, and 6 and use Math Links for review in grades 7 and 8.	Special Education Teacher	August 2014- June 2015	Direct, small group instruction during the day.	None Specified	None Specified	0
Staff will establish "Push-In/Pull-Out" RSP Co-Teaching model where Special Ed services can be offered to support Rti model	Special Education Teacher	August 2014 - June 2015	Teaming and collaboration with Rti	None Specified	None Specified	0
Materials will be provided to Support Academic Programs	Literacy Coach	August 2014- June 2015	Materials, funding referred to in Goal 1.	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase student access to Technology through computer software (Successmaker and Waterford to support students in Math, iPADS, Promethean Boards, Activeboards and student response, to include replacements and any additional electronic devices and apps	Principal, Assistant Principal, Computer lab technician	August 2014- June 2015	Technology in the classroom, see Goal 1.	None Specified	None Specified	0

Strategy #3

STRATEGY:

IN-COMING KINDERGARTEN TRANSITIONS: At Driffill School teachers communicated with Pre School staff in regards to the needs of incoming kinders. They meet with parents to provide materials and recommendations to help children at home. A one month class is also offered to those who qualify.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer In-Coming Parent Night Meetings	Principal, Assistant Principal, Teachers	August- 2014 - June 2015	Informative meeting for the parents.	None Specified	None Specified	0
Offer Ready Set-Go through First Five (One month class)	Teachers	Summer 2015	Preschool services offered to in coming Kinder students.	None Specified	District Funded	0
Offer Kindergarten Parent Workshops	Teacher	August 2014 - June 2015	Informative meetings to maximize student success.	None Specified	None Specified	0
Hold Pre K to Kindergarten Articulation Meetings	Teachers, Pre K Teachers,	Spring 2015	Vertical collaboration meetings.	None Specified	None Specified	0

Strategy #4

STRATEGY:
 8TH TO 9TH GRADE TRANSITION: The 8th grade team will continue to collaborate with the High School to insure a smooth transition into the the ninth grade for all students. Data and intervention information will be provided.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8th grade team and 9th grade teachers will meet to collaborate and articulate general education and special education needs	Special Ed teachers, Regular Ed teachers, Literacy Coach	Spring 2015	Vertical collaboration with teachers	None Specified	None Specified	0
Staff will identify students with academic needs for intervention	Literacy Coach, Teachers	Spring 2015	Collaboration with teachers and Literacy Coach	None Specified	None Specified	0

Strategy #5

STRATEGY:

PROFESSIONAL DEVELOPMENT: Staff will continue to attend Professional Development offered by the District, VCOE and professional groups offering to advance math knowledge.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will attend Professional Development for Math	District Office, site	August 2014 - June 2015	Professional Development	None Specified	None Specified	0
Scott-Foresman enVision PD and Math Links	District Office	August 2014 - June 2015	Professional Development	None Specified	District Funded	0
SMART Goals and Student Monitoring through Data Team training	Principal, Assistant Principal, Teachers, Literacy Coach	August 2013 - June 2014	Meetings held as a grade level during meetings	None Specified	None Specified	0

Strategy #6

STRATEGY:
 PARENT INVOLVEMENT: A concerted effort is put into the development of parent involvement in school decisions, meetings, classes and conferences with teachers. Regular parent meetings, ELAC, Title I (Parent Compact and Parent Involvement Policy), School Site Council and Cafe Con Padres are held on a regular basis.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule Title I quarterly meetings	Principal, Assistant Principal	August 14- June 2015	Meetings will consist of SPSA, Budget, 2014, CST Data, 2014 End of the Year DIBELS Data, APS Essential Program Components	None Specified	None Specified	0
Schedule collaborative meetings with School Site Council and School Leadership Team. Monitor the implementation of the Academic Program Survey	Principal, Assistant Principal, Leadership Team teachers, parents from School Site Council.	Meetings held monthly	Meetings will consist of SPSA, Budget, 2014 CST Data, 2014, End of the Year DIBELS Data, APS Essential Program Components	None Specified	None Specified	0
Schedule ELAC Meetings to provide parents ongoing school information	Principal, Assistant Principal, Community Members	Meetings held monthly	Meetings will consist of SPSA, Budget, 2014 CST Data, 2014 End of the Year DIBELS Data, APS Essential Program Components	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule Café Con Padres/Title I to provide on-going parent information	Principal, Assistant Principal, Community Members	Meetings held monthly	Meetings will consist of SPSA, Budget, 2014 CST Data, 2014 End of the Year DIBELS Data, APS Essential Program Components	None Specified	None Specified	0
Schedule Parenting Classes to provide parents with ongoing support <ul style="list-style-type: none"> • Triple P referral • Parent Project referral • Nutrition • Health Education • Suicide Prevention 	Outreach Counselor, Parents, Students	August 2014 - June 2015	Meetings will consist of general information.	None Specified	None Specified	0
Schedule meeting to jointly develop Parent Compact to meet the requirements of Title I	Principal, Outreach Counselor, and Parents	August 2014 - June 2015	Meetings will consist of SPSA, Budget, 2014 CST Data, 2014 End of the Year DIBELS Data, APS Essential Program Components	None Specified	None Specified	0
Schedule meeting to jointly develop Parent Involvement Policy to meet the requirements of Title I	Principal, Outreach Counselor, and Parents	August 2014 - June 2015	Meetings will consist of SPSA, Budget, 2014 CST Data, 2014 End of the Year DIBELS Data, APS Essential Program Components and overall academic progress	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule Parent-Teacher Conferences to discuss student progress	Teachers, Parents	August 2014 - June 2015	Meetings will consist of student progress information	None Specified	None Specified	0
Schedule Special Education Meeting to discuss student strategies and progress	Principal, Assistant Principal, Special Education Teacher, Psychologist, Support Providers	Monthly meetings	Meetings will consist of how teams are meeting the needs of students	None Specified	None Specified	0

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM: The community appreciates the services provided by the ASP. It supports and enriches curriculum provided during the school day.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison	Principal, ASES Administrator	September 2014- June 2015	Teacher who coordinates students learning with the After School Program. See Goal 1.			
Teacher will provide Before/After school and summer school intervention for those students identified through the SST process and teacher recommendation	Teacher	August 2014- June 2015	Teacher intervention	None Specified	None Specified	0
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day program and services.	ASES Administrator, Principal and After School Staff	August 2014- June 2015	Coordination of programs	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
<ol style="list-style-type: none">A. AMAO #1: 57.5% of all English Learners will advance one level on the CELDTB. AMAO #2: 21.4% Students that have been here less than 5 years of all English Learners will attain an Early Advanced or Advanced level on the CELDT 47% Students that have been here for five years or more of all English Learners will attain an Early Advanced or Advanced level on the CELDTC. AMAO #3:<ol style="list-style-type: none">1. 89.2% of EL students and the significant sub-groups in 2nd-6th Grade will score “proficient” or “advanced” on the 2013 STAR in Language Arts.2. 89.5% of EL students and the significant sub-groups in 2nd-6th Grade will score “proficient” or “advanced” on the 2013 STAR in Math.D. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, Foster Youth, SED and Hispanics.
Data Used to Form this Goal:
DIBELS (Grades K- 6th) IDEL (Grades K-2) CELDT (administer to all English Learners)

Findings from the Analysis of this Data:

Kindergarten- 15% of the students attained the DIBELS/IDEL benchmark for End of Year.

1st grade: 23% of students attained the DIBELS/IDEL benchmark for End of Year.

2nd grade: 28% scored Proficient or Advanced on CST.

3rd grade: 17% scored Proficient or Advanced on CST.

4th grade: 38% scored Proficient or Advanced on CST.

5th grade: 38% scored Proficient or Advanced on CST.

6th grade: 31% scored Proficient or Advanced on CST.

How the School will Evaluate the Progress of this Goal:

Teachers will meet in grade level meetings after assessment periods

Rtl

SMART Goals

ELRT Student Progress Monitoring Conferences

ELD Teaming

Strategy #1

STRATEGY:

EL Strategies: Drifill ensures that all students are teamed by CELDT level and they are taught using the SIOP model.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish teaming by CELDT level	Teachers	August 2014- June 2015	Data analysis, teaming, collaboration	None Specified	None Specified	0
Implement AVENUES (grades K-5)	Teachers	August 2014- June 2015	Materials	None Specified	None Specified	0
ELRT Monitoring	Leadership Team, Teachers	August 2014 - June 2015	Collaborative Meetings	None Specified	None Specified	0
Implement SIPPS	Teachers, ISP, Literacy Coach	August 2013- June 2014	Materials	None Specified	None Specified	0
Assess using DIBELS/IDEL	Literacy Coach, ISP's	Ongoing Assessments and Progress monitoring	Materials	None Specified	None Specified	0
HM Lectura Theme Skills assessments	Teachers	August 2014- June 2015	Materials	None Specified	None Specified	0
Glencoe CA Triumphs Math assessment (grades 4-6) Math Links 7-8	Teachers	August 2014- June 2015	Materials	None Specified	None Specified	0
HM Theme Skills assessment	Teachers	August 2014- June 2015	Materials	None Specified	None Specified	0
Core Content Science/Social Studies-6th to 8th	Teachers	August 2014- June 2015	Materials	None Specified	None Specified	0
Secure 5 ISP teachers for grades K-8	Principal, Literacy Coach	135 Day Contract	Assistance to provide supplemental instruction	None Specified	None Specified	0
Incoming Parent Night Meeting	Teachers	August 204 - June 2015	Parent meeitng	None Specified	None Specified	0

Strategy #2

STRATEGY:

TEACHING AND LEARNING: Driffill School and Staff review data and discuss goals and expectations for English Learners for the upcoming year. Driffill Staff uses state adopted ELD curriculum to instruct and assess EL students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Avenues (grade k-5), Core Content Science/Social Science ELD (6th - 8th grade), and ELD Toolkit	Teachers	August 2013- June 2014	Materials	None Specified	None Specified	0
Grade Level Teaming	Teachers	August 2013- June 2014	Collaboration	None Specified	None Specified	0

Strategy #3

STRATEGY:
 OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS and Enrichment: Driffill Staff reviews data and provides EL students with state approved interventions, support and continuously monitor student progress throughout the year using formal and informal assessments.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Secure four ISP teachers for grades K-8	Principal, Literacy Coach and ISP	October 2014 - June 2015	Intervention Support Provider	None Specified	None Specified	0

Strategy #4

STRATEGY:
 IN-COMING KINDERGARTEN TRANSITIONS: Drifhill Kindergarten and Pre-School teachers will discuss the expectations and needs of their students for the upcoming year. These meetings will develop a plan to provide students and parents with resources and strategies to prepare the EL students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule In-Coming Parent Night Meetings	Teachers	August -June 2014	Parent information meetings	None Specified	None Specified	0
Support Ready Set-Go through First Five (One month class)	Teachers	Summer 2014	Pre- School classes	None Specified	None Specified	0
Implement Kindergarten Parent Workshops	Teachers	August-June 2014	Parent information workshops	None Specified	None Specified	0
Schedule Pre K to Kindergarten Articulation Meetings	Teachers, Pre-School Teachers	Spring 2014	Collaboration Meetings	None Specified	None Specified	0

Strategy #5

STRATEGY:
8TH TO 9TH GRADE TRANSITION: 8th and 9th Grade Teachers will provide information and collaborate to prepare and plan for EL students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide time with 8th grade team and 9th grade teachers to collaborate and articulate general education and special education needs	Teachers, Special Education Teacher, Literacy Coach	Spring 2015	Articulation meeting	None Specified	None Specified	0
Identify students with academic needs for intervention	Literacy Coach	August 2014- June 2015	Articulation and collaboration	None Specified	None Specified	0

Strategy #6

STRATEGY:
 PROFESSIONAL DEVELOPMENT: Driffill School will continue to provide teachers with Professional Development as needed through the district and VCOE workshop opportunities to review and gain strategies to teach EL students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will Common Core State Standards Workshops	Teachers, Literacy Coach	August 2014 - June 2015	Professional Development Workshops	None Specified	None Specified	0
Teachers will attend iPad trainings offered on and off site.	Driffill Staff	August 2014 - June 2015	Professional Development Workshops	None Specified	None Specified	0
Teachers will attend and implement SIOP trainings and strategies.	Principal, Assistant Principals, EL TOSA, Literacy Coach and Teachers.	August 2014 - June 2015	Teachers will continue to be supported using the SIOP model.	None Specified		0
Teachers will utilize and incorporate Common Core ELD strategies.	Principal, Assistant Principals, EL TOSA, Literacy Coach and Teachers.	August 2014 - June 2015	EL TOSA's will participate in ELD programs and strategies.	None Specified	District Funded	0
Teachers will attend SIOP trainings	Teachers, Literacy Coach, EL TOSA	August- 2014 - June 2015	Professional Development	None Specified	None Specified	0
Teachers will assess students using DIBELS/IDEL	Teachers	August 14 - June 2015	Professional Development	None Specified	None Specified	0

Strategy #7

STRATEGY:
 PARENT INVOLVEMENT: Continue with monthly meetings to provide parents with information and the opportunity to voice their ideas and concerns in order to support our EL program. Regular parent meetings, ELAC, Title I (Parent Compact and Parent Involvement Policy), School Site Council and Cafe Con Padres are held on a regular basis.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule Title I quarterly meetings	Principal, Assistant Principal	August 2014 - June 2015	School meetings	None Specified	None Specified	0
School Site Council and School Leadership Team will monitor the implementation of the Academic Program Survey	Principal, Assistant Principal, Teachers, Parents	August 2014- June 2015	School meetings	None Specified	None Specified	0
Schedule ELAC meetings	Principal, Assistant Principal, Parents	August 2014- June 2015	English Language Learner School meetings	None Specified	None Specified	0
Schedule and publicize Café Con Padres/Title I	Principal, Assistant Principal, Parents	August 2014 - June 2015	Informal meetings with the parents	None Specified	None Specified	0
Schedule Parenting Classes <ul style="list-style-type: none"> • Triple P referral • Parent Project referral • Suicide Prevention • Nutrition • Healthy Living 	Outreach Counselor	August 2014 - June 2015	Parent classes	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Attendance/Safety

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #4:

Attendance:

- A. Our goal is to maintain at least a 97% attendance rate throughout the year.

Safety: Our goal is to develop plans for a safe and orderly campus. The plans will provide strategies and plans for all stakeholders. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, Foster Youth, SED, and Hispanics.

- A. Positive Behavior Plan
- B. Emergency Preparedness Plan

Data Used to Form this Goal:

- A. Positive Behavior Plan
 - Attendance Records in Zangle
 - Data Quest
 - Suspension data and Office Referrals
 - Use of Lesson One
 - California Healthy Kids Survey

- B. Emergency Preparedness
 - Local and State Guidelines
 - California Healthy Kids Survey

Findings from the Analysis of this Data:

- A. Positive Behavior Plan
 - The number of referrals and suspensions revealed the need for a school wide behavior program.
 - COST meetings
 - SST meetings
 - Mini SARB meetings
 - Progress Monitoring

- B. Emergency Preparedness
 - Utilize School Resource Officer from the Oxnard Police Department
 - Police Department (lockdown & school wide evacuation drills)
 - Comprehensive School Safety Plan
 - Emergency Preparedness Team (fire & earthquake drills)
 - NfL Parent Meetings on Home and Health Safety

How the School will Evaluate the Progress of this Goal:

- Directly observe student behavior in and out of class.
- Monthly logs and memos

Strategy #1

STRATEGY:
SUPPORT to the CORE CURRICULUM: Driffill teachers will increase student time on task resulting in less interruptions during classroom instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase student time on task Less interruptions during class instruction	Driffill Staff	August 2014 - June 2015	Strategies provided			
Implement the Minnesota Smoking Prevention Program with all 6th grade students and Project Alert in 7th and 8th grade Science.	Outreach Counselor	August 2014 - June 2015	TUPE-Anti Smoking Program			
Review and Update Comprehensive Safe School Plan	Leadership Team	August 2014- June 2015	Leadership Team meeting, School Site Council			
Utilize SRO from the Oxnard Police Department	Driffill Staff	August 2014- June 2015	Community involvement			
The Big Smiles Program is implemented to provide dental care for students who do not have dental coverage.	Outreach Counselor	August 2014- June 2015	Community involvement and specific services for children in need.			
Monitor and support Lesson One (year 5) Self Implementation of Strategies and Introduce CHAMPS	Driffill Staff	August 2014 - June 2015				

Strategy #2

STRATEGY:
 SPECIFIC INTERVENTIONS: Drifill School Teachers implement the Lesson One Strategies and CHAMPS as their behavior intervention. We are also implementing strategies to improve academics, attendance and overall positive student performance.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support and monitor school wide implementation of Lesson One Strategies and train teachers and introduce CHAMPS.	Principal, Assistant Principal, Teachers, Drifill Support Staff	August 2014- June 2015	PBIS - Positive Behavior Intervention Support			
Classroom monitoring of implementation of Lesson One Strategies and the new use of CHAMPS	Principal, Assistant Principal, Teachers, Literacy Coach	August 2014- June 2015	Monitoring			
Provide student tutors and field trips for our AVID students	Principal, Assistant Principal, Teachers and Literacy Coach.	August 2014- June 2015	Student Tutors	2000-2999: Classified Personnel Salaries	Discretionary	10,000
			Field Trips	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	3,000
Provide Academic Incentives	Principal, Assistant Principal, Teachers and Literacy Coach.	August 2014- June 2015	Incentives	4000-4999: Books And Supplies	LCFF - Targeted	2,594
				4000-4999: Books And Supplies	LCFF - Discretionary	20,000
Provide Attendance Incentives	Principal, Assistant Principal, Teachers and Literacy Coach.	August 2014- June 2015	Incentives	4000-4999: Books And Supplies	LCFF - Targeted	2,594

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Enrichment Activities	Principal, Assistant Principal, Teachers and Literacy Coach.	August 2014- June 2015	Field Trips	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	12,970
Provide Incentives for Positive Behavior	Principal, Assistant Principal, Teachers and Literacy Coach.	August 2014- June 2015	Incentives	4000-4999: Books And Supplies	LCFF - Targeted	5,000
Teachers will be trained in CHAMPS	Principal, Assistant Principal, Literacy Coach and Teachers	August 2014 - June 2015	Teachers will continue to be supported while implementing CHAMPS and other behavior and intervention programs			

Strategy #3

STRATEGY:
8TH TO 9TH GRADE TRANSITION: To ensure an smooth transition, the Driffill Staff will hold transitional meetings with the High Schools.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transitional Meetings with the High School Teachers	Teachers, Literacy Coach	Spring 2015	Collaboration meeting			
Transition Meetings – update Health Records to High School	Office, Teachers	Spring 2015	Collaboration			

Strategy #4

STRATEGY:
Teacher Liaison: Drifill School with work in conjunction with the After School Program to ensure the safety of all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet with Teacher Liaison to support ASES Program.	Principal	August 2014- June 2015	Collaboration			
ASES Administrator meets monthly with site principal to evaluate program and work on correlating the after school program to the regular school day program and services	Ases Administrator, Teacher Liaison	August 2014 - June 2015	Collaboration			

Strategy #5

STRATEGY:
 Parent Involvement: Driffill School provides several programs to help support our parents through education and programs. Regular parent meetings, ELAC, Title I (Parent Compact and Parent Involvement Policy), School Site Council and Cafe Con Padres are held on a regular basis. During these meetings information for our parent education programs are provided.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide specific Parent Trainings throughout the year in the following areas <ul style="list-style-type: none"> • Triple P • Parent Project • Nutrition • Suicide Prevention • Healthy Living • Loving Solutions 	Outreach Counselor and School Counselor	August 2014 - June 2015	District Approved Agencies will provide training as needed to our school.			0

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified		0.00
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	3,600.00
0001-0999: Unrestricted: Locally Defined	Discretionary	5,000.00
1000-1999: Certificated Personnel Salaries	Discretionary	45,394.00
2000-2999: Classified Personnel Salaries	Discretionary	11,000.00
4000-4999: Books And Supplies	Discretionary	75,747.00
1000-1999: Certificated Personnel Salaries	District Funded	90,971.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	8,882.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	4,000.00
4000-4999: Books And Supplies	LCFF - Discretionary	40,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	6,000.00
4000-4999: Books And Supplies	LCFF - Targeted	20,188.00
5800: Professional/Consulting Services And	LCFF - Targeted	15,970.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	94,839.00
4000-4999: Books And Supplies	Title I	958.00
1000-1999: Certificated Personnel Salaries	Title III	37,206.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School and Education Safety (ASES)	3,600.00
Discretionary	137,141.00
District Funded	90,971.00
LCFF - Discretionary	52,882.00
LCFF - Targeted	42,158.00
None Specified	0.00
Title I	95,797.00
Title III	37,206.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Interventions for students identified through the SST process.

Updated technology

Identify the major expenditures supporting these priorities.

Intervention provided through the use of ISP's, tutoring and Kinder Kamp.

Purchase of new devices, apps and supplies

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

ISP's and tutors are the most effective use of our money.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

All of our strategies were implemented.

What specific actions related to those strategies were eliminated or modified during the year?

ORC is no longer a site expenditure and we have consistently dropped the expenditure for Lesson One and now are moving toward CHAMPS.

Identify barriers to full or timely implementation of the strategies identified above.

Our biggest barrier has been the lack of personnel available to hire.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

We use our personal resources to make university connections and we depend on our teachers to supplement after school.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

The hours of student contact time were limited, but we continue to see growth with formative assessments.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

After school tutoring, small group intervention, teaming and one to one intervention has been the most effective and continues to show growth.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Lesson One was minimally effective because it was not implemented with fidelity.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other: Shortage of credentialed teachers to start the year off with trained ISPs.

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications:
Add CHAMPS training in lieu of Lesson One and all of our other use of intervention strategies.

Involvement/Governance

How was the SSC involved in development of the plan?

ELAC, Leadership and SSC each have an opportunity to develop and approve the plan. All groups are invited to provide input in regards to their individual needs.

How were advisory committees involved in providing advice to the SSC?

ELAC, Leadership and SSC each have an opportunity to develop and approve the plan. All groups are invited to provide input in regards to their individual needs.

How was the plan monitored during the school year?

Financial balance sheets are monitored monthly to make sure projects are moving forward.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Continuous communication with all stakeholders.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.
All goals were not met but significant progress has been made in each.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
All goals were not met but significant progress has been made in each.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
Our inability to meet our goals were due to the inability to hire qualified staff.

Based on this information, what might be some recommendations for future steps to meet this goal?
Work directly with HR to find early hires.

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
Carol Flores Beck	[X]	[]	[]	[]	[]
Sarah Lepe	[]	[X]	[]	[]	[]
Maricela Desales	[]	[X]	[]	[]	[]
Carlos Torres	[]	[X]	[]	[]	[]
Juan Bautista	[]	[]	[X]	[]	[]
Guadalupe Juarez	[]	[]	[]	[X]	[]
Luz Zarate	[]	[]	[]	[X]	[]
Ana Maria Hernandez	[]	[]	[]	[X]	[]
Esmeralda Guzman	[]	[]	[]	[X]	[]
Jose Luis Saldaña	[]	[]	[]	[X]	[]
Numbers of members of each category:	1	3	1	5	

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
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):

	_____ Signature
	<i>Esmeralda Guzman</i> _____ Signature
	_____ 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 January 26, 2015.

Attested:

Carol A. Flores Beck	<i>C. Flores Beck</i>	1.26.15
Typed Name of School Principal	Signature of School Principal	Date

Esmeralda Guzman	<i>Esmeralda Guzman</i>	1.26.15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Driffill School

910 South E Street, Oxnard, CA 93030 (805) 385-1530



School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—that parents play an integral role in assisting their child’s learning;

- Parents are invited to attend trainings on homework assistance, reading, and math skills.
- Parents are invited to attend meetings to discuss CST and grade level standards.
- ✓ that parents are encouraged to be actively involved in their child’s education at school;

Parents are invited to volunteer in their child’s classroom.

- ✓ that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Parents are part of the School Site Council and English Learner Advisory Committee.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the Driffill School Parent Involvement Form, which is distributed annually at the beginning of the school year. Teachers review the Driffill School Parent Involvement Form and policies with the students at the beginning of the year. Parents are asked to read and discuss the Driffill School Parent Involvement Form with their students and sign and return an acknowledgment form.
- ✓ Driffill School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Driffill School will make the School Parental Involvement Policy available to the local community. Driffill School Parent Involvement Form will be available on the school website, in the school office, handed out at Back to School Night in the fall, and to parents who register after the start of the school year.
- ✓ Driffill School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Driffill School has adopted the school’s school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Driffill School convenes an annual and regular meeting to inform parents of the following (transportation, babysitting, flexible meeting times will be addressed):

- ✓ That their child’s school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district’s district wide parental involvement policy)
- ✓ About the school’s participation in Title I school wide program

Additionally, Driffill School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information (DIBELS, Inspect, Idel K-2, CST and 4th Grade Writing
 - Curriculum Descriptions for English Language Arts, Math, and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources – is in progress.
- ✓ PTA
- ✓ Field Day
- ✓ Student of the Month
- ✓ Student Achievement Assemblies
- ✓ Student Study Team (SST)
- ✓ Parent Workshops

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

- School Site Council
- English Learner Advisory Committee

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include: SSC, ELAC, Café con Padres, PTA, Back to School Night, Conferences and SST Meetings.

Driffill School

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La Póliza de Participación Paternal Escolar

DECLARACIÓN DE OBJETIVO:

La participación de padres y miembros de comunidad es un componente esencial de nutrir a estudiantes. Cada esfuerzo para invitar y considerar a padre y entrada de comunidad fue hecho para asegurar el éxito de nuestros estudiantes. Un equipo de padres, maestros y administradores desarrolló la póliza de participación de escuela/padre/comunidad siguiente. La participación paternal significa la participación de padres en la comunicación regular, de doble sentido, y significativa que implica al estudiante aprendizaje académico y otras actividades escolares, incluso asegurando —

- ✓ a que los padres desempeñan un papel integral en la asistencia del aprendizaje de su niño;

Los padres son invitados a asistir a entrenamiento en ayuda de tarea, lectura, y habilidades de matemáticas.

Los padres son invitados a asistir a reuniones para hablar de CST y estándares de nivel de grado.

- ✓ a que los padres son animados a estar activamente implicados en la educación de su niño en la escuela;

Los padres son invitados a ofrecerse en el salón de su niño.

- ✓ a que los padres son compañeros enteros en la educación de su niño y son incluidos, como apropiados, en tomar decisiones y en comités asesores para asistir en la educación de su niño;

Los padres son parte del Consejo de Sitio Escolar y Comité Asesor de Principiante de Inglés.

La información sobre pólizas escolares y oportunidades de participación es comunicada por el contacto paternal directo en la manera siguiente:

- ✓ La Póliza de Participación de Padre/Comunidad Escolar y el Compacto de Padre a escuela son distribuidos a padres y estudiantes en la Forma de Participación Paternal Escolar Driffill, que es distribuida anualmente a principios del año escolar. Los maestros examinan la Forma de Participación Paternal Escolar de Driffill y pólizas con los estudiantes a principios del año. A padres les piden leer y hablar de la Forma de Participación Paternal Escolar de Driffill con sus estudiantes y firmar y regresar una forma de reconocimiento. (Muestra en Folletos)
- ✓ La Escuela Driffill notifica los padres sobre la Póliza de Participación Paternal Escolar de una forma comprensible y uniforme y, al grado practicable, distribuyen esta póliza a padres en una lengua que los padres pueden entender.
- ✓ La Escuela Driffill hará disponible la Póliza de Participación Paternal Escolar a la comunidad local. La Forma de Participación Paternal de la Escuela Driffill estará disponible en el sitio Web escolar, en la oficina escolar, repartida en nuestra Noche de Regreso a Clases, y a padres que se registran después del principio del año escolar.
- ✓ La Escuela de Driffill de vez en cuando actualiza la Póliza de Participación Paternal Escolar para encontrar las necesidades que traen los cambios de padres y la escuela.
- ✓ La Escuela Driffill ha adoptado el compacto de padre y de la escuela como un componente de su Póliza de Participación Paternal Escolar.

POLÍTICAS ESCOLARES, OPORTUNIDADES DE PARTICIPACIÓN, Y REUNIONES

La Escuela Driffill convoca una reunión anual y regular para informar a padres del siguiente (transporte, cuidado de niños, los tiempos de reunión flexibles serán dirigidos):

- ✓ La participación de la escuela de su niño/a en Título I
- ✓ Sobre los requisitos de Título I,
- ✓ De sus derechos para estar implicados, (una copia del distrito de la póliza del distrito amplia de participación paternal)
- ✓ Sobre la participación en un programa de Título I que abarca toda la escuela

Además, la Escuela Driffill conduce un foro abierto para padres y miembros de comunidad para implicar más a padres en el desarrollo conjunto y el acuerdo conjunto de su Póliza de Participación Paternal Escolar.

Los padres son proveídos con una descripción y la explicación del plan de estudios que se usan en la escuela, las formas de la evaluación académica que se usa para medir el progreso de estudiantes, y se espera que los estudiantes de niveles de habilidad se encuentren será proporcionada.

- Póliza de Participación Paternal Escolar
- Calendared de Secular/Junta
- Guía de Padre/Estudiante
- Aplicaciones/Informacion de Voluntarios
- Información de Evaluación (DIBELS, Inspección, Idel k-2, CST y Escritura de cuarto Grado
- Descripciones de Plan de estudios para Lengua en ingles, Matemáticas, y otras áreas
- ✓ El Sitio Web de la Escuela proporciona la información sobre el personal, actividades de clases y recursos paternos – está en el progreso.PTA
- ✓ Día de Campo
- ✓ Estudiante del Mes
- ✓ Asambleas de logros de estudiante
- ✓ Equipo de Estudio de estudiante (SST)
- ✓ Talleres Paternales

De ser solicitado por padres, oportunidades de reuniones regulares para formular sugerencias y participar, como apropiado, en decisiones acerca de la educación de sus niños, y responder a cualquier tal sugerencia tan pronto como practicablemente posible será hablado. Darán a miembros de padres/comunidad respuestas oportunas a cualquier preocupación y sugerencias.

- Consejo de Sitio Escolar
- Comité Asesor de Principiante de Inglés

La Escuela/Padre/Estudiante Compacto es una parte de la Póliza de Participación Paternal Escolar. El compacto fue desarrollado por maestros, padres y administradores. Esto describe las responsabilidades de la escuela y padres para mejorar la interpretación de estudiante y los medios para lograrlo.

El edificio de la capacidad para la participación de padre/comunidad es puesto en una lista de Póliza de Participación de padres del Distrito. Las actividades específicas incluyen: SSC, ELAC, Café con Padres, PTA, SST y la Noche de Regresar a Clases.

The Single Plan for Student Achievement

School: Elm Street Elementary School
CDS Code: 56725386055289
District: Oxnard School District
Principal: Leticia Ramos
Revision Date: February 6, 2015

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:

Contact Person: Leticia Ramos
Position: Principal
Phone Number: (805) 385-1533
Address: 450 E. Elm Street
Oxnard, CA 93033
E-mail Address: lramos@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Elm Street Elementary School's Vision and Mission Statements

Elm Street School Mission is to ensure that all students receive a high quality education from fully qualified teachers who use scientifically based researched practices when teaching because Every Learner Matters. Elm Street School Vision is to establish and maintain a safe, professional learning community where educators use data to drive instruction, collaborate towards common goals, and work with parents, students, and community members toward becoming lifelong learners. Staff members at Elm Street School commit to the following:

- Educate with intensity, a positive attitude, and enthusiasm with respect for students, parents, each other, and self
- Set data driven goals with high expectations for all
- Communicate and collaborate as a member of a team, being open to new ideas and reflecting on our practices
- Ensure all students have access to the curriculum
- Ensure that all students achieve grade level standards
- Maintain a safe and environmentally responsible campus

The entire staff at Elm Street Elementary School work daily to improve upon successful gains over the past nine years. Elm was, in 2004, the lowest performing school in Ventura County, with only 9.6% of students proficient in English Language Arts and 15% proficient in Math. According to the 2011 California Standards Test Elm students scored 34.5% proficient or advanced in English Language Arts and 56.6% in Math, meeting Safe Harbor criteria and freezing. The Spring 2012 California Standards Test data shows that Elm Street School scored 36.9% in English Language Arts and 57% in Math. We did not make the improvement needed to exit program improvement, however our API did increase by one to 744. We are committed to once again making gains, entering Safe Harbor with the Spring 2013 CST results.

Elm has adopted the use of Professional Learning Communities where teachers and parents are continually examining data to determine intervention and professional development, as well as to identify areas and actions that may need further development in order to enable students to achieve greater success. This constant reflection occurs during parent meetings, such as School Site Council (SSC) and English Learner Advisory Council (ELAC), where student achievement data is presented and analyzed, then possible actions to better student achievement are discussed. Teachers use regularly scheduled collaboration meetings to plan Strategic Measurable Attainable Realistic Results Oriented Time-bound (SMART) goals based on data and using Inspect Blueprints to guide curricular decisions, targets, and interventions. This constant data analysis will allow all stakeholders to monitor progress towards academic goals, determine strategies that work, determine effective interventions, identify students who need extra support, and maximize individual student achievement.

Elm Street School staff consists of 28 highly qualified teachers according to the guidelines of No Child Left Behind (NCLB). All teachers follow the district pacing guides to ensure that district adopted curriculum is being covered and assessed in a timely manner. The principal is monitoring, through classroom visitations, that quality content is being delivered daily. Teachers have attended professional development for the adopted Language Arts and Math programs, as well as professional development in the area of English Language Development (ELD). The staff has decided that we will focus on the use of Sheltered Instruction Observation Protocol (SIOP) strategies to further develop academic vocabulary and grammar to make content comprehensible for students. We are also proud to be implementing a Dual Language program at Elm this year. We will begin implementation of the DLI program in Kindergarten during the 2012-13 school year, with the intent of growing the program through the grades each year until we have DLI implementation in grades K-6.

Parent Involvement is an important component for academic and emotional success at Elm Street School. Regular communication via written notes, phone calls, parent meetings, Connect-Ed messages, and daily face to face contact are methods used to keep a constant line of two-way communication open. Elm Street School benefits from an active Parent Teacher Association (PTA). The PTA works with the community throughout various school fundraisers, school activities, and field trips. Parents are very active in school activities such as Parent Education Nights, as well as volunteering in the classrooms and school. Parents are also welcome to participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Coffee with the Principal. Teachers use standards based progress reports and assessment data to communicate student progress to parents in a language they can understand. In order to serve our parents and the community, Elm Street School has established a relationship with Ventura County Public Health to provide free health awareness, nutrition, and exercise classes for the parents and community. We realize that the school belongs to the community, and our charge is to educate and serve the community to the best of our ability. We are committed to create a school that knows no limits to the academic success of each student.

Through constant reevaluation of the mission, vision, and commitment and a critical analysis of our best practices and changing

needs. At Elm Street School, we dedicate ourselves to providing the best start in a journey of lifelong learning for all of our students, families, and community.

School Profile

Situated along a beautiful stretch of Pacific coastline, Oxnard is the largest city in Ventura County. Oxnard is a rare combination of relaxed seaside atmosphere and a thriving business environment. Oxnard is an international city enjoying an ethnically diverse population of over 200,000 residents.

Elm Street School was established in 1948 and is one of 20 schools in the Oxnard Elementary School District. During the 2013-14 school year, Elm Street School served 856 kindergarten through sixth grade students on a traditional schedule.

Parents and community members are encouraged to get involved and play an active role in the development of the school. Understanding the school's education program, student achievement, and curriculum development can assist both school and community in on-going program improvement. We have made a commitment to provide the best educational program possible for students. The quality of our program is a reflection of our highly committed and dedicated staff. We are committed to ensuring that Elm Street School is a welcoming, stimulating and safe environment where students are actively involved in learning academics as well as positive values. Through our hard work, our students will be challenged to reach their maximum potential.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	453	492	N/A	1	2	N/A	0	0	N/A	1	1	N/A
Growth API	744	704	N/A									
Base API	743	743	N/A									
Target	5	5	N/A									
Growth	1	-39	N/A									
Met Target	No	No	N/A									

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	445	482	N/A	385	422	N/A	439	479	N/A	53	48	N/A
Growth API	746	703	N/A	741	706	N/A	740	701	N/A	649	546	N/A
Base API	743	746	N/A	741	740	N/A	743	740	N/A	655	649	N/A
Target	5	5	N/A	5	5	N/A	5	5	N/A			
Growth	3	-43	N/A	0	-34	N/A	-3	-39	N/A			
Met Target	No	No	N/A	No	No	N/A	No	No	N/A			

Conclusions based on this data:

1. Current interventions are helping our students make academic growth. We will continue with interventions such as progress monitoring, New Directions, Inspect to guide small groups, ISPs, UA time, SIPPS, Six Minute Solutions, teaming, math incentives, and reading incentives.
2. All subgroups declined from 2012 to 2013. With students with disabilities having the most drop off -103 points. Next Hispanic with -43 points then SEDs with -39 points followed by ELLs with -35 points.
3. For the upcoming school year, we will strategically focus on students with specific disabilities and those students who are designated in all three subgroups of Hispanic, ELL, and SED.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	N/A	100	100	N/A	--	--	N/A	100	100	N/A
Number At or Above Proficient	167	144	N/A	--	--	N/A	--	--	N/A	--	--	N/A
Percent At or Above Proficient	36.9	29.3	N/A	--	--	N/A	--	--	N/A	--	--	N/A
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No	N/A	--	--	N/A	--	--	N/A	--	--	N/A

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	N/A	100	100	N/A	100	100	N/A	100	100	N/A
Number At or Above Proficient	166	139	N/A	135	120	N/A	158	136	N/A	19	4	N/A
Percent At or Above Proficient	37.3	28.8	N/A	35.1	28.4	N/A	36.0	28.4	N/A	35.8	8.3	N/A
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No	N/A	No	No	N/A	No	No	N/A	--	--	N/A

Conclusions based on this data:

1. The student performance data shows that none of the significant sub groups met the AYP target in 2013.
2. The subgroup with the most students at or above Proficient is Hispanic with 28.8%. Next is the Socioeconomically Disadvantaged group with 28.5% followed by the English Learners subgroup with 28.4%.
3. We need to focus on moving the percentage of proficient students up to our AYP goal.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	N/A	100	100	N/A	--	--	N/A	100	100	N/A
Number At or Above Proficient	258	225	N/A	--	--	N/A	--	--	N/A	--	--	N/A
Percent At or Above Proficient	57.0	45.7	N/A	--	--	N/A	--	--	N/A	--	--	N/A
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No	N/A	--	--	N/A	--	--	N/A	--	--	N/A

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	N/A	100	100	N/A	100	100	N/A	100	100	N/A
Number At or Above Proficient	257	219	N/A	217	201	N/A	248	217	N/A	26	13	N/A
Percent At or Above Proficient	57.8	45.4	N/A	56.4	47.6	N/A	56.5	45.3	N/A	49.1	27.1	N/A
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No	N/A	No	No	N/A	No	No	N/A	--	--	N/A

Conclusions based on this data:

1. The student performance data shows that none of the significant subgroups met the mathematics AYP target in 2013.
2. The subgroup with the most students at or above Proficient is the English Learners group with 47.5%. Next is the Socioeconomically Disadvantaged group with 45.5% followed by the Hispanic subgroup with 45.4%.
3. Students with Disabilities continues to be the group with the least students at or above Proficient with 27.1%.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			3	3	14	16	24	27	48	54	89
1	1	1	15	12	47	39	39	32	19	16	121
2	2	2	14	13	50	45	25	23	19	17	110
3	1	1	20	19	41	39	23	22	19	18	104
4			19	24	37	47	18	23	5	6	79
5	4	6	27	39	34	49	4	6	1	1	70
6	1	3	10	26	19	50	7	18	1	3	38
Total	9	1	108	18	242	40	140	23	112	18	611

Conclusions based on this data:

1. The assessment results show the majority of English Learner students in grades Kindergarten and 1st in the Beginning level of English proficiency, with 59% kindergarteners and 31% first graders.
2. 60% of our first graders are scoring in the early intermediate and intermediate proficiency levels.
3. In grades second through sixth grade 38% of students' results are in the Intermediate level of proficiency. We will continue teaching in differentiated ELD groups of no more than two adjacent levels using Avenues, The Academic Vocabulary Tool Kit, and SIOP strategies. At Elm we have two windows of opportunity for third through sixth grade English learners to be reclassified.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	446	466	519
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	446	466	519
Number Met	201	224	284
Percent Met	45.1%	48.1%	54.7%
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	457	96	491	100	491	113
Number Met	50	25	52	23	68	40
Percent Met	10.9%	26.0%	10.6%	23.0%	13.8%	35.4%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	N/A
Met Percent Proficient or Above	No	No	N/A
Mathematics			
Met Participation Rate	Yes	Yes	N/A
Met Percent Proficient or Above	No	No	N/A

Conclusions based on this data:

1. The performance data above shows the annual growth target for AMAO 1 was not met. The 48.1% results did not meet the 57.5% NCLB target.
2. The data results for AMAO 2 show the NCLB targets were not met. Of the English learners who received EL instruction for less than 5 years, 10.6% attained the goal, while 23% of the English Learners with 5 years or more of EL instruction met the target.
3. The performance data shows that English Learners at Elm are not making adequate yearly progress in English Language Arts and have not done so in the last three years. In mathematics however, the target was also not met.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. According to AMAOs, data shows that district did not meet their targets for 2012-13.
2. District percentages dropped for AMAO 1 and 2.
3. At Elm, we will need to develop a school-wide action plan to meet our AMAO targets for the 2013-14.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #1:

The percent of students scoring below proficiency on the previous year's ELA Assessment will reduce by 10%, as these students move towards Proficient or Advanced on common core assessments.
All students will increase performance level by one level or maintain advanced level in ELA, using common core assessments. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Foster Youth, Special Education, SED and Hispanic.

Data Used to Form this Goal:

- DIBELS/IDEL Data
- Essential Literacy Skills Benchmarks for Kindergarten and 1st grades
- Accelerated Reader
- Interim Formative Assessments (IFAs) online

Findings from the Analysis of this Data:

- Kindergarten: 53.2% of the students attained the DIBELS benchmark for the End of Year.
- 1st Grade: 35.1% of students attained the DIBELS benchmark for End of Year.
- 2nd-5th Grade Data will be available in the Winter and Spring of 2015 based on the administration of the Interim Formative Assessment.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings bi-monthly and after assessment periods.
- RTI
- Progress Monitoring
- SMART Goals
- Standardized Test Scores
- DIBELS and Essential Skills
- Accelerated Reader
- Interim Formative Assessments (IFAs) online

Strategy #1

STRATEGY:
Implement an RTI model focused on differentiation of instruction to implement the Core curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide time, through grade level collaboration meetings for teachers to meet twice monthly for at least one hour to collaborate on CCSS ELA, plan lessons, identify strategies, review data, and identify needed resources and support.	Teachers	August 2014-June 2015		None Specified	None Specified	
	Coach	August 2014-June 2015				
	Principal	August 2014-June 2015				
Continue implementation of the HM/SRA reading program incorporating the CCSS ELA units developed with the district. Ensure the appropriate time for reading/language arts instruction at each grade level by monitoring daily classroom schedules and observations.	Teachers	August 2014-June 2015		None Specified	None Specified	
	Coach	August 2014-June 2015				
	Principal	August 2014-June 2015				
Continue extended day TK/K classes and implement effective TK/K support for extended day TK/K and differentiated ELA instruction.	Teachers	August 2014-June 2015		None Specified	None Specified	
	Coach	August 2014-June 2015				
	Principal	August 2014-June 2015				
Hiring of TK/K EST to support TK/K ELA instruction.	Teachers	August 2014-June 2015			District Funded	
	Coach	August 2014-June 2015				
	Principal	August 2014-June 2015				
Provide 4 ISP teachers to work with small groups of 1st-5th grade students in order to insure they reach ELA grade level standards.	Principal	October 2014-June 2015		1000-1999: Certificated Personnel Salaries	Title I	70,032
					Title III	11,338

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue implementation of Accelerated Reader Program.	Computer Lab Technician, Teachers, Librarian	August 2014-June 2015		5000-5999: Services And Other Operating Expenditures	Discretionary	4,607
Implement Waterford Early Reader in grades TK/K-1 and SuccessMaker in grades 2-5 for specifically identified students to ensure best practices.	Computer Lab Technician, Teachers	August 2014-June 2015		5000-5999: Services And Other Operating Expenditures		2,810
Instructional Coach (TOSA) to provide support to TK/K-5 teachers in instruction using the adopted ELA curriculum and the SIOP model.	Coach	August 2014-June 2015		None Specified		
Maintain technology as a tool for teachers to deliver core curriculum.	Computer Lab Tech., Principal	August 2014-June 2015		4000-4999: Books And Supplies	Discretionary	45,000
Hold student monitoring conferences with teachers.	Principal, Coach	August 2014-June 2015		None Specified		
Provide core lit for TK/K to implement CCSS ELA.	Principal	August 2014-June 2015		4000-4999: Books And Supplies	LCFF - Discretionary	10,000
Provide materials for K-5 to support strand focus.	Principal	August 2014-June 2015			LCFF - Targeted	20,000

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS and ENRICHMENT:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fund 4 ISP teachers to: Work with small groups in grades 1st-5th in order to ensure students reach language arts grade level standards.	Principal	October 2014-June 2015		1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	8,789
	Coach	October 2014-June 2015			Title III Part A: Language Instruction for LEP Students Discretionary	2,167 134
Review and adjust implementation of Response to Intervention (RTI) process.	Principal	August 2014-June 2015		None Specified	None Specified	
	Coach	August 2014-June 2015				
	Teachers	August 2014-June 2015				
Monitor and Improve the RTI model to monitor student success and provide interventions.	Teachers, Coach, and Principal	October 2014-June 2015		None Specified		
District Migrant Education Summer School to provide extra support for Migrant students.	Principal	October 2014-June 2015		None Specified	District Funded	
Conduct Coordinated Services Team (COST) and Student Success Team (SST) meetings to address the needs of students at-risk.	Principal	August 2014-June 2015		None Specified	None Specified	
	ORC	August 2014-June 2015				
	Coach	August 2014-June 2015				
	Teachers	August 2014-June 2015				
	RSP	August 2014-June 2015				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue implementation of Accelerated Reader Program.	Computer Lab Technician	August 2014-June 2015		None Specified	None Specified	
	Teachers	August 2014-June 2015				
	Librarian	August 2014-June 2015				
Conduct Student Monitoring Conferences with teachers to monitor progress.	Principal	August 2014-June 2015		None Specified	None Specified	
	Teachers	August 2014-June 2015				
	Coach	August 2014-June 2015				
Continue implementation of Waterford computerized software program for TK/K-1 grades and Successmaker for specifically identified 2-5 grade students.	Computer Lab Technician	August 2014-June 2015		None Specified	None Specified	
	Teachers	August 2014-June 2015				
Continue to follow and improve the Response to Intervention (RTI) Model to monitor student success and provide interventions.	Principal	August 2014-June 2015		None Specified		
	Teachers	August 2014-June 2015				
	Coach	August 2014-June 2015				
Instructional Coach (TOSA) to provide support to TK/K-5 teachers in instruction using the adopted language arts curriculum and SIOP model.	Coach	August 2014-June 2015		None Specified	None Specified	
	Teachers	August 2014-June 2015				
Foster Youth Intervention	Principal Teachers			1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5,000
Provide support on intervention programs for teachers and support staff	Teacher, and Caoach	August 2014-June 2015		None Specified		

Strategy #3

STRATEGY:
Pre-School Transition

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent nights for incoming TK/K parents to familiarize them with curriculum and ways to assist their children to acclimate to school.	Teachers	March 2015-June 2015		None Specified	None Specified	
	Principal	March 2015-June 2015				
Provide TK/K workshops and necessary support materials to parents of incoming TK/K students.	Teachers	March 2014-June 2015		None Specified	None Specified	
Arrange for collaboration and articulation meetings between Preschool teachers and TK/K teachers.	Teachers	August 2014-June 2015		None Specified	None Specified	
Implement Ready, Set, Go program	Preschool Director	June 2015-August 2015			NfL	1,200
Collaboration and articulation meetings between site TK/K teachers and preschool teachers	Teachers	August 2014-June2015		None Specified		

Strategy #4

STRATEGY:
5TH TO 6TH GRADE TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Vertical meetings between 5th and 6th grade teachers.	Teachers	February 2015-June 2015		None Specified	None Specified	
	Coach	February 2015-June2015				
Transition presentation to 5th grade students prior to entry into Intermediate School.	Teachers	February 2015-June 2015		None Specified	None Specified	
	Principal	February 2015-June 2015				
Special Education transition meetings with 5th and 6th grade teachers.	Special Ed. Staff	February 2015-June 2015		None Specified	None Specified	
	Teachers	February 2015-June 2015				

Strategy #5

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host Title I quarterly meetings	Principal	September 2014 January 2015 April 2015		None Specified	None Specified	
Attendance of ELAC, PTA, and SSC meetings.	Principal ELAC Officers SSC Officers	August 2014-June 2015		None Specified	None Specified	
Revise and distribute Parent Involvement Policy.	Principal Office Staff	August 2014-June 2015 August 2014-June 2015		None Specified	None Specified	
Revise and distribute Parent Compact.	Principal Office Staff	August 2014-June 2015 August 2014-June 2015		None Specified	None Specified	
Provide Triple P Parent Project classes for parents of students at risk.	ORC Counselor	January 2015-June 2015 January 2015-June 2015		None Specified	None Specified	
Clerical support to provide translation during conferences and other meetings for the parents of EL students.	Principal Teachers	August 2014-June 2015 August 2014-June 2015		2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Discretionary Title I LCFF - Discretionary Title I	800 89.97 1,634 943

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide students with academic agendas and folders to support home-school communication.	Teachers	September 2014		4000-4999: Books And Supplies	Discretionary	1,500
	Principal	September 2014				
Review assessment data at parent conferences.	Teachers	November 2014 February 2015 June 2015		None Specified	None Specified	
SST meetings to address the needs of at-risk students	Principal, ORC, SST Committee and Parents	September 2014 - June 2015		None Specified		

Strategy #6

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a teacher liaison to work with after school program and school site.	Principal	August 2014-June 2015		1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	3,500
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	ASES Administrator	August 2014-June 2015		None Specified	None Specified	
	Principal	August 2014-June 2015				
Provide homework support and tutoring via the Oxnard Scholars After School Program.	ASP Staff	August 2014-June 2015		None Specified	None Specified	
	Teacher liason	August 2014-June2015				

Strategy #7

STRATEGY:
PROFESSIONAL DEVELOPMENT FOR TEACHERS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development in technology (Promethean Board, use of data reports for data analysis, and software programs).	Teachers	August 2014-June 2015		None Specified	District Funded	
	Technology TOSA	August 2014-June 2015				
Provide Language Arts professional development and support for teachers.	Teachers	August 2014-June 2015		None Specified	District Funded	
	Coach	August 2014-June 2015				
Provide training on intervention programs for teachers and support staff.	Teachers	August 2014-June 2015		None Specified	District Funded	
	Coach	August 2014-June 2015				
	Support Staff	August 2014-June 2015				
Professional Development in technology (Promethean Board, use of data reports for analysis, software programs).	Teachers, and Coach	August 2014- June 2015	Substitutes	None Specified	District Funded	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
<p>A. Kindergarten: All students will count, recognize, represent, name, and order a number of objects (up to 30); use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).</p> <p>B. 1st Grade: All students will count, read, and write whole numbers to 120; count and group objects in ones and tens; know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.</p> <p>C. 2nd-5th Grades: 80% of students and the significant subgroups in 2nd-5th grade will score "benchmark" on common core math assessments, including Envision Math Topic Tests.</p> <p>D. The percent of students scoring below proficiency on the previous year's assessments will move towards Proficient or Advanced on common core math assessments by 10%.</p> <p>E. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Foster Youth, Special Education, SED and Hispanic.</p>
Data Used to Form this Goal:
<ul style="list-style-type: none">• Envision Topic Test/Benchmark test (all grades)• Excel Math Program• Four Minute Times Test
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Kindergarten: 80% of the students will attain the Math End of Year benchmark.• 1st Grade: 80% of students will attain the benchmark for End of Year Math Benchmark.• 2nd-5th grade data will be available in the winter and spring of 2015 based on the administration of the Interim Formative Assessment (IFAs)

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings every other week and after assessment periods
- RTI
- Progress Monitoring
- SMART Goals
- Interim Formative Assessments (IFAs)

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full Implementation of State Approved Math Curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a master schedule that reflects instructional time for content areas and a universal access time for students not meeting benchmarks.	Teachers	August 2014-June 2015		None Specified	None Specified	
	Coach	August 2014-June 2015				
	Principal	August 2014-June 2015				
Monitor the use of curriculum maps to ensure coverage of standards throughout curriculum.	Teachers	August 2014-June 2015		None Specified	None Specified	
	Coach	August 2014-June 2015				
	Principal	August 2014-June 2015				
Follow Response to Intervention (RTI) model to monitor student success and provide interventions.	Teachers	August 2014-June 2015	See Goal #1 Strategy 1	None Specified	None Specified	
	Coach	August 2014-June 2015				
Grade level collaboration meetings provide time for teachers to meet twice monthly for at least one hour to collaborate on district adopted math curriculum with supplemental CCSS Math.	Teachers	August 2014-June 2015	See Goal #1	None Specified	None Specified	
	Coach	August 2014-June 2015				
Continue implementation of Scott Foresman EnVision math program. Ensure the appropriate time for math instruction at each grade level through monitoring daily classroom schedules and observations.	Teachers	August 2014-June 2015	See Goal #1	None Specified	None Specified	
	Coach	August 2014-June 2015				
	Principal	August 2014-June 2015				
Provide technology as a tool for teachers to deliver core curriculum.	Computer Lab Technician	August 2014-June 2015		None Specified	None Specified	
	Principal	August 2014-June 2015				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue implementation of Accelerated Math program for identified students.	Computer Lab Technician	August 2013-June 2014		None Specified	None Specified	
	Teachers	August 2013-June 2014				
Foster Youth Interventions	Principal Teachers		See Goal #1 Strategy 2	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS and ENRICHMENT:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fund 4 ISP teachers to: grades 1-5 in order to ensure students reach math goals	Principal	October 2014-June 2015	Refer to Goal #1 Strategy 1	None Specified	None Specified	
Instructional coach (TOSA) to provide training and support using the adopted math program.	Coach	August 2014-June 2015		None Specified	District Funded	
District Migrant Education Summer School to provide extra support for Migrant students		October 2014-June 2015		None Specified	District Funded	
Conduct Coordinated Services Team (COST) and Student Success Team (SST) meetings to address the needs of students at risk.	Principal	August 2014-June 2015		None Specified	None Specified	
	ORC	August 2014-June 2015				
	Teachers	August 2014-June 2015				
	Coach	August 2014-June 2015				
Continue extended day TK/K classes and provide support to work with students in small math groupings.	Principal	October 2014-June 2015		None Specified	None Specified	
	Teachers	October 2014-June 2015				

Strategy #3

STRATEGY:
IN-COMING TK/K TRANSITIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide TK/K workshops and necessary support materials to parents of incoming TK/K students.	Teachers	March 2015-June 2015		None Specified	None Specified	
	Principal	March 2015-June 2015				
Arrange for collaboration and articulation meetings between Preschool teachers and TK/K teachers.	Teachers	August 2014-June 2015		None Specified	None Specified	

Strategy #4

STRATEGY:
5TH TO 6TH GRADE TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Vertical meetings between 5th and 6th grade teachers and/or counselors.	Teachers	March 2015-June 2015		None Specified	None Specified	
	Coach	March 2015-June 2015				
Provide transition presentations to 5th grade students prior to entry into Intermediate School.	Principal	May 2015-June 2015		None Specified	None Specified	
	Teachers	May 2015-June 2015				

Strategy #5

STRATEGY:

PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host Title I quarterly meetings.	Principal	September 2014 January 2015 April 2015		None Specified	None Specified	
Revise and distribute Parent Compact.	Principal Office Staff	August 2014-June 2015 August 2014-June 2015		None Specified	None Specified	
Revise and distribute Parent Involvement Policy.	Principal Office Staff	August 2014-June 2015 August 2014-June 2015		None Specified		
Provide Triple P Parent Project for parents of students at risk.	ORC Counselor	January 2015-June 2015 January 2015-June 2015		None Specified	None Specified	
Review assessment data at parent conferences.	Teachers	November 2014 February 2015 June 2015		None Specified	None Specified	
Provide students with academic agendas and folders to support home to school communication.	Teachers Principal	September 2014 September 2014	See Goal 1 Strategy 5	None Specified	None Specified	
Hold monthly ELAC, SSC, PTA, and Coffee with the Principal meetings.	Principal	August 2014-June 2015 August 2014-June 2015		None Specified	None Specified	

Strategy #6

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development in technology (Promethean Board, use of data reports for data analysis, and software programs).	Computer Lab Technician	August 2014-June 2015		None Specified	District Funded	
	Technology TOSA	August 2014-June 2015				
	Coach	August 2014-June 2015				

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a teacher liaison to work with after school program and school site.	Principal	August 2014-June 2015	Refer to Goal #1	None Specified	None Specified	
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	ASES Administrator	August 2014-June 2015		None Specified	None Specified	
	Principal	August 2014-June 2015				
Provide homework support and tutoring via the Oxnard Scholars After School Program.	ASP Staff	August 2014-June 2015		None Specified	None Specified	
	ASP Teacher Liaison	August 2014-June 2015				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #3:

- A. AMAO #1: 59.0% of all English Learners will advance one level on the CELDT
- B. AMAO #2: 22.8% of students that have been in U.S. schools less than 5 years and should reach proficiency on common core assessments. 49% of students that have been in U.S. schools for 5 or more years will reach proficiency on common core assessments.
- C. AMAO #3: Having participated in the online assessment we do not have data for AMAO 3 however, we will have results for the upcoming 2015 school year establishing a baseline.

Data Used to Form this Goal:

- DIBELS data (Kindergarten and 1st grades)
- Smarter Balanced Field Test
- CELDT
- ELRT 3-5
- Interim Formative Assessments (IFAs)

Findings from the Analysis of this Data:

- 12.74% of English Learners attained Early Advanced or Advanced on the CELDT
- 2nd-5th grade data will be available in the winter and spring of 2015 based on the administration of the Interim Formative Assessment (IFAs) in Math and Language Arts.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods
- RTI
- Progress Monitoring
- SMART Goals
- Interim Formative Assessments (IFAs)
- ELRT

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full Implementation of State Approved ELD Curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the District Master Plan for English Learners.	Teachers	August 2014-June 2015		None Specified	None Specified	
	Coach	August 2014-June 2015				
	Principal	August 2014-June 2015				
Continue to refine implementation of ELD state standards through full implementation of Avenues. Ensure the appropriate time for ELD instruction at each grade level through monitoring daily classroom schedules and observations.	Teachers	August 2014-June 2015		None Specified	None Specified	
	Coach	August 2014-June 2015				
	Principal	August 2014-June 2015				
Team as a grade level to differentiate instruction by student need and proficiency level.	Teachers	August 2014-June 2015		None Specified	District Funded	
Implement SIOP strategies and write content and language objectives for all lessons.	Teachers	August 2014-June 2015		None Specified	None Specified	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will meet twice monthly for at least one hour to collaborate on the analysis of assessments of ELD standards and CELDT data. Teachers will develop and review goals that focus on areas of need, plan lessons, and identify strategic instructional strategies.	Teachers Coach	August 2014-June 2015 August 2014-June 2015		None Specified	None Specified	
Hold ELRT meetings to monitor and create catch-up plans for all 3rd-6th grade EL students identified as at-risk by the ELS department and/or school.	Teachers Coach Principal	August 2014-June 2015 August 2014-June 2015 August 2014-June 2015		1000-1999: Certificated Personnel Salaries	Title I	3,000
Ensure, through monitoring classroom schedules and observations, that appropriate time for ELD at each grade level is present.	Teachers Principal	August 2014-June 2015		None Specified	None Specified	
Continue to implement the district adopted transitional bilingual model and begin to implement a Dual Language Immersion Program in grades Kindergarten and first.	Principal Teachers	August 2014-June 2015		None Specified	None Specified	

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS and ENRICHMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ISP teachers to work with small groups of English Learners in order to ensure they reach the ELD standards.	Teachers	August 2014-June 2015		None Specified	None Specified	
	Principal	August 2014-June 2015				
Implement extended day Kindergarten classes and provide extra support to work with students in ELA/ELD groups.	Teachers	August 2014-June 2015		None Specified	None Specified	
	Principal	August 2014-June 2015				
Migrant Education Tutoring	Principal	August 2014-June 2015		None Specified	District Funded	

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provided Kindergarten workshops and necessary support materials to parents of incoming Kindergarten students.	Teachers	March 2015-June 2015		None Specified	None Specified	
	Principal	March 2015-June 2015				
Arrange for collaboration and articulation meetings between preschool teachers and Kindergarten teachers.	Teachers	August 2014-June 2015		None Specified	None Specified	
Migrant School Readiness Program (MESRP)		August 2014-June 2015				

Strategy #4

STRATEGY:
5TH and 6TH TO 7TH GRADE TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Vertical meetings between 5th and 6th grade teachers.	Teachers	October 2014-June 2015		None Specified	None Specified	
Provide transition presentation to 5th and 6th grade students prior to entry into Intermediate School.	Teachers	May 2015-June 2015		None Specified	None Specified	
	Principal	May 2015-June 2015				
Provide student agendas to teach organizational skills that will help them in Intermediate School.	Principal	September 2014-June 2015		None Specified	None Specified	
	Teachers	September 2014-June 2015				

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD TOSA to work with teachers and Coach to improve instruction in ELD and the implementation of the SIOP model.	Teachers	August 2014-June 2015		None Specified	None Specified	
	Coach	August 2014-June 2015				
	ELD TOSA	August 2014-June 2015				
Academic Vocabulary Toolkit	Principal	August 2014-June 2015		None Specified	District Funded	
SIOP Training	Principal	August 2014-June 2015		None Specified	District Funded	

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Share assessment results with parents during conferences.	Teachers	August 2014-June 2015		None Specified	None Specified	
Inform parents at ELAC and SSC meeting of needed growth in ELD as measured by CELDT assessment.	Principal	August 2014-June 2015		None Specified	None Specified	
Staff support to provide translation during conferences and other meetings for the parents of EL students.	Teachers, Principal	August 2014-June 2015				
Title I quarterly meetings	Principal	September 2014 January 2015 April 2015		None Specified	None Specified	
Parent Compact	Principal	August 2014-June 2015				
Revise and distribute Parent Involvement Policy.	Principal Office Staff	August 2014-June 2015 August 2014-June 2015		None Specified	None Specified	
Revise and distribute Parent Compact.	Principal Office Staff	August 2014-June 2015 August 2014-June 2015		None Specified	None Specified	
Provide translation for parents of ELL students.	Principal Teachers	August 2014-June 2015 August 2014-June 2015		2000-2999: Classified Personnel Salaries	Title I	1000

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ASP Teacher Liaison to work with after school program and school site.	Principal	August 2014-June 2015	Refer to Goal #1	None Specified	None Specified	
ASES administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day program and services.	ASES Administrator	August 2014-June 2015		None Specified	None Specified	
	Principal	August 2014-June 2015				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #4:

- A. Positive Behavior Plan: Olweus reducing tardies and absences, discipline referrals, suspensions and expulsions by 40% while increasing attendance to 97%
- B. Emergency Preparedness: Comprehensive School Safety Plan
- C. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Foster Youth, Special Education, SED and Hispanic.

Data Used to Form this Goal:

- Number of suspensions compiled by attendance technician
- Zangle attendance data
- Review of School Safety Plan
- student office referrals
- Number of COST and SST referrals compiled by ORC
- Fire drill debriefs/reports
- Lockdown debriefs/reports

Findings from the Analysis of this Data:

- Behavior Referrals from 2012-2013
- Suspension Reports from 2012-2013
- Expulsion Reports from 2012-2013
- Incident Reports
- Bully Report
- Reduce evacuation time (school-wide)
- Safety Training
- Materials for Classroom

How the School will Evaluate the Progress of this Goal:

- RTI
- Student Monitoring Conferences
- Staff Meetings
- Meetings with ORC
- Safety/Disaster Committee meetings
- COST and SST meetings

Strategy #1

STRATEGY:
SUPPORT to the CORE CURRICULUM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support for parents, staff, and students in the areas of attendance and resiliency by ORC.	ORC	August 2013-June 2014		2000-2999: Classified Personnel Salaries	Unrestricted	19,075
Implement attendance incentive program.	Principal	August 2013-June 2014		4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,462
	ORC	August 2013-June 2014				
	Office Staff	August 2013-June 2014				
Hold social skills and discipline assemblies.	ORC	August 2013-June 2014		None Specified	None Specified	
	Principal	August 2014-June 2015				
	Teachers	August 2014-June 2015				
Implement and monitor appropriate behaviors school wide through implementation of CHAMPS.	Principal	August 2014-June 2015		None Specified	None Specified	
	ORC	August 2014-June 2015				
	Teachers	August 2014-June 2015				
	Counselor	August 2014-June 2015				
Provide drug, alcohol, and tobacco prevention education (e.g. Red Ribbon Week, Tobacco Bus).	ORC	August 2014-June 2015		None Specified	District Funded	
	Principal	August 2014-June 2015				
Review and update Comprehensive School Site Plan.	Principal	August 2014-June 2015		None Specified	None Specified	
	Teachers	August 2014-June 2015				
	ORC	August 2014-June 2015				
	Counselor	August 2014-June 2015				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The use and support of the School Resource Officer (SRO).	SRO	August 2014-June 2015		None Specified	None Specified	
	Principal	August 2014-June 2015				
	ORC	August 2014-June 2015				
	Counselor	August 2014-June 2015				
Share safety drill assessments results with parents during conferences.	Principal	August 2014-June 2015		None Specified	None Specified	
Provide Triple P Parent Project parenting classes for parents.	ORC	August 2014-June 2015		None Specified	None Specified	

Strategy #2

STRATEGY:
SPECIFIC INTERVENTIONS:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Outreach Consultant to work with students, parents, and staff who need additional supports.	ORC	August 2014-June 2015		None Specified	None Specified	
Hold regular Coordinated Service Team (COST) and Student Success Team (SST) meetings for at-risk students.	ORC	August 2014-June 2015		None Specified	None Specified	
	Principal	August 2014-June 2015				
	Teachers	August 2014-June 2015				
	Coach	August 2014-June 2015				
Comprehensive Safe School Plan	Principal	August 2014-June 2015		None Specified		

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Kindergarten Workshops and necessary support materials to parents of incoming Kindergarten students.	Teachers	March 2015-June 2015		None Specified	None Specified	
	Principal	March 2015-June 2015				
Arrange for collaboration and articulation meetings between preschool teachers and Kindergarten teachers.	Teachers	August 2014-June 2015		None Specified	None Specified	
Preschool included in all safety drills.	Principal, Pre-K teachers	August 2014-June 2015		None Specified		

Strategy #4

STRATEGY:
5TH and 6TH GRADE TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct vertical meetings between 5th and 6th grade teachers.	Teachers	March 2015-June 2015		None Specified	None Specified	
Transition presentations to 5th and 6th grade students prior to entry into Intermediate School.	Teachers	May 2015-June 2015		None Specified	None Specified	
	Principal	May 2015-June 2015				
Provide student agendas to teach organizational skills and reinforce school policies that will help in Junior High School.	Teachers	August 2014-June 2015		None Specified	None Specified	
	Principal	September 2014-June 2015				
Smoking Prevention/Tobacco Bus	ORC	August 2014-June 2015		None Specified	District Funded	

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Administer needs assessment of staff for professional development.	Principal	August 2014-June 2015		None Specified	None Specified
	Coach	August 2014-June 2015			
Train playground supervisors in effective ways to support and discipline students and train staff on emergency training procedures.	Principal	August 2014-June 2015		None Specified	None Specified
	District Personnel	August 2014-June 2015			
Implementation of CHAMPS school-wide.	Principal	August 2014-June 2015		None Specified	None Specified
	Teachers	August 2014-June 2015			
	Counselor	August 2014-June 2015			
Generation Ready Cultural Proficiency	Principal	August 2014 -June 2015		None Specified	District Funded

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Share safety drill assessments results with parents during site meetings.	Principal	August 2014-June 2015		None Specified	None Specified	
Provide training for parents using Triple P Parent Project and other agency programs available throughout the community.	ORC	August 2014-June 2015		None Specified	None Specified	
	Principal	August 2014-June 2015				
Administer annual parent needs survey.	Principal	August 2014-June 2015		None Specified	None Specified	
	ORC	August 2014-June 2015				
Hold parent meetings for habitually tardy and absent students in addition to SART meetings.	Principal	August 2014-June 2015		None Specified	None Specified	
	ORC	August 2014-June 2015				
Set personal attendance goals with at-risk students and their parents.	Principal	August 2014-June 2015		None Specified	None Specified	
	ORC	August 2014-June 2015				
Parents invited to take part in meetings---ELAC, SST and PTA meetings	Prinicpla. ORC	August 2014-June 2015		None Specified		

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teacher liaison to work with after school program and school site.	Principal	August 2014-June 2015		None Specified	None Specified	
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Principal District Administration	August 2014 - June 2015		None Specified		

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.

SUBJECT: Centralized Services for Planned Improvements in Student Performance
SCHOOL GOAL #1:
<p>Goal 1: Language Arts</p> <p>A. Kindergarten- All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.</p> <p>B. 1st Grade- All students will exit 1st grade at benchmark on Nonsense Word Fluency and Oral Reading Fluency.</p> <p>C. The percent of students scoring below proficiency on the previous year's ELA assessments will reduce by 10%, as the students move towards Proficient and Advanced on site based 2014 assessments.</p> <p>D. All students will increase performance level by one level or maintain advanced level in ELA.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p> <p>Goal 2: Mathematics</p> <p>A. The percent of students scoring below proficiency on the previous year's Math assessments will reduce by 10%, as these students move towards Proficient or Advanced on the 2014 assessments.</p> <p>B. All students will increase performance by one level or maintain advanced level in Math.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p> <p>Goal 3: English Learners</p> <p>A. All students will advance one level on the CELDT.</p> <p>Goal 4: Safety</p> <p>A. Schoolwide Positive Behavior Plan: In order to provide a learning environment that is safe, drug-free, and conducive to learning, office referrals and suspensions will decrease by 25% by June 2014.</p> <p>B. Emergency Preparedness: In order to be ready for any emergency situations, fire drills will be scheduled each month, lockdown drills will be scheduled at least three times during the year, and the school disaster plan will be reviewed and revised as needed.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p>

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Instructional Coach	August 2014-June 2015	Coach	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	63178
		Coach	1000-1999: Certificated Personnel Salaries	Title I	28384

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Library Technician	August 2014-June 2015	Library	2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	12580
		Library	2000-2999: Classified Personnel Salaries	Title I	13084
Computer Lab Technician	August 2014-June 2015	Site Lab Tech	2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	16150
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Title I	16150
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Unrestricted	19381
Maintenance Agreement for Copy Machine(s)	August 2014-June 2015	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	12930
Maintenance Agreement for Successmaker	August 2014-June 2015	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	2,810
Outreach Consultant	August 2014-June 2015	Outreach	2000-2999: Classified Personnel Salaries	Unrestricted	19075
Professional Development for L.A.	August 2014-June 2015		None Specified	District Funded	
Professional Development for Technology	August 2014-June 2015		None Specified	District Funded	
Professional Development for ELD	August 2014-June 2015		None Specified	District Funded	
Counselor	August 2014-June 2015				

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating		2,810.00
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	3,500.00
	Discretionary	134.00
4000-4999: Books And Supplies	Discretionary	46,500.00
5000-5999: Services And Other Operating	Discretionary	4,607.00
	LCFF - Discretionary	1,634.00
	LCFF - Discretionary	4,920.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	800.00
4000-4999: Books And Supplies	LCFF - Discretionary	10,000.00
	LCFF - Targeted	20,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5,000.00
	NfL	1,200.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,462.00
	Title I	943.00
1000-1999: Certificated Personnel Salaries	Title I	73,032.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
3000-3999: Employee Benefits	Title I	89.97
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	8,789.00
	Title III	11,338.00
	Title III Part A: Language Instruction for LEP	2,167.00
2000-2999: Classified Personnel Salaries	Unrestricted	19,075.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
	2,810.00
After School and Education Safety (ASES)	3,500.00
Discretionary	51,241.00
LCFF - Discretionary	17,354.00
LCFF - Targeted	25,000.00
NfL	1,200.00
Parent-Teacher Association (PTA)	1,462.00
Title I	75,064.97
Title I Part A: Basic Grants Low-Income and Neglected	8,789.00
Title III	11,338.00
Title III Part A: Language Instruction for LEP Students	2,167.00
Unrestricted	19,075.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Full implementation of the Response to Intervention (RTI) model, including the use of ISP teachers for interventions.

Identify the major expenditures supporting these priorities.

LEP

Title I

Title III

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Grade level and vertical collaboration meetings and teaming.

Full Implementation of HMR/Lectura reading program and UA time.

Monitor implementation of adopted materials.

Provide ISP teachers to work with small groups.

Provide academic agendas.

Provide after school program.

Provide Kindergarten extended day classes.

Professional development in data analysis and technology.

Full implementation of ELD.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Professional development was modified to address the shift to Common Core standards and curriculum, training provided by VCOE.

Identify barriers to full or timely implementation of the strategies identified above.

The shift to Common Core and lack of funds are the main barriers to the implementation of the strategies identified in the plan.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

The professional development focus changed to reflect the move to Common Core Standards.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

The student performance data shows that English Learners continue to be the group with the least growth as measured by CELDT.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Monitoring of student progress and implementation of adopted materials by the Principal, coach, and teachers will be critical in improving student achievement. The use of ISP teachers for interventions and consistency in the use of intervention materials, such as SIPPS, STARS, Six Minute Solutions will contribute to student improvement as measured by the DIBELS assessments.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Due to the large number of students per classroom and lack of funding for extra support staff, intervention and UA groups are larger than recommended.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications:
Strategic teaming and grouping to address group size.

Involvement/Governance

How was the SSC involved in development of the plan?

The SSC participated in discussions during SSC meeting.

How were advisory committees involved in providing advice to the SSC?

Representatives from ELAC and PTA participated in the SSC meetings. Reports were also given to these groups at their respective meetings.

How was the plan monitored during the school year?

The SSC received updated reports throughout the year.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

No changes needed, continue to involve all stakeholders through SSC, ELAC, and PTA.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Based on this information, what might be some recommendations for future steps to meet this goal?

Continue to revise and improve the RTI model. Shift professional development to address the Common Core. Shift classroom strategies to prioritize ELD and Access to the Core for English Learners.

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:

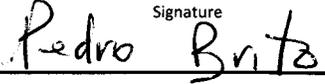
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Leticia Ramos	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Ambriz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Aldaba	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daisy Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Cornejo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Roxana Mendoza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jessica Vargas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patricia Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rosa Rivera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	2	1	5	

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

Recommendations and Assurances

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

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 28, 2015.

Attested:

Leticia Ramos _____ Typed Name of School Principal	 _____ Signature of School Principal	1/28/15 _____ Date
Patricia Ambriz _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	1/28/15 _____ Date

Parent Involvement Policy



Elm Street Elementary School

450 East Elm Street
Oxnard, California 93033

Tel 805-385-1533

Fax 805-487-9961

School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ **that parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, parent meetings.**
- ✓ **that parents are encouraged to be actively involved in their child's education at school; parents are welcomed as classroom volunteers, PTA.**
- ✓ **that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, Parent Information Meetings, Open door policy to visit principal.**

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the First Day Packet and policies with the students at the beginning of the year. Parents are asked to read and discuss the First Day Packet with their students and sign and return an acknowledgment form.
- ✓ Elm Street School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Elm Street School will make the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Elm Street School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Elm Street School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Elm Street School convenes annual and regular meetings to inform parents of the following (babysitting, flexible meeting times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Where Every Learner Matters!



Elm Street Elementary School

450 East Elm Street
Oxnard, California 93033

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Additionally, Elm Street School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parent Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters provide information and parent feedback.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal distributes a bi-monthly newsletter along with automated telephone calls to inform parents of upcoming events and activities. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings.
- ✓ Annual Needs Assessment.



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Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas a la casa diariamente, conferencias de padres, bienvenida a la escuela, juntas de padres
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; Los padres son bienvenidos a los salones como voluntario, y el PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos; Concilio Escolar, Comité de Aprendizaje de Ingles, Junta de información para los padres, Póliza, la directora siempre esta disponible para hablar con los padres.

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de Pólizas acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el Paquete del primer día de escuela en el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Paquete del primer día de escuela y las normas de pólizas con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Paquete del primer día de escuela con sus estudiantes, firmar y devolver los documentos que lo recibió.
- ✓ La Escuela Elm Street notifica a los padres sobre las normas de pólizas acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La Escuela Elm Street verificará que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique cómo).
- ✓ La Escuela Elm Street periódicamente actualizará las normas de pólizas acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La Escuela Elm Street ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de pólizas acerca de la participación de los padres en la educación formal de sus hijos.

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Elm Street convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,

Where Every Learner Matters!



Elm Street Elementary School

450 East Elm Street
Oxnard, California 93033

Tel 805-385-1533

Fax 805-487-9961

- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito)
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Elm Street debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de pólizas acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ El libro de recursos para los padres de familia y la comunidad debe incluir:
 - Normas de pólizas acerca de la participación escolar
 - Calendario escolar y calendario de reuniones
 - Manual para padres de familia y alumnos
 - Solicitud para registrarse como voluntario y información
 - Información sobre las evaluaciones académicas
 - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del salón y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.
- ✓ Los boletines mensuales de la directora proveerán información y las sugerencias presentadas por parte de los padres.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. La directora distribuye un boletín cada dos meses con información telefónicas para informales los próximos eventos y actividades. La directora mantiene una póliza de bienvenida a su oficina para cualquier pregunta o preocupación que tenga.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de pólizas acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Juntas de Padres
- ✓ Accesorio Académicos

The Single Plan for Student Achievement

School: Robert J. Frank Middle School
CDS Code: 56725386111850
District: Oxnard School District
Principal: Dr. Liam Joyce
Revision Date: December 10, 2014

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:

Contact Person: Dr. Liam Joyce
Position: Principal
Phone Number: (805) 385-1536
Address: 701 North Juanita Avenue
Oxnard, CA
E-mail Address: ljoyce@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Robert J. Frank Middle School's Vision and Mission Statements

Mission

To prepare students to be academically competitive and socially competent through the use of rigorous, relevant curriculum and positive relationships

Vision

Tomorrow's leaders through education, empowerment and inspiration.

School Profile

Situated along a beautiful stretch of Pacific coastline, Oxnard is the largest city in Ventura County. Oxnard is a rare combination of relaxed seaside atmosphere and a thriving business environment. Oxnard is an vibrant city enjoying an ethnically diverse population of over 200,000 residents.

R.J. Frank was established in 1994 and is one of 20 schools in the Oxnard Elementary School District. For the 2014-2015 school year, R.J. Frank served 1,358 students in grades six, seven, and eight.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	1,161	1,198		23	22		10	13		13	15	
Growth API	712	696		761	776			792		886	968	
Base API	701	727		763	762					887	892	
Target	5	5										
Growth	11	-31										
Met Target	Yes	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	1,074	1,106		713	820		989	1,037		113	131	
Growth API	701	683		647	663		694	681		507	469	
Base API	687	716		623	664		688	710		519	520	
Target	6	5		9	7		6	5		14	14	
Growth	14	-33		24	-1		6	-29		-12	-51	
Met Target	Yes	No		Yes	No		Yes	No		No	No	

Conclusions based on this data:

1. Frank School did not meet its academic growth targets in 2012-2013, but has shown overall growth in the past 3 years.
2. The Hispanic, English Learner, and Socioeconomically Disadvantaged significant subgroups have shown overall growth over the past 3 years, but did not meet growth targets in 2012-2013.
3. The English Learner significant subgroup has shown growth in three consecutive years.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	96		100	100		100	100	
Number At or Above Proficient	512	432		15	13		--	7		11	13	
Percent At or Above Proficient	44.1	36.3		65.2	59.1		--	53.8		84.6	86.7	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	99		100	99		99	96	
Number At or Above Proficient	448	370		215	231		398	337		26	24	
Percent At or Above Proficient	41.7	33.7		30.2	28.3		40.2	32.7		23.0	19.0	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		Yes	No	No	No	No		No	No	

Conclusions based on this data:

1. Our AYP decreased in 2012-2013 with 7.8% fewer students at or above proficiency.
2. All significant subgroups showed a decline in the percentage of students at or above proficiency.
3. Our English Learner significant subgroup showed a slight decrease in the number of students at or above proficiency in 2012-2013, but this subgroup has shown 5.3% growth over the past 3 years.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	96		100	100		100	100	
Number At or Above Proficient	354	346		8	7		--	2		7	14	
Percent At or Above Proficient	30.5	28.9		34.8	31.8		--	15.4		53.8	93.3	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	99	
Number At or Above Proficient	305	299		161	209		276	272		20	21	
Percent At or Above Proficient	28.4	27.1		22.6	25.5		27.9	26.3		17.7	16.0	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		No	No	No	No	No		No	No	

Conclusions based on this data:

1. Our Math AYP reflects a decrease of 1.4% and 1.6% over the past two years in the number of students performing at or above proficiency.
2. The English Learner significant subgroup has shown gains of 1.4% and 3.3% over the past two years in the number of students performing at or above proficiency.
3. Our other significant subgroups showed a decrease in the number of students performing at or above proficiency in 2013, with the Hispanic subgroup decreasing 1.3%, the Socioeconomically Disadvantaged subgroup decreasing 1.6% and the Students with Disabilities subgroup decreasing 2.3%.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	16	6	115	46	81	33	26	10	10	4	248
8	12	6	89	43	85	41	16	8	6	3	208
Total	28	6	204	45	166	36	42	9	16	4	456

Conclusions based on this data:

1. In 2012-2013, 33% of the EL students performed at the Advanced or Early Advanced levels on the CELDT Test. These performance bands represent 148 students.
2. In 2012-2013, 45% of the EL students performed at the Intermediate level on the CELDT Test. Nearly half of the EL students scored in this performance band.
3. in 2012-2013, 21% of the EL students performed at the Early Intermediate or Beginning levels on the CELDT Test. These performance bands represent 93 students.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	389	426	453
Percent with Prior Year Data	99.0%	100.0%	100.0%
Number in Cohort	385	426	453
Number Met	238	173	288
Percent Met	61.8%	40.6%	63.6%
NCLB Target	56.0	57.5	
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	50	343	36	396	27	427
Number Met	9	155	9	128	--	210
Percent Met	18.0%	45.2%	25.0%	32.3%	--	49.2%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	Yes	Yes	No	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No

Conclusions based on this data:

1. There was growth in AMAO 1 from 10-11 to 11-12, but a decrease from 11-12 to 12-13. The NCLB target was not met in 2012-2013.
2. There was growth in AMAO 2 for students with 5 or more years of EL instruction in 11-12 and for students with fewer than 5 years of EL instruction in 12-13.
3. We did not meet our performance goals for Mathematics or English-Language Arts in 2012-2013.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. The district showed growth in AMAO 1 from 10-11 to 12-13, but did not meet its NCLB target.
2. The percentage of students attaining English proficiency as represented by AMAO 2 has remained relatively consistent over the past 3 years.
3. Performance targets for AMAO 3 were not met in English-Language Arts or Mathematics in 2012-2013.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
<p>School Goal # 1A: There is no state assessment for the 2013-2014 School Year. Student learning will be measured through district and school created formative and summative assessments aligned to the Common Core State Standards. The target for Frank is to have at least 54% of students scoring 70% or above on these common assessments. This is the equivalent of Safe Harbor target that would have been in place if CST Continued this year. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic</p> <p>School Goal # 1B: All components of the English Language Arts Curriculum will be implemented in each classroom with OSD-Provided professional development support based on evidenced gathered through curriculum schedules, assessment plans and department collaboration and administrator observation. Students will be placed appropriately as they enter 6th grade, continue into 8th and promote to the high school district.</p> <p>.</p>
Data Used to Form this Goal:
<ul style="list-style-type: none">• Formative and Summative Assessment Data (Benchmarks and INSPECT)• CST NCLB Guidelines
Findings from the Analysis of this Data:
NCLB Goals: 89.2% Proficient Safe Harbor 54% Proficient

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in department meetings after assessment periods
- Teachers attending Professional Development for CCSS
- Progress Monitoring
- SMART Goals
- Administrative Observations

Strategy #1

STRATEGY:
The school will ensure the full implementation of the state-approved language arts curriculum and support the Common Core State Standards for Language Arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold Grade/Department Collaboration Meetings to review data at the school-wide level, grade level, classroom level and individual student level	Administrators & Department Chairs	IFAs Jan & March 2015 DIBELS 6th grade students Fall/Spring 2014-15 Review Benchmark Data/ October 2014-May 2015 Teacher Assessment each trimester	Not Applicable			
Use multiple data points to make appropriate course placements	Master Scheduling Team & Academic Counselors	Completion of unique schedules for each student/ March 2014-June 2015	Not Applicable			
Post Language and Content Objectives each day in each classroom	Each teacher, upon completion of SIOP training	Display visual identification of objectives Conduct SIOP group meetings and collaboration August 2014-June 2015	Not Applicable			
Increase academic success through the support of the Instructional Coach, including release time for collaboration and co-teaching support	Coach & Faculty	Provide collaboration time for co-teaching teams/ August 2014-June 2015	2 days for each teacher	1000-1999: Certificated Personnel Salaries	Title I	2000
					Title III	1500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use data analysis of assessment results through OARS to inform instruction	Coach, Faculty & Administrators	Share data and discuss actions through Department, Site and DSLT meetings/ August 2014-June 2015	Not Applicable			
Implement Reading Counts program in all Advisory classes	Coach & Faculty & Lab Tech	Produce and distribute Reading Counts progress reports Update Reading Counts license August 2014-June 2015		4000-4999: Books And Supplies	Title I	3000
				4000-4999: Books And Supplies	Title III	1000
				4000-4999: Books And Supplies	LCFF - Discretionary	2500
Calibrate writing, develop common rubrics, share instructional techniques and review pacing guides	Faculty during Department meetings	Teachers collaborate during Department meetings Analyze work samples August 2014-June 2015	Not Applicable			
Monitor the implementation and progress of Site Plan	DSLIT, SSC & All Staff	Review progress at DSLIT, SSC and Department meetings/ August 2014-June 2015	Not Applicable			
Implement class size reduction towards compliance with QEIA requirements to increase student achievement in all core subjects	Master Scheduling Team	August 2014-June 2015 County Office of Education Verification of Class Size, API, Teacher Experience Index and Facilities Inspection		1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	793,364

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Completion of Common Core ELA and SIOP training	ELA teachers for Common Core training	Provide CCSS ELA training for ELA teachers/ August 2014-June 2015	District-funded			
	All teachers needing SIOP training this year	Provide SIOP training for teachers/ August 2014-June 2015				

Strategy #2

STRATEGY:
The school will ensure opportunity and educational access for all students by implementing interventions and enrichment based on data.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evenly distribute strategic level students through Master Scheduling	Master Scheduling Team	Verify accuracy of class assignments by Faculty and Coach/ August 2014-June 2015	Not Applicable			
Deliver targeted instruction to focus students.	Faculty	Identify and monitor focus students at staff meeting/ Fall 2014	Not Applicable			
Appropriately place students in double blocks of Language Arts Intervention courses (Language! or Strategic)	Master Scheduling Team	Verify accuracy of class assignments by Faculty and Coach/ August 2014-June 2015	Not Applicable			
Use AVID strategies school-wide, including student engagement, Cornell note-taking, graphic organizers, active listening, Socratic Seminar and Philosophical Chairs, WICOR strategies	Faculty	Conduct peer teacher observations to verify that students are using Cornell Notes in all classes Conduct peer teacher observations to see Socratic Seminars Conduct peer teacher observations to see Philosophical Chairs demonstrations August 2014-June 2015	Not Applicable			
Analyze Diagnostic and Standards Benchmark Assessment Data	Faculty	Identify heavily weighted standards and alignment to pacing IFAs January and March 2015	Refer to Goal 1.1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide After School Tutoring for students needing additional assistance	Faculty & After School Program	Review tutoring attendance rosters and student improvement in areas of need/ August 2014-June 2015	Certificated teachers supporting students in after school intervention classes	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	11000
Re-evaluate Master Schedule to address student needs and re-level ability groups/classes	Master Scheduling Team	Beginning of the year and at the end of each trimester Verification of student placements by Faculty and Coach	Not Applicable			
Provide support from College Tutors, as required by AVID Program Essentials	AVID Team & Tutors	August 2014-June 2015 Students meet academic standards to remain in AVID	6 tutors, 2-4 times per week 6 tutors, 2-4 times per week 6 tutors, 2-4 times per week	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title III LCFF - Discretionary	3000 2000 1000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use intervention technology and software to close gaps for specific learners including, but not limited to, Roseta Stone, LEXIS, Reading Plus	Faculty	August 2014-June 2015 Integration of technology into core classes	Technology Resources	5800: Professional/Consulting Services And Operating Expenditures	Title I	3000
				5800: Professional/Consulting Services And Operating Expenditures	Title III	1000
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	2500
Use HOLT Interactive Reader and ancillary materials to support the Strategic 7th/8th Grade readers	Language Arts Faculty	August 2014-June 2015 Differentiation of Strategies and Instruction in Strategic Courses	Not Applicable			
Make books and other library resources available to improve student literacy	Library Media Tech	August 2014-June 2015		2000-2999: Classified Personnel Salaries	LCFF - Discretionary	2000
Maintain maintenance agreement for Duplo machine for reproduction of instructional materials	Office Staff	August 2014-June 2015		5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	2000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide supplies to ensure student access to curriculum	Office Staff & Faculty	August 2014-June 2015	Supplies for classrooms	4000-4999: Books And Supplies	Title I	7660
				4000-4999: Books And Supplies	Title III	17586
				4000-4999: Books And Supplies	LCFF - Discretionary	22844

Strategy #3

STRATEGY:
The school will implement a transition plan for 6th to 7th grade transition and 5th to 6th grade transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host Feeder School Visitations to incoming 5th graders from elementary sites	Administrators, Counselors & Coach	September 2014-June 2015 Scheduling of Visitations	Not Applicable			
Administer placement exam during a Saturday Placement Session/Orientation for incoming 6th graders on site	Administrators, Counselors & Coach	March 2015 Completion of placement test for all incoming 6th and 7th graders	Not Applicable			
Host 6th grade Parent Information and Welcome Night, "School Visit Fridays" for parents and students	Administrators, Counselors & Instructional Coach & MSAP Site Coordinator	February 2015	Not Applicable			

Strategy #4

STRATEGY:

The school will collaborate with Oxnard Union High School District to provide matriculation support for our students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer 9th grade placement exams for transition of 8th graders into the Oxnard Union High School District	Counselors and Coach	May-June 2015 Completion of Placement Tests	Not Applicable			
Collaborate with Oxnard Union High School District to bridge the transition for academically at-risk students, including, but not limited to, English Learners	Administrators, Counselors and Coach	March-August 2015 Proper placement of exiting 8th grade students	Not Applicable			
Coordinate high school counselor visitations for High School Placement and successful transition to High School	Administrators, Counselors, Coach & ELA Teachers	February 2015 Completion of course recommendations for ELA	Not Applicable			
Articulate with High School teachers and administrators	Administrators & Counselors	August 2014-June 2015 Proper placement of exiting 8th grade students	Not Applicable			

Strategy #5

STRATEGY:

The school will provide professional development to support goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CCSS Support and Coaching through Instructional Coach	Faculty and Coach	August 2014-June 2015 APS Essential Program Components	District Funded			
Coordinate curriculum, align with pacing guides and compare with data results during Department meetings to formulate instructional decisions	Departments and Coach	August 2014-June 2015 Completion of Project during the Professional work day	Not Applicable			
ELA Department Chair facilitates regular department meetings and actively participates in DSLT	ELA Department Chair	August 2014-June 2015 DSLT and Department meetings	Not Applicable			
Train teachers to access and utilize student data through OARS	Coach & Faculty	August 2014-June 2015 Meeting minutes and teacher utilization of new data analysis skills	Not Applicable			
Visit Similar Schools, with higher performance record and observe for best practices	Faculty & Staff	January-June 2015 Incorporation of observed best practices	No expense: Local Schools			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Faculty and Staff participate in Professional Development Opportunities, including how to work collaboratively, become a professional learning community, backwards mapping for lesson planning, co-teaching and integration of instructional technology	Faculty and Staff	August 2014-June 2015 Completion of Training, as provided by the District Department meeting minutes and after school staff meeting agendas focused on Professional Development	District-funded			
Train teachers across the curriculum on utilizing ELA standards in all content areas, especially writing	Teachers and Coach	August 2014-June 2015 Completion of Training, as provided by the District 3 Teachers and Coach provide demo lessons (Oct 31,2014)	District-funded			
Continue training to support full implementation of RSP co-teaching in 2014-2015	Coach, RSP and General Ed Teachers	August 2014-June 2015 Completion of training, as provided by the District and implementation of co-teaching RSP Collaboration and Co-teaching Model	District-funded			
Completion of Common Core ELA and SIOP training	English Language Arts Teachers	August 2014-June 2015	District-funded			
Provide professional development for teachers relating to CCSS and Academy transition	Faculty	August 2014-June 2015	District Funded			

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I bi-annual meetings	Administrators and Counselors	September 2014 February 2015 Meeting agendas and sign in sheets				
Meetings to jointly develop Parent Compact	Administrators, Faculty, SSC, ELAC, PTO	August 2014-June 2015	Not Applicable			
Provide parents with teacher tutoring information and teacher office hours	Administrators, Faculty, Counselors and Coach	At Back to School Night, Fall/Spring Conferences, readily available at the front office and school website School wide distribution of information	Not Applicable			
Provide translators at parent night events and conferences and ensure availability of translation services during regular school hours	Translators	Fall and Spring Conferences and other school-wide events Access for all parents to communication in their primary language	2000-2999: Classified Personnel Salaries	LCFF - Discretionary		1500
			2000-2999: Classified Personnel Salaries	Title III		3000
Conduct parent outreach to relay academic information in parents' primary language	Administrators, Counselors and Office Staff	August 2014-June 2015	District Funded			

Strategy #7

STRATEGY:
The school will support the district implementation of the ASES (After School Education and Safety) Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Site and District Administrator and Teacher Liaison	August 2014-May 2015 APS Essential Program Components	Student Field Trips	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	2,500
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Site and District Administrator and City Support staff	August 2014-June 2015 APS Essential Program Components	Not Applicable			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
<p>School Goal # 2A: There were no state assessment for the 2013-2014 school year. Student learning will be measured through district and school created formative and summative assessments aligned to the Common Core State Standards and SBAC will take place in May 2015. The target for Frank is at least 41% of students scoring 70% or above on these common assessments. This is the equivalent to the Safe Harbor target that would have been in place if CST had continued this year. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p> <p>School Goal # 2B: All components of the Math curriculum will be implemented in each classroom with OSD-Provided professional development, out of district professional development, and support based on evidence gathered through curricular schedule, assessment plans and administrator observations.</p>
Data Used to Form this Goal:
<ul style="list-style-type: none">• Formative and Summative Assessment Data (Benchmarks and INSPECT)• Department and Teacher generated assessments

Findings from the Analysis of this Data:

Use of 2012 CST Data as baseline for planning

- 7th grade: 37% scored Proficient or Advanced.
- OVERALL 8th grade: 23% scored Proficient or Advanced.

More specifically:

- 8th grade General Math: 13% scored Proficient or Advanced
- 8th grade Algebra: 33% scored Proficient or Advanced.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet by departments in grade level meetings after assessment periods
- Intervention Supports
- Progress Monitoring
- SMART Goals

Strategy #1

STRATEGY:
The school will ensure the full implementation of the state-approved mathematics curriculum and support the Common Core State Standards for Mathematics.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade/Department Collaboration Meetings to review data at the school-wide, level, grade level, classroom level and individual student level	Administrators, Math Department Chair, Math teachers	August 2014-June 2015 APS Essential Program Components IFAs Jan & March 2015 CAASPP May 2015	Not Applicable			
Use multiple data points to make appropriate course placements	Master Scheduling Team & Academic Counselors	August 2014-June 2015 Completion of unique schedules for each student	Not Applicable			
Post Language and Content Objectives each day in each classroom	Each teacher, upon Completion of SIOP training	August 2014-June 2015 Visual Identification of Objectives	Not Applicable			
Increase academic success through the support of the Instructional Coach		August 2014-June 2015 APS indicates need for Math Coach	District funded			
Use data analysis of assessment results through OARS to inform instruction	Math Teachers	August 2014-June 2015 Department and Site Meetings	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor the implementation and progress of Site Plan towards reaching goals with analysis of student performance on IFAs.	DSLTL, SSC & All Staff	August 2014-June 2015 DSLTL, SSC and Department minutes	Not Applicable			
Implement Class Size Reduction towards Compliance with QEIA requirements to increase student achievement in all core subjects	Master Scheduling Team	August 2014-June 2015 County Office of Education verification of Class Size, API, Teacher Experience Index and Facilities Inspection	Refer to Goal 1.1			

Strategy #2

STRATEGY:
 The school will ensure opportunity and educational access for all students by implementing interventions and enrichment based on data.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evenly distribute Strategic Level students through Master Scheduling	Master Scheduling Team, Academic Counselors & Coach	August 2014-June 2015 Verification of accurate Master Scheduling Team placements by Faculty and Coach	Not Applicable			
Deliver targeted instruction to FOCUS students.	Faculty	August 2014-June 2015 Identification and Monitoring of Focus students at site meetings	Not Applicable			
Use AVID strategies school-wide, including student engagement, note taking, graphic organizers, sampling, active listening, Socratic Seminar, Philosophical Chairs	Faculty	August 2014-June 2015 All students observed to be using Cornell Note-taking in all classes, peer observations	Refer to Goal 1.2			
Analyze Diagnostic and Standards Benchmark Assessment Data	Faculty	August 2014-June 2015 Upon completion of Benchmarks, 2 times a year & IFAs, twice a year Identification of heavily weighted standards and alignment to pacing	Refer to Goal 1.1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide After School Tutoring for students needing additional assistance	Faculty and After School Program	August 2014-June 2015 Attendance rosters and notation of areas of need improvement	LCFF funding tutoring Intervention	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	11000
Re-evaluate Master Schedule to address student needs and re-level ability groups/classes	Master Scheduling Team	August 2014-June 2015 Verification of student placements by Faculty and Coach	Not Applicable			
Create Response to Intervention Team to ensure identification of at risk students and ensure that they are moving through the Pyramid of Interventions	Administrators, Faculty, Academic Counselors Coach	January 2015-June 2015 Implementation of Response to Intervention on Tiered System of Support	Refer to Goal 1.2			
Provide support from College Tutors, as required by AVID Program Essentials	AVID Team & Tutors	August 2014-June 2015 Student meet academic standards to remain in AVID	Refer to Goal 1.2			
Use intervention technology and software to close gaps for specific learners, Reading Counts, Front Row, Lexia, Edmodo Snap Shot	Faculty	August 2014-June 2015 Integration of technology into core classes	Technology Interventions/Supports	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	10000
Deliver Triumphs as Intervention Curriculum in SDC classes	SDC Faculty	August 2014-June 2015 Implementation of Intervention Curriculum	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support through Instructional Assistants for English Learners who need scaffolding due to limited English Language Proficiency	Instructional Assistants and Faculty	August 2014-June 2015 Progression of students toward English Proficiency and Mastery of Math Standards	Refer to Goal 1.2			
Maintain maintenance agreement for Duplo machine for reproduction of instructional materials	Office Staff	August 2014-June 2015	Refer to Goal 1.2			
Conduct SSTs to determine intervention and support needs	Counselors and Faculty	August 2014-June 2015	Refer to Goal 1.2			
Provide supplies to ensure student access to curriculum	Office Staff and Faculty	August 2014-June 2015	Refer to Goal 1.2			

Strategy #3

STRATEGY:
The school will implement a transition plan for 6th to 7th grade transition and 5th to 6th grade transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
“Extra time” for 6th grade teachers and 7th grade team to collaborate	Faculty and Counselors	August 2014-June 2015 APS Essential Program Components	Refer to Goal 1.1			
Host Feeder School Visitations to incoming 6th graders from elementary sites	Administrators, Counselors, Coach	February 2015-June 2015	Not Applicable			
Host 6th grade Parent Information and Welcome Night	Administrators, Counselors and Coach	January, March and August 2015 Attendance and participation of incoming students and parents	Not Applicable			

Strategy #4

STRATEGY:
The school will implement a transition plan for 8th grade to high school transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Articulate recommendations for 8th graders going into the Oxnard Union High School District	Faculty and Counselors	February 2015-June 2015 Completion of Recommendations	Not Applicable			
Articulate with High School teachers and administrators	Faculty and Administrators	August 2014-June 2015 Proper placement of exiting 8th grade students	Not Applicable			
Collaborate with Oxnard Union High School District to bridge the transition for academically at-risk students, including, but not limited to, English Learners	Administrators, Counselors and Coach	August 2014-June 2015 Articulation Meetings with OUHSD District Administration	Not Applicable			
Coordinate high school counselor visitations for High School Placement and successful transition to High School	Administrators, Counselors and Coach	March-August 2015 Completion of recommendation forms, counselor visitations and student registration	Not Applicable			
Provide lists of active and potential students for AVID classes in Oxnard High School District. High School staff visit with students interested in AVID for ninth grade.	Administrators, Counselors and Coach	February-April 2015	Not Applicable			

Strategy #5

STRATEGY:
The school will provide professional development to support mathematics goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support and Coaching through Instructional Coach for Data Analysis using IFAs and teacher created OARs formative assessments	Faculty and Coach	August 2014-June 2015 APS Essential Program Components	Refer to Goal 1.5			
Math Department Chair facilitates regular department meetings and actively participates in DSLT	Math Department Chair	August 2014-June 2015 DSLT and Department meeting minutes	Not Applicable			
Train teachers to access and utilize student data	Administrators, Department Chair & Math Faculty	August 2014-June 2015 Department Meeting minutes Instructional decisions are data-driven	Not Applicable			
Teachers participate in Professional Development Opportunities, including how to work collaboratively, become a professional learning community, backwards mapping for lesson planning, co-teaching and integration of instructional technology	Faculty	August 2014-June 2015 Completion of training as provided by the district	District-funded			
Train teachers across the curriculum on utilizing Math standards in all content areas, especially writing	Teachers and Coach	August 2014-June 2015 Completion of Common Core training as provided by the district	District-funded			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in training to support full implementation of RSP co-teaching in 2014-2015	RSP and General Ed Teachers	August 2014-June 2015 Completion of training as provided by the district and full implementation of Co-Teaching	District-funded			
Completion of Common Core and Math SIOP training	MathTeachers	August 2014-June 2015	District-funded			
Provide professional development for teachers relating to CCSS and Academy transition	Faculty	August 2014-June 2015	Refer to Goal 1.5			

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host Family Math Night to provide students and families with math activities to support family involvement and engagement with ways students experience math during the school day.	Math Department	March 2015 Meeting Agenda and sign in sheets	Not Applicable			
Title I Annual meetings will explain the resources our school receives from the State and Federal government to support our students.	Administrators and Counselors	September 2014 February 2015 Meeting Agenda and sign in sheets from Back to School Night	Refer to Goal 1.1			
Parent Compact will explain and provide information to build the home to school communication and partnership.	Administrators, Faculty, SSC, ELAC, PTO	August 2014-June 2015 Review annually at Fall SSC meetings	Not Applicable			
Parent Involvement Policy will describe the process for parents/families to participate in supporting the school and their students.	Administrators, Faculty, SSC, ELAC, PTO	August 2014-June 2015 Review annually at Fall SSC meetings	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parents with teacher tutoring information, teacher office hours, and strategies to support their students academic performance (Parent Connect)	Administrators, Faculty, Counselors and Coach	At Back to School Night, Fall/Spring Conferences, readily available at the front office and school website School-wide distribution of information	Not Applicable			
Provide translators at parent night events and conferences and ensure availability of translation services during regular school hours	Translators	Fall and Spring Conferences and other school-wide events Access for all parents to communicate in their primary language	Refer to Goal 1.1			
Install Zangle Connect for Parents and provide training on how to use system for monitoring their child's progress	Administrators, Counselors and OSD IT	Fall 2014 Successful parent log-in to "Q" profile	Not Applicable			
Conduct parent outreach to relay academic information in parents' primary language	Administrators, Counselors and Office Staff	August 2014-June 2015	Refer to Goal 1.6			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #3:

School Goal #3A: AMAO #1: 57.5 % of all English Learners will advance one level on the CELDT

School Goal #3B: AMAO #2:

- a. 21.4% of all English Learners who have been in language instructional education programs less than 5 years will reach English Proficiency on the CELDT.
- b. 47% of English Learners who have been in language instruction educational programs for more than 5 years will reach English Proficiency on the CELDT.

School Goal #3C: AMAO #3:

- a. 89.5 % of EL students and the significant sub-groups in 6th-8th Grade will score “early advanced” or higher on the IFAs in 2014-15 in Math.
- b. 89.2% of EL students and the significant sub-groups in 6th-8th Grade will score “early advanced” or higher on the IFAs in 2014-15 in Language Arts.

Data Used to Form this Goal:

- CELDT
- IFA
- OARS

Findings from the Analysis of this Data:

How the School will Evaluate the Progress of this Goal:

Teachers will meet by departments in grade level meetings after assessment periods

- Progress Monitoring
- SMART Goals
- Progress reports
- LEXIS
- Rosetta Stone
- Reading Plus

Strategy #1

STRATEGY:
The school will ensure the full implementation of the state-approved ELD curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will post Language and Content Objectives daily in every classroom	Faculty	Daily Visual identification of Objectives upon teacher completion of training	Not Applicable			
Teachers will use CELDT release questions in preparation for the 2014-2015 CELDT testing cycle	Instructional Coach and EL Faculty Experts	Fall 2014 Teacher training during regular staff meeting times	Not Applicable			
Teachers will obtain and utilize the CELDT grading instrument/rubric to be used for test preparation	Instructional Coach and EL Faculty Experts	August 2014-June 2015 Teacher training during regular staff meeting times	Not Applicable			
Use multiple data points to make appropriate course placements of students	Master Scheduling Team	August 2014- June 2015 IFAs and CELDT data	Not Applicable			
CELDT Level 1s & 2s, who are less than two years in the US, are ability grouped in an academy to bring skills and language to grade level using ELD standards as quickly as possible in both Language Arts and Math.	OSD Enrollment Center Staff	August 2014-June 2015 Initial Assessments and placements into ELD Academy at Frank	OSD Enrollment Center Costs			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CELDT Level 1s & 2s, who have been in the US more than two years, are in an intervention program to bring skills and language to grade level using ELA & ELD standards as quickly as possible in both Language Arts and Math.	Master Scheduling Team	August 2014-June 2015 IFAs and CELDT data Master Schedule reflective of student needs	Not Applicable			
CELDT 3s, 4s & 5s are ability grouped in core ELA and Math curriculum with EOs where teachers are using SIOP Teaching strategies and Math, ELA, ELD standards to reach proficiency as quickly as possible	Master Scheduling Team Faculty	August 2014-June 2015 IFAs and CELDT data Master Schedule reflective of student needs Monitoring student progress through formative assessments	Not Applicable			
Maximize use of Promethean Board and I Pads to reach English Learners	Faculty	August 2014-June 2015 Teacher registration and participation in District Provided Training	Not Applicable			
Implement Class Size Reduction towards Compliance with QEIA requirements to increase student achievement in all core subjects	Master Scheduling Team	August 2014-June 2015 Verification of API, Class Size, Teacher Experience Index and Facilities Inspection	Refer to Goal 1.1			

Strategy #2

STRATEGY:
The school will ensure opportunity and educational access for all students by implementing interventions and enrichment based on data.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assisted by the Instructional Coach, all teachers will analyze CELDT data by departments; teachers will target all students whose CELDT scores have dropped or not advanced one level for three or more years (EL Focus Students)	Teachers and Instructional Coach	August 2014-June 2015	Not Applicable District Funded			
	ELD TOSA	February 2015				
Assisted by the Instructional Coach, all teachers will analyze CST data for all English Learners; teachers will target all students whose CELDT scores have dropped or not advanced one level for three or more years (EL Focus Students) AND who are approaching CST proficiency	Teachers and Instructional Coach	August 2014-June 2015 Teacher Collaboration during regularly scheduled staff meetings	Not Applicable			
Implement State adopted Reading programs to close gaps for strategic/intensive learners- Language! and enroll students in double block of Language Arts	Master Scheduling Team	August 2014-June 2015 Formative Assessments Master Schedule 2011, 2012, 2013 CST and CELDT data	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Refer most at risk students to Supplemental Education Services at District Level	Counselors	August 2014-June 2015 Referral to SES services and completion of contract by provider, when students are eligible	Not Applicable			
ELRT students will be identified and monitored for progression on CELDT	Administrators, Counselors, Instructional Coach and Faculty	August 2014-June 2015 Comparison of "D" and "F" grades from progress reports to report cards	Not Applicable			
Make books and other library resources available to improve student literacy	Library Media Tech	August 2014-June 2015	Refer to Goal 1.2			
Maintain maintenance agreement for Duplo machine for reproduction of instructional materials	Office Staff	August 2014-June 2015	Refer to Goal 1.2			
Conduct SSTs for to determine intervention and support needs	Counselors and Faculty	August 2014-June 2015	Refer to Goal 1.2			
Provide supplies to ensure student access to curriculum	Office Staff and Faculty	August 2014-June 2015	Refer to Goal 1.2			
Provide support through Instructional Assistants for English Learners who need scaffolding due to limited English Language Proficiency	Instructional Assistants & Faculty	August 2014-June 2015 Progression of students toward English Proficiency	3 positions, 8.5 hours per week	2000-2999: Classified Personnel Salaries	Title I	36,062

Strategy #3

STRATEGY:
The school will implement a transition plan for 5th to 6th grade transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELRT students will be identified before entering 6th grade from the 11 feeder schools and monitored for progression on CELDT	Administrators and Counselors	August 2014-June 2015 Students identified and monitored by teachers through formal and informal assessments	Not Applicable			
Support parents of incoming 6th graders with invitations to our school-wide events	Administrators and Counselors	August 2014-June 2015 Schedule outreach presentations to feeder schools, SSC, ELAC, PTO and any other parent meetings	Not Applicable			

Strategy #4

STRATEGY:

The school will implement a transition plan for 8th grade to high school transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with Oxnard Union High School District to bridge the transition for academically at-risk students, including students who are behaviorally at-risk	Administrators and Counselors	August 2014- June 2015 Schedule visitations and monitoring of students Participate in collaborative professional development with OUHSD	Not Applicable			
Coordinate high school counselor visitations for High School Placement and successful transition to High School	Counselors	August 2014-June 2015 Submittal of teacher recommendation, visitations and student meeting with counselors	Not Applicable			

Strategy #5

STRATEGY:
The school will provide professional development to support ELD goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will participate in SIOP training	All teachers	Certification that 100% of teachers have completed training August 2014-June 2015	District-funded			
New Teachers are paired with a partner to provide support	Pairings facilitated by Administrator/ Coach (BTSA Provider)	Collaboration sessions during regular work day (prep periods or after school) August 2014-June 2015	Not Applicable			
All teachers will receive and utilize Language-Objective writing materials including, "Language of the Discipline" materials	Instructional Coach	Teachers will collaborate on the integration of Academic Language Development skills in their content area August 2014-June 2015	Refer to Goal 1.5			
Teachers will participate in an after school professional development meeting as follow-up to SIOP	Available to all teachers	Teachers will be able to register for follow up training's as provided by the district August 2014-June 2015	District-funded			
Provide professional development for teachers relating to CCSS and Academy transition	Faculty	August 2014-June 2015	Refer to Goal 1.5			

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translators at every parent function	Translators	Assurance that every student and parent will have access to written and oral translations August 2014-June 2015	Refer to Goal 1.6			
All Home-School Communications must be made available in English and Spanish and in translated in Mixteco when requested.	Faculty and Staff	Copies of Bilingual Communications August 2014-June 2015	Refer to Goal 1.6			
Provide Parent Trainings, such as Parent Institute, Parent Connect or Parent Project	Administrators and Parents	Parent Course Completion August 2014-June 2015	As funding becomes available			
Support and promote parent participation in SSC, ELAC and DELAC	Administration and Faculty	Parent participation in Parent Training's August 2014-June 2015	Not Applicable			
Conduct parent outreach to relay academic information in parents' primary language	Administrators, Counselors, Teachers, and Office Staff	August 2014-June 2015	Refer to Goal 1.6			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #4:
School Goal #4A: Positive Behavior Plan Institute a systemic approach to School-wide Discipline and reinforcement of Positive Behavior
School Goal #4B: Emergency Preparedness Ensure that Emergency Plan is in place, communicated to all stakeholders and can be implemented with ease in the case of an emergency
School Goal #4C: Student Attendance School wide attendance at 95% of school days. Ensure student attendance is monitored with incentives for positive attendance and SARB intervention steps to improve attendance.
This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.
Data Used to Form this Goal:
OLWEUS Bullying Prevention, Suspension Expulsion Reports, Office Referrals, Teacher Referrals, Attendance Records, Observations
Findings from the Analysis of this Data:
Students at Frank need to feel safe and secure so that they can achieve academic excellence
How the School will Evaluate the Progress of this Goal:
Review Results of Findings with Site Administrative/Counseling Team, OLWEUS Bullying Prevention Committee, Positive Behavior Committee, DSLT, SSC, ELAC, PTO and whole faculty and staff

Strategy #1

STRATEGY:
The school will ensure support to the core curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Risk of Sexual Activity Curriculum in Science	7th Grade Science Department	Spring 2015	Not Applicable			
Implement Project ALERT as part of the science curriculum	7th Grade Science	Spring 2015	District Funded			
Teachers Identify at-risk students and monitor their progress	Administrators, Counselors, Coach and Faculty	August 2014-June 2015	Not Applicable			
Provide homework assistance after school, through regular teachers or After School Program	Faculty and After School Program Liaison	August 2014-June 2015	Refer to Goal 2.2			
Use AVID strategies to instruct students school-wide on study skills, Cornell notes, goal setting, character building activities, tutoring and service-oriented projects	Faculty and AVID teachers and coordinator	August 2014-June 2015	Refer to Goal 1.2			
Continue positive reinforcement of academic success through Renaissance program	Counselors and Coach	August 2014-June 2015	Not Applicable			
Continue with CHAMPS classroom management system school wide to provide positive and consistent classroom behavioral support.	Faculty, Counselors, and Administration	August 2014-June 15	District Funded			

Strategy #2

STRATEGY:
The school will provide specific interventions to support safety goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Advisory Period to support the implementation of OLWEUS anti-bullying prevention program	EVERY teacher, OLWEUS Bullying Prevention Coordinating Committee	August 2014-June 2015	Not Applicable			
Utilize support of School Counselors to identify, monitor and provide support to students who are at-risk for behavior or academics	Counselors and Interns	August 2014-June 2015	District Funded			
Review, modify and monitor school discipline policy	Administrators and Positive Discipline Committee	August 2014-June 2015	Not Applicable			
Support academic achievement in Extra Curricular activities that support the core such as MESA, CJSF, AVID Club, etc.	Counselors, Administrators, Coach and After School Program Staff	August 2014-June 2015	Refer to Goal 2.2			
Develop Rewards System as an incentive to positive behavior	Administrators and Positive Discipline Committee	August 2014-June 2015	Not Applicable			
Update School Safety Plan and replenish materials for emergency preparedness	Administrators and School Safety Committee	August 2014-June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Opportunity Class as an alternative placement for students with chronic and/ or severe behavior challenges	Opportunity Class Staff, Administrators, and Counselors	August 2014-June 2015	District Funded			
Implement Tardy Sweeps and provide attendance incentives	Administrators and Counselors	August 2014-June 2015	Attendance incentives	4000-4999: Books And Supplies	LCFF - Targeted	2,598
Support students and their families through access to counselor for each grade level	Administrators and Counselors	August 2014-June 2015	Not Applicable			
Conduct SSTs for to determine intervention and support needs	Administrators, Counselors and Faculty	August 2014-June 2015	Refer to Goal 1.2			

Strategy #3

STRATEGY:
The school will implement a transition plan for 6th to 7th grade transition and 5th to 6th grade transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Work in conjunction with Elementary Feeder schools for early Identification of At-Risk students	Administrators, Counselors and Coach	August 2014-June 2015	Not Applicable			
Counselors identify at-risk students early on through identification at the elementary sites	Counselors and Feeder School Staff	August 2014-June 2015	Not Applicable			

Strategy #4

STRATEGY:
The school will implement a transition plan for 8th grade to high school transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure High School has the information necessary to appropriately place and support fragile students (students who are at-risk, but may not have an IEP or 504 plan in place)	Counselors	August 2014-June 2015	Not Applicable			

Strategy #5

STRATEGY:
The school will provide professional development to support safety goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement OLWEUS program through Trainer of Trainer Model to, Training the Bullying Prevention Coordinating Committee, to training the entire staff, students and stakeholders	Counselors, Administrators, Faculty and OLWEUS Bullying Prevention Committee	August 2014-June 2015	Not Applicable			
Provide Professional Development on Project Alert for teachers who need it	Science Department	August 2014-June 2015	District-funded			
Implement RtI model to support At-Risk students	Faculty and Staff	August 2014-June 2015	Not Applicable			
WEB Participate in WEB Training	Faculty and Counselors	Summer and Fall 2014	District Funded			

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct a minimum of two Parent Conferences per school year	Faculty and Staff	November 2014 February 2015	Refer to Goal 1.6			
Actively Utilize the Student Agenda as a Home School Communication tool	Students, Parents and Faculty	August 2014-June 2015	Promotes students organization and is a school to home communication tool	4000-4999: Books And Supplies	LCFF - Discretionary	12,000
				4000-4999: Books And Supplies	Title III	3,000
Implement Zangle Connect to communicate with Parents	Administrators, Site Faculty and District IT	Fall 2014	Not Applicable			
Utilize Blackboard ConnectEd to communicate with parents	Site Administrators, Counselors and Coach	August 2014-June 2015	Not Applicable			
Connect Students to Community Resources	Outreach Counselor		District Funded			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	4,500.00
4000-4999: Books And Supplies	LCFF - Discretionary	37,344.00
5000-5999: Services And Other Operating	LCFF - Discretionary	4,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	22,000.00
4000-4999: Books And Supplies	LCFF - Targeted	2,598.00
5000-5999: Services And Other Operating	LCFF - Targeted	10,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	2,500.00
1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	793,364.00
1000-1999: Certificated Personnel Salaries	Title I	2,000.00
2000-2999: Classified Personnel Salaries	Title I	39,062.00
4000-4999: Books And Supplies	Title I	10,660.00
5800: Professional/Consulting Services And	Title I	3,000.00
	Title III	1,500.00
2000-2999: Classified Personnel Salaries	Title III	5,000.00
4000-4999: Books And Supplies	Title III	21,586.00
5800: Professional/Consulting Services And	Title III	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Discretionary	46,344.00
LCFF - Targeted	37,098.00
Quality Education Investment Act (QEIA)	793,364.00
Title I	54,722.00
Title III	29,086.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Identify the major expenditures supporting these priorities.

Using QEIA funds to reduce class size, employing Instructional Aides, additional support for staff and instructional supplies.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

The smaller class size in 7th and 8th grades, professional development on CCSS, EL support in all classes and intervention support. Frank continues to focus on the academic achievement of our students to raise student performance where all students achieve proficiency. Striving for lower class sizes and personnel to help reduce the adult to student ration will allow for greater attention and support to our students. OLWEUS and CHAMPS training for new teachers as well as ongoing support for teachers already trained in the program. AVID strategies shared across departments with the use of teacher avid liaisons, cornell notes, and monthly WICOR Bingo to promote and identify instructional practices school wide. Teacher led professional development on technology on SIP days and ongoing throughout the school year.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

We have shifted away from the math strategic support class in the master schedule to permit students to have greater access to our new school academy class options. Partial implementation of DIBELS and use of DIBELS data.

What specific actions related to those strategies were eliminated or modified during the year?

The master schedule for 2014-15 did not include math support classes. Math and science have been integrated into academy elective courses. Project based learning has started but has not been fully implemented with only 20% of teachers have being fully trained.

Identify barriers to full or timely implementation of the strategies identified above.

We are using the academy elective classes to integrate math and science that would have been in double block math classes. Professional development for teachers has been limited due to the large number of faculty and sufficient supports to cover teacher absences to attend training.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

We have implemented school site based professional development on a modified scale and demonstration lessons conducted by instructional coaches.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Not all eligible students have been able to participate in academy focused electives. Data used is our master schedule.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Our most recent IFAs (Green) have been trending higher than the district in each grade level for math and ELA. The implementation of our AVID best practices, technology integration, CHAMPS, and OLWEUS school wide have a direct impact on our students' academic performance.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Use of DIBELS for grouping strategies to group sixth grade.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

[X] Not appropriately matched to student needs/student population

Based on the analysis of this practice, would you recommend:

[X] Eliminating it from next year's plan

Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

The SSC monthly meetings addressed concerns raised by parents, teachers, staff and students regarding the implementation of our school goals.

How were advisory committees involved in providing advice to the SSC?

ELAC,DSLTL and faculty consultation is sought throughout the year and the plan is reviewed annually with these committees.

How was the plan monitored during the school year?

The DSLT, SSC, administrators, and instructional coaches review the plan to identify areas that need greater attention and focus. The plan is used to assist in building and/or modifying our professional development priorities

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes? Additional time allocated to faculty and parent/guardian solicitation through google forms and committee meeting attendance to provide greater opportunity for input.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

OLWEUS and CHAMPS have been implemented school wide. AVID instructional strategies are used in all classrooms.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Our students improvement on the CELDT.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Use of targeted interventions for ELs and identification of strategies that needed to be implemented in class and after school for students not showing growth or having scores decrease on the CELDT.

Based on this information, what might be some recommendations for future steps to meet this goal?

Hire an EL TOSA to develop an integrated plan to support EL student achievement with SIOP demonstration lessons, review of student data, and targeted after school tutoring.

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
Dr. Liam Joyce	[X]	[]	[]	[]	[]
Christine Simonson	[]	[X]	[]	[]	[]
Darlene Killgore	[]	[X]	[]	[]	[]
Lorena Zwaal	[]	[X]	[]	[]	[]
Susan Verharen	[]	[X]	[]	[]	[]
Amber Whitney	[]	[]	[X]	[]	[]
Veronica Diaz-Fonseca	[]	[]	[]	[X]	[]
Maria Flores	[]	[]	[]	[X]	[]
Roberto Tapia	[]	[]	[]	[X]	[]
Emily Marmolejo	[]	[]	[]	[]	[X]
Breanna Aguilar	[]	[]	[]	[]	[X]
Diana Villa Pena	[]	[]	[]	[]	[X]
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

M. Lee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 13, 2015.

Attested:

Dr. Liam Joyce

Typed Name of School Principal

Liam Joyce

Signature of School Principal

2/10/15

Date

Susan Verharen

Typed Name of SSC Chairperson

Susan Verharen

Signature of SSC Chairperson

2/10/15

Date



Robert J. Frank Intermediate School



CONVENIO ENTRE LA ESCUELA Y LOS PADRES DE FAMILIA

La Escuela Intermedia Frank y los padres de los estudiantes participantes en las actividades, los servicios y los programas financiados por el Título I, Sección A del Decreto de Educación para Escuelas Primarias y Secundarias (ESEA, por sus siglas en inglés) (niños participantes), han acordado que este convenio delinea cómo los padres de familia, el personal docente y los alumnos compartirán la responsabilidad de mejorar el rendimiento académico del alumnado y los medios, que la escuela en sociedad con los padres, desarrollarán para apoyar a los niños a alcanzar las altas normas académicas estatales.

El convenio entre la escuela y los padres de familia entrará en vigor durante el año escolar 2014-2015.

Responsabilidades de la Escuela

La Escuela Intermedia Frank debe:

- Proporcionar un currículo de alta calidad y una enseñanza que apoye, sea eficaz en el ámbito educativo y habilite a los niños a alcanzar las normas académicas estudiantiles estatales.
- Programar las conferencias de padres y maestros dos veces al año durante las cuales, este convenio será analizado ya que se relaciona con el rendimiento individual del niño(a).
- Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos.
- Proporcionar a los padres un tiempo razonable para comunicarse con el personal docente.
- Proporcionar a los padres oportunidades para brindar su asistencia como voluntarios, participar en la clase de sus hijos y observar las actividades escolares.

Responsabilidades de los Padres

Nosotros, como padres, apoyaremos el aprendizaje de nuestros hijos de la siguiente manera:

- Proporcionar apoyo positivo a los objetivos, filosofía, programa y póliza de la escuela
- Proporcionar un espacio para estudiar, el tiempo y apoyo en casa
- Participar, como sea necesario, en las decisiones relacionadas a la educación de mis hijos, incluyendo la asistencia a las Conferencias de Padres
- Mantenerme informado sobre la educación formal de mi hijo(a) y comunicarme con la escuela al leer prontamente los avisos que envía la escuela o el distrito escolar a través de mi hijo(a) o por correo y responder a ellos apropiadamente.
- Servir, a la medida posible, en grupos asesores de pólizas, como por ejemplo, el Título I, Sesión A representante de padres en el Comité de Mejoramiento Escolar, Titulo I Comité Consultivo de Póliza, en el Consejo Consultivo de la Póliza, Comité de Profesionales Estatal, el Equipo de Apoyo de la Escuela u otro Asesor de la escuela o grupos de directivas.

Responsabilidades de los estudiantes

Nosotros, como estudiantes, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y alcanzar las normas académicas estatales. Específicamente, haremos:

- Seguir todas las reglas de la escuela, las pólizas y las expectativas de asistencia, conducta y desarrollo académico, como se indica en la agenda del estudiante.
- Luchar por la excelencia académica al completar todas las asignaciones, participando activamente en clase y pidiendo ayuda cuando sea necesario.
- Reconocer que todas las reglas se aplican dentro y fuera de la escuela, así como también antes y después de la escuela.

Escuela

Padre(es)

Alumno

Fecha

Fecha

Fecha



Robert J. Frank Intermediate School

701 North Juanita Avenue, Oxnard, CA 93030

Tel: (805) 385-1536 Fax: (805) 981-1754 www.oxnardsd.org/Frank

Principal: Dr. Liam Joyce

Assistant Principals: Paola Vargas, Maria Cristina Saucedo & Derek Olson

Office Manager: Rosa Adams **Academic Counselors:** Angelica Fuentes & Amber Whitney



Normas de Política Acerca de la Participación de los Padres en la Escuela 2014-2015

Propósito de la Declaración:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de:

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos;
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos;
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos;

La información sobre las normas de políticas y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de política acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en la agenda estudiantil, el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan la agenda y las normas de política con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar la agenda con sus estudiantes, firmar y devolver el acuse de recibo.
- ✓ La escuela Frank notifica a los padres sobre las normas de política acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La escuela Frank verificará que las normas de política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local.
- ✓ La escuela Frank periódicamente actualizará las normas de política acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La escuela Frank ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de política acerca de la participación de los padres en la educación formal de sus hijos.

Normas de política acerca de la escuela y las oportunidades de participación por parte de los padres y las reuniones

La escuela Frank convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Acerca del transporte escolar, cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito),
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Frank debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de política acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

La carpeta de recursos para los padres de familia y la comunidad debe incluir:

- Normas de política acerca de la participación escolar,
- Manual para padres de familia y alumnos,
- Solicitud para registrarse como voluntario e información,
- Información sobre las evaluaciones académicas,
- Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido.
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del aula y los recursos para padres, tal como el calendario escolar
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad.

A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de política acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela.



Robert J. Frank Intermediate School



SCHOOL-PARENT COMPACT

RJ Frank Intermediate School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2014-2015 school year.

School Responsibilities

RJ Frank Intermediate School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Hold parent-teacher conferences twice a year, during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Provide positive support for the goals, philosophy, program and policies of the school
- Provide study space, time and support at home
- Participating, as appropriate, in decisions relating to my children's education, including attendance at Parent Conferences
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding when needed
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Follow all school rules, policies and expectations for attendance, behavior and academics, as outlined in the student agenda.
- Strive for academic excellence by completing all assignments, participating actively in class and ask for help when needed.
- Recognize that all school rules apply, to and from school, as well as before and after school.

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date



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Parent Involvement Policy **2014-2015**

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- ✓ that parents play an integral role in assisting their child's learning;
- ✓ that parents are encouraged to be actively involved in their child's education at school;
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the student agenda which is distributed annually at the beginning of the school year. Teachers review the student agenda and policies with the students at the beginning of the year. Parents are asked to read and discuss the student agenda with their students and sign and return an acknowledgment form.
- ✓ Frank School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Frank School makes the School Parental Involvement Policy available to the local community.
- ✓ Frank School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Frank School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS:

Frank School convenes annual and regular meetings to inform parents of the following (transportation, babysitting, flexible meeting names will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Frank School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided. This information will include

- School Parent Involvement Policy
- Parent/Student Handbook
- Volunteer Applications/Information
- Assessment Information
- Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources, including the school calendar
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy.

The Single Plan for Student Achievement

School: Fremont Middle School
CDS Code: 56725386055313
District: Oxnard School District
Principal: Greg Brisbine
Revision Date: March 4, 2015

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:

Contact Person: Greg Brisbine
Position: Principal
Phone Number: (805) 385-1539
Address: 1130 North M Street
Oxnard, CA 93030
E-mail Address: gbrisbine@oxnardsd.org

The District Governing Board approved this revision of the SPSA on N/A.

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School Vision and Mission

Fremont Middle School's Vision and Mission Statements

Fremont Middle School is committed to providing a safe and positive environment for students to achieve their full academic potential as well-rounded individuals. We are dedicated to collaborating with parents and community leaders to prepare students to be productive, socially responsible, and able to participate in a global, diverse, and technological society.

School Profile

Fremont Middle School was established in 1961 and is one of 20 schools in the Oxnard School District. During 2014-2015 school year, Fremont Middle School is serving approximately 1160 sixth, seventh and eighth grade students on a traditional schedule. The school is situated in Oxnard along a beautiful stretch of the Pacific coastline. Oxnard is the largest city in Ventura County and Fremont Middle School mirrors its ethnically diverse population.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	997	1,008		106	78		25	27		15	15	
Growth API	694	719		761	768		723	713		897	918	
Base API	704	714		789	778		663	732		821	905	
Target	5	5		5								
Growth	-10	5		-28								
Met Target	No	Yes		No								

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	818	856		391	483		742	756		119	108	
Growth API	673	707		631	690		660	701		505	546	
Base API	684	695		611	655		668	681		498	528	
Target	6	5		9	7		7	6		15		
Growth	-11	12		20	35		-8	20		7		
Met Target	No	Yes		Yes	Yes		No	Yes		No		

Conclusions based on this data:

1. The school, as a whole, is progressing and moving forward toward proficiency in Math and ELA.
2. Most subgroups have shown progress, except for the white subgroup, with which numbers and progress have steadily decreased.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	452	415		61	43		12	12		12	12	
Percent At or Above Proficient	45.4	41.2		57.5	55.1		48.0	44.4		80.0	80.0	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		No	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	100	
Number At or Above Proficient	345	324		116	162		295	276		33	21	
Percent At or Above Proficient	42.2	37.9		29.7	33.5		39.8	36.5		27.7	19.4	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		No	No	No	No	No		No	--	

Conclusions based on this data:

1. There was a slight decrease in most subgroups in AYP for English Language Arts.
2. There was slight growth for the English Learners subgroup for English Language Arts.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	350	378		50	36		9	10		11	13	
Percent At or Above Proficient	35.1	37.5		47.2	46.2		36.0	37.0		73.3	86.7	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		No	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	100	
Number At or Above Proficient	261	300		117	163		237	269		22	23	
Percent At or Above Proficient	31.9	35.0		30.0	33.7		32.0	35.6		18.5	21.3	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		No	No	No	No	No		No	--	

Conclusions based on this data:

1. All subgroups have shown progress toward AYP goals in Math, except for the white subgroup, with which the proficiency decreased slightly.
2. There was substantial growth in Mathematics by the Asian subgroup.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	3	2	33	25	51	38	22	17	24	18	133
8	10	8	42	32	36	27	16	12	29	22	133
Total	13	5	75	28	87	33	38	14	53	20	266

Conclusions based on this data:

1. The largest number of students is in the intermediate level.
2. There are also a large number of students in the early advanced level, which means that we can possibly redesignate students.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	199	237	241
Percent with Prior Year Data	99.0%	100.0%	100.0%
Number in Cohort	197	237	241
Number Met	89	133	113
Percent Met	45.2%	56.1%	46.9%
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	36	172	55	193	56	199
Number Met	3	57	8	77	2	80
Percent Met	8.3%	33.1%	14.5%	39.9%	3.6%	40.2%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No

Conclusions based on this data:

1. AMAO 1: The percentage of students meeting targets decreased by nearly 10%.
2. AMAO 2: The percentage of students with 5 or more years of EL instruction meeting targets increased slightly.
3. AMAO 3: Participation targets have been met yearly.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. The performance of Fremont students closely mirrors overall district performance.
2. The percentage of students in the English Learner subgroup with fewer than 5 years of EL instruction achieving English proficiency has remained steady over the past three years.
3. The percentage of students in the English Learner subgroup with more than 5 years of EL instruction achieving English proficiency increased by more than 5 percentage points in 2013-2014.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
School Goal 1A: All students will increase performance level on the ELA formative district assessments. This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster Youth, and Hispanic. School Goal 1B: All components of the English Language Arts curriculum will be implemented in each ELA classroom and supported by district-provided CCSS professional development based on evidence gathered through department collaboration, curriculum schedules, assessment plans and administrator observation.
Data Used to Form this Goal:
Assessments: Formative District Assessments (INSPECT)
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Overall, 41.2% scored Proficient or Advanced on the most recent state assessment.• There is a continuing need to focus on core ELA instruction and to continue offering ELA support classes.• There is a continuing need to focus on CCSS implementation.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Formative district assessment data will be analyzed through department meeting collaboration.• Monitoring of grade/department meetings for CCSS collaboration.

Strategy #1

STRATEGY:

During the 2014-2015 school year, the school will ensure the full implementation of the state-approved Language Arts curriculum and support the Common Core State Standards for Language Arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use multiple data points to make appropriate course placement of students.	Administration, Coaches, Teachers	Develop placement criteria, compile student placement file to guide master schedule, generate unique schedules for each student and adjust student schedules as needed according to student progress. August 2014-June 2015 Review each trimester	Not Applicable			
Hold grade/department collaboration meetings to review data at the school-wide level, grade level, classroom level and individual student level.	Administration, Coaches, Teachers	Analyze classroom assessment data August 2014-June 2015 Department meets twice monthly Analyze formative district assessment data. January 2015-April 2015 Department meets twice monthly	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase student academic success through Instructional Coaches' support.	Coaches, Teachers	Coaches work collaboratively with teachers to model instructional practices, support unit implementation, assist with data analysis. August 2014-June 2015	Instructional Coach Salary Tech Coach Salary	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded MSAP	110409
Use data analysis of assessment results through OARS to inform instruction.	Teachers	Data analyzed through department collaboration meetings August 2014-June 2015	Not Applicable			
Train teachers to access and utilize student data.	Administration, Coaches	Provide ongoing support in utilizing Zangle Q and OARS data management systems, including various report functions. August 2014-June 2015	Not applicable			
Upgrade existing technology in classrooms, including Apple TVs, with a focus on equipment to be utilized by students.	Administration	August 2014-June 2015	Computer/technology equipment Computer/technology supplies	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Discretionary LCFF - Discretionary	2000 5000 1000
Share effective instructional practices through grade/department collaboration meetings and additional collaboration time.	Coaches, Teachers	August 2014-June 2015	12 sub days	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2043

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure access to state-approved ELA textbooks and materials in compliance with Williams Act.	Administration, Librarian VCOE Williams Act Auditors	Conduct Williams Act textbook inventory. August 2014-September 2014 Monitoring textbook needs throughout the year for all new and existing students. August 2014-June 2015	Not Applicable			
Administer formative district assessments to collect data for analysis during collaboration meetings.	Administration, Coaches, Teachers	Administer INSPECT (Green) test. January 2015 Administer INSPECT (Pink) test. March 2015	Not applicable			
Use AVID strategies, including Cornell note-taking, graphic organizers, Socratic Seminars, interactive notebooks and active listening, and provide materials to support these activities.	Teachers, Coaches	AVID-trained teachers will share AVID strategies for use in all classrooms. August 2014-June 2015	AVID materials and supplies	4000-4999: Books And Supplies	LCFF - Discretionary	1708
Re-evaluate Master Schedule each trimester to address students' needs, and re-level ability groups/classes.	Administration, Master Scheduling Team	August 2014-June 2015 Review each trimester	Not Applicable			
Provide extra support in the computer lab for iPad deployment and maintenance.	Lab Tech	August 2014 - June 2015	Extra hours for lab tech	2000-2999: Classified Personnel Salaries	Discretionary	10680
Support cross-curricular utilization of ELA standards in all subject areas, with a focus on writing.	Teachers	August 2014-June 2015	Not applicable			

Strategy #2

STRATEGY:

During the 2014-2015 school year, the school will ensure opportunity and educational access for all students by implementing interventions and enrichment based on data.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Target after-school interventions to support English Learners, with a focus on writing and academic vocabulary.	Administration, Coaches, Teachers	Intervention classes to be held twice weekly. January 2015 - May 2015	Teacher extra help 8 teachers, 2.5 hrs/week, 6 weeks	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	6581
			Materials & Supplies	4000-4999: Books And Supplies	Title III	686
Provide support through Instructional Assistants for English Learners in ELD classes.	Instructional Assistant	IA will be assigned to four ELD classes. August 2014-June 2015	5.0 hour IA position	2000-2999: Classified Personnel Salaries	Title I	15419
				2000-2999: Classified Personnel Salaries	Title III	11719
Use co-teaching model for RSP support within core curriculum classes.	Teachers	August 2014-June 2015	Not Applicable			
Create a Response to Intervention (RTI) team to monitor at-risk students.	Administration, Outreach Consultant, Counselors, Coaches, Psychologist	Team will create support plans for students referred to CST/SST process. August 2014-June 2015	Not Applicable			
Provide teacher tutoring information (days and times) in front office and on the school website.	Administration, Teachers, Lab Tech	All teachers submit office hours schedule. August 2014-June 2015	Not Applicable			
Distribute strategic level students evenly through master scheduling.	Administration, Coaches	August 2014-June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer Homework Club and tutoring after school to all students.	Administration, Teachers	August 2014-June 2015	Tutoring and homework help 3 days/week for 36 weeks	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4936
Place students appropriately in ELA support courses (strategic and ELD).	Administration, Coaches	August 2014-June 2015 Review each trimester	Not Applicable			
Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials and printer repairs.	Office Staff	August 2014-June 2015	Duplo Maintenance Agreements & Xerox Maintenance Agreements Repairs	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Discretionary Discretionary	14500 500
Make books and other library resources available to improve student literacy.	Library Media Tech	August 2014-June 2015	8 hour Library Media Tech	2000-2999: Classified Personnel Salaries	District Funded	57441
Provide supplies to ensure student access to curriculum.	Office Staff, Teachers, Counselors	August 2014-June 2015	Supplies for classrooms Warehouse charges	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I LCFF - Discretionary Discretionary Discretionary	5950 3500 60732 25000
Provide support from college AVID tutors, as required by AVID Program Essentials.	AVID Teachers, AVID Tutors	Tutors will support each elective class twice weekly. November 2014-June 2015	12.0 hours of support weekly	2000-2999: Classified Personnel Salaries	Title I	9251

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Focus on the Masters program for ELA classes.	Teacher	January 2015-April 2015	Program cost	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	900
				5800: Professional/Consulting Services And Operating Expenditures	PTA	900
Utilize agendas, and other printed items, to support organization, student achievement and home-school communication, including student agenda insert.	Administration, Office Staff	August 2014-June 2015 All students receive an agenda provided by the school	Agendas	4000-4999: Books And Supplies	Title I	5000
			Publications	5700-5799: Transfers Of Direct Costs	Discretionary	5000
Coordinate enrichment activities, including field trips, to support core instruction.	Administration, Teachers	August 2014-June 2015 Field trips for ELA and other content areas	Transportation and Admission fees	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	11170
				5700-5799: Transfers Of Direct Costs	Title I	300
Implement Accelerated Reader program and Star Reader test in all ELA classes.	Teachers, Lab Tech	Teachers will utilize Star Reader data to monitor student progress. August 2014-June 2015	Purchase licenses for AR and Star Reader.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	6000
				5800: Professional/Consulting Services And Operating Expenditures	Title I	6000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use intervention software to close gaps for specific learners including, but is not limited to, I-Pad Apps, BrainPop and Accelerated Reader.	Teachers, Coaches	Utilize Star Reader to assess student reading levels and AR program to monitor reading progress. August 2014-June 2015	i-Pad Apps	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	2500
			Purchase BrainPop licenses 50%	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	1500
			Purchase BrainPop licenses 50%	5800: Professional/Consulting Services And Operating Expenditures	Title I	1500
			Purchase AR and Star Reader See Goal 1, Strategy 1			
			Computer Supplies & Software	4000-4999: Books And Supplies	Discretionary	1000
Use Holt (Interactive Reader, etc.) to support 7th/8th grade readers who are below grade level.	Teachers	August 2014-June 2015	District-funded			

Strategy #3

STRATEGY:
 During the 2014-2015 school year, the school will implement transitions plans for students moving from 5th grade to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Work in collaboration with feeder schools to ensure appropriate services are in place for incoming incoming 6th grade students with special needs.	Special Education Administration, Teachers, Psychologist	Staff will attend IEP transition meetings. May 2015-June 2015	Not Applicable			
Develop student placement file to create clusters for class assignments (GATE, EL).	Administration, Coaches	Spring 2015	Not Applicable			
Provide on-site orientation to incoming 6th grade students, including information for parents.	Administration, Coaches	Spring 2015	Not Applicable			
Participate in district community meetings to share academy information with parents of incoming 6th grade students.	Administration, MSAP Team	Develop brochure for academy. December 2014 Set up information booth at community meetings. January 2015	Not Applicable			
Support student transition events with additional certificated personnel.	Counselors, Teachers	August 2014 -June 2015	Extra hours for teachers and counselors	1000-1999: Certificated Personnel Salaries	Discretionary	11426

Strategy #4

STRATEGY:
During the 2014-2015 school year, the school will implement transitions plans for students moving from 8th grade to High School.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Articulate with high school teachers/ administrators.	Administration, Teachers, Coaches	Proper placement of students entering OUHSD August 2014-June 2015	Not Applicable			
Schedule high school counselor visitations for high school placement and successful transition to high school and provide course recommendations.	Administration, Teachers, Coaches	Teachers will complete course recommendation forms. December 2014 - February 2015	Not Applicable			
Administer 9th grade placement exams for transition of 8th grade students into the Oxnard Union High School District.	Coaches, Teachers	Completion of placement tests May 2015-June 2015	Not Applicable			
Work in collaboration with high schools to ensure appropriate services are in place for exiting 8th grade students with special needs.	Special Education Administration, Teachers, Psychologist	Staff will attend IEP transition meetings. May 2015-June 2015	Not Applicable			

Strategy #5

STRATEGY:
During the 2014-2015 school year, the school will provide professional development to support ELA goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide curriculum support and coaching by Instructional Coach.	Instructional Coach	Instructional Coach to log support August 2014-June 2015	See Goal 1, Strategy 1			
Train teachers to access and utilize student data.	Administration, Coaches	Provide ongoing support in utilizing Zangle Q and OARS data management systems, including various report functions. August 2014-June 2015	Not Applicable			
Provide professional development workshops and conferences to support implementation of CCSS ELA and CCSS ELD, including unit roll-out workshops.	Teachers, Coaches Educational Services Administrators, TOSAs & County Staff	ELA teacher representatives attend district unit roll-out workshops and share units with department colleagues. August 2014-June 2015	Conferences Sub costs Teacher extra pay to attend unit roll-out workshops	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I LCFF - Discretionary Discretionary Title I District Funded	5000 5000 2500 5153

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate SIP Day training sessions focused on utilizing technology to enhance instruction and increase student engagement.	Administration, Coaches, Teachers	Multiple sessions offered, such as Google Tools, Nearpod, October 2014	Not Applicable			
Provide technology support by Technology Coach to enhance lesson delivery and instructional strategies.	Technology Coach, Lab Tech	Tech Coach to log support. August 2014-June 2015	See Goal 1, Strategy 1			
Coordinate curriculum, align pacing guides and analyze assessment data during department collaboration meetings to guide instructional decisions.	ELA Teachers	Evidenced by department meeting agendas and minutes. August 2014-June 2015	Not Applicable			
ELA department chair facilitates department collaboration meetings and participates in Leadership Team meetings.	ELA Department Chair, Leadership Team	Evidenced by Leadership meeting agendas and minutes and department meeting agendas and minutes. August 2014-June 2015	Not Applicable			
Teachers and staff participate in professional development opportunities, including how to work collaboratively, become a professional learning community, backwards mapping for lesson planning, co-teaching and integration of instructional technology.	ELA Teachers, Instructional Coach, Administration	Completion of training as provided by district. August 2014-June 2015	District-funded			
Train teachers across the curriculum on utilizing ELA standards in all content areas, with a focus on writing.	Administration, Coaches, Teachers	August 2014-June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ongoing professional development for ELA co-teachers and RSP support teachers in the co-teaching model, including collaboration time.	General Ed and RSP Co-Teachers Co-Teaching Consultant	Co-teachers will attend co-teaching training, including lesson study. October 2014 Each co-teaching team will utilize two days of collaboration time. August 2014-June 2015	Co-Teaching training and sub costs Collaboration time for co-teaching teams (16 sub days)	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded LCFF - Discretionary	2742
Complete SIOP lesson study.	SIOP Committee	February 2015	District-funded			
Coordinate SIP Day training session on utilizing effective SIOP strategies in all content areas to support language objectives.	Teachers, EL TOSA	Training delivered by district EL TOSA to all content area teachers. October 2014	Not Applicable			

Strategy #6

STRATEGY:
During the 2014-2015 school year, the school will coordinate meetings and distribute information to generate parent involvement in the school community.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host Title I meetings.	Administration	September 2014	Brochures with school information and other supplies	4000-4999: Books And Supplies	Title I	1031
		January 2015 April 2015 Evidenced by meeting agendas and sign-in sheets.	Custodial Support	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1234
Notify parents of upcoming events through the school marquee and weekly ConnectEd calls.	Administration, Custodians	August 2014-June 2015	Not Applicable			
Provide parents with teacher office hours and tutoring information.	Administration, Office Staff, Teachers, Lab Tech	Information available on school website, in school office and distributed at conferences. August 2014-June 2015	Not Applicable			
Provide extra support at Back to School Night, conferences, and other parent events and ensure the availability of translation services.	Office Staff Instructional Assistants	August 2014-June 2015	Extra hours for staff to assist with parent support	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	10485
			Verbal translation hours	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1234
Utilize Parent Connect system to keep parents apprised of student academic progress.	Teachers, Attendance Tech	Attendance Tech coordinates parent registration process. August 2014-June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet with stakeholders to jointly develop Parent Involvement policy.	Administration	December 2014 - February 2015	Not Applicable			
Coordinate School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input.	Administration, Council Presidents	August 2014-June 2015	Not Applicable			
Update school website with information for parents.	Lab Tech, Administration	August 2014-June 2015	Not Applicable			
Host a parent information event for the parents of incoming 6th grade students.	Administration	Spring 2015	See Goal 1, Strategy 6 for translation support			
Offer Parent Project classes to support parents of at-risk students.	Outreach Consultant, Counselors	Parent Project offered in both English and Spanish December 2014-March 2015	Extra hours for ORC	2000-2999: Classified Personnel Salaries	Title I	2467
			Babysitting	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1234
Utilize agendas to support organization, student achievement and home-school communication.	Administration, Office Staff	All students receive an agenda provided by the school. August 2014-June 2015	See Goal 1, Strategy 2			

Strategy #7

STRATEGY:
 During the 2014-2015 school year, the school will support district implementation of the After School Education and Safety (ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison will: <ul style="list-style-type: none"> Meet monthly with ASES Administrator and other liaisons. Meet with school staff as needed. 	Site and District Administration, Teacher Liaison	August 2014 - June 2015	District-funded	1000-1999: Certificated Personnel Salaries	ASES	3600
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Site and District Administration, City Support Staff	August 2014 - June 2015 Meetings held monthly	Not Applicable			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
School Goal 2A: All students will increase performance level on the Math formative district assessments by one performance band or maintain performance at the top performance band. This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster Youth, and Hispanic. School Goal 2B: All components of the Math curriculum will be implemented in each Math classroom and supported by district-provided CCSS professional development based on evidence gathered through department collaboration, curriculum schedules, assessment plans and administrator observation.
Data Used to Form this Goal:
Assessments: Formative District Assessments (INSPECT) and MathLinks Assessments
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Overall, 37.5% scored Proficient or Advanced on the most recent state assessment.• There is a continuing need to focus on core Math instruction and district-level collaboration to increase student achievement.• There is a continuing need to focus on CCSS implementation.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Formative district assessment data will be analyzed through department meeting collaboration.• Formative MathLinks assessment data will be analyzed through department meeting collaboration.• Monitoring of grade/department meetings for CCSS collaboration.

Strategy #1

STRATEGY:

During the 2014-2015 school year, the school will ensure the full implementation of the state-approved Math curriculum and support the Common Core State Standards for Math.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use multiple data points to make appropriate course placement of students.	Administration, Coaches, Teachers	Develop placement criteria, compile student placement file to guide master schedule, generate unique schedules for each student and adjust student schedules as needed according to student progress. August 2014 - June 2015 Review each trimester	Not applicable			
Hold grade/department collaboration meetings to review data at the school-wide level, grade level, classroom level and individual student level.	Administration, Coaches, Teachers	Analyze classroom assessment data. August 2014 - June 2015 Department meets twice monthly Analyze formative district assessment data. January 2015-April 2015	Not applicable			
Increase student academic success through Instructional Coaches' support.	Coaches, Teachers	Coaches work collaboratively with teachers to model instructional practices, support unit implementation, assist with data analysis. August 2014 - June 2015	See Goal 1, Strategy 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use data analysis of assessment results through OARS to inform instruction.	Teachers	Data analyzed through department collaboration meetings August 2014 - June 2015	Not Applicable			
Provide extra support in the computer lab for iPad deployment and maintenance.	Lab Tech	August 2014 - June 2015	See Goal 1, Strategy 1			
Re-evaluate Master Schedule each trimester to address students' needs, and re-level ability groups/classes.	Administration, Master Scheduling Team	August 2014 - June 2015 Review each trimester	Not Applicable			
Administer formative district assessments to collect data for analysis during collaboration meetings.	Administration, Coaches, Teachers	Administer INSPECT (Green) test. January 2015 Administer INSPECT (Pink) test. March 2015	Not Applicable			
Ensure access to state-approved Math packets and/or textbooks and materials in compliance with Williams Act.	Administration, Librarian VCOE Williams Act Auditors	Conduct Williams Act packet/textbook inventory. August 2014-September 2014 Monitoring packet/textbook needs throughout the year for all new and existing students. August 2014 - June 2015	Not Applicable			

Strategy #2

STRATEGY:

During the 2014-2015 school year, the school will ensure opportunity and educational access for all students by implementing interventions and enrichment based on data.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Target after-school interventions to support English Learners with Math, with a focus on academic vocabulary.	Administration, Coaches, Teachers	Intervention classes to be held once weekly. January 2015 - May 2015	4 teachers, 1.5 hours per week, 6 weeks See Goal 1, Strategy 2 for materials and supplies	1000-1999: Certificated Personnel Salaries	Title III	1645
Use co-teaching model for RSP support within core curriculum classes.	Teachers	August 2014 - June 2015	Not Applicable			
Create a Response to Intervention (RTI) team to monitor at-risk students.	Administration, Outreach Consultant, Counselors, Coaches, Psychologist	Team will create support plans for students referred to CST/SST process. August 2014 - June 2015	Not Applicable			
Provide teacher tutoring information (days and times) in front office and on the school website.	Administration, Teachers, Lab Tech	All teachers submit office hours schedule. August 2014 - June 2015	Not Applicable			
Offer Homework Club and tutoring after school to all students, as well as intensive Math support tutoring.	Administration, Teachers, Coaches	Homework Club offered three times/week and math tutoring offered twice weekly. August 2014 - June 2015	1 teacher, 2 hours per week for 36 weeks	1000-1999: Certificated Personnel Salaries	Title I	3291

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials.	Administration ASES	August 2014 - June 2015	See Goal 1, Strategy 2			
Provide supplies to ensure student access to curriculum.	Teachers and Administration	August 2014 - June 2015	See Goal 1, Strategy 2			
Provide support from college AVID tutors, as required by AVID Program Essentials.	Teachers	August 2014 - June 2015	See Goal 1, Strategy 2			
Offer Math enrichment through MathQuest and MESA Clubs after school.	Club Coordinators	Both clubs will meet once weekly throughout the year. August 2014 - June 2015	3 teachers, 1.5 hours per week for 36 weeks (MESA)	1000-1999: Certificated Personnel Salaries	Title I	7404
			1 teacher, 1.5 hours per week for 36 weeks (MathQuest)	1000-1999: Certificated Personnel Salaries	Title I	2468
Utilize agendas to support organization, student achievement and home-school communication.	Administration, Office Staff	August 2014 - June 2015 Agenda provided to each student.	See Goal 1, Strategy 2			
Use intervention software to close gaps for specific learners including, but is not limited to, i-Pads Apps and BrainPop.	Teachers, Coaches	August 2014 - June 2015	See Goal 1, Strategy 2			
Use MathLinks pacing schedules to modify instruction to support students who are below grade level or above grade level.	Teachers	August 2014 - June 2015	Not Applicable			

Strategy #3

STRATEGY:
 During the 2014-2015 school year, the school will implement transitions plans for students moving from 5th grade to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Work in collaboration with feeder schools to ensure appropriate services are in place for incoming incoming 6th grade students with special needs.	Special Education Administration, Teachers, Psychologist	Staff will attend IEP transition meetings. May 2015-June 2015	Not Applicable			
Develop student placement file to create clusters for class assignments (GATE, EL).	Administration, Coaches	Spring 2015	Not applicable			
Provide on-site orientation to incoming 6th grade students, including information for parents.	Administration, Coaches	Spring 2015	Not applicable			
Participate in district community meetings to share academy information with parents of incoming 6th grade students.	Administration, MSAP Team	Develop brochure for academy. December 2014 Set up information booth at community meetings. January 2015	Not Applicable			
Support student transition events with additional certificated personnel.	Counselors, Teachers	August 2014 - June 2015	See Goal 1, Strategy 3			

Strategy #4

STRATEGY:
During the 2014-2015 school year, the school will implement transitions plans for students moving from 8th grade to High School.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Articulate with high school teachers/ administrators.	Administration, Teachers, Coaches	Proper placement of students entering OUHSD August 2014-June 2015	Not Applicable			
Schedule high school counselor visitations for high school placement and successful transition to high school and provide course recommendations.	Administration, Teachers, Coaches	Teachers will complete course recommendation forms. December 2014 - February 2015	Not Applicable			
Administer 9th grade placement exams for transition of 8th grade students into the Oxnard Union High School District.	Coaches, Teachers	Completion of placement tests May 2015-June 2015	Not Applicable			
Work in collaboration with high schools to ensure appropriate services are in place for exiting 8th grade students with special needs.	Special Education Teachers, Administration, Psychologist	Staff will attend IEP transition meetings. May 2015-June 2015	Not Applicable			

Strategy #5

STRATEGY:
 During the 2014-2015 school year, the school will provide professional development to support Math goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide curriculum support and coaching by Instructional Coach.	Instructional Coach	Instructional Coach to log support. August 2014 - June 2015	See Goal 1, Strategy 1			
Train teachers to access and utilize student data.	Administration, Coaches	Provide ongoing support in utilizing Zangle Q and OARS data management systems, including various report functions. August 2014 - June 2015	Not Applicable			
Provide professional development workshops to support implementation of CCSS Math, including district-level collaboration.	Teachers, Coaches District and County Staff	August 2014 - June 2015	Teacher extra hours for CCSS trainings and district-level collaboration Conferences and workshops Conferences and workshops	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	District Funded Title I Discretionary	 5153 2500
Coordinate SIP Day training sessions focused on utilizing technology to enhance instruction and increase student engagement.	Administration, Coaches, Teachers	Multiple sessions offered, such as Google Tools, Nearpod & Keynote October 2014	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate curriculum, align pacing guides, analyze assessment data and share effective instructional practices during department/grade collaboration meetings and additional collaboration time to guide instructional decisions.	Math Teachers	Evidenced by department meeting agendas and minutes. August 2014 - June 2015	2 days release time for 6 teachers	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1771
Math department chair facilitates department collaboration meetings and participates in Leadership Team meetings.	ELA Department Chair, Leadership Team	Evidenced by Leadership meeting agendas and minutes and department meeting agendas and minutes. August 2014 - June 2015	Not Applicable			
Teachers and staff participate in professional development opportunities, including how to work collaboratively, become a professional learning community, backwards mapping for lesson planning, co-teaching and integration of instructional technology.	ELA Teachers, Instructional Coach, Administration	Completion of training as provided by district. August 2014 - June 2015	District-funded			
Provide ongoing professional development for Math co-teachers and RSP support teachers in the co-teaching model.	General Ed and RSP Co-Teachers	Co-teachers will attend co-teaching training, including lesson study. October 2014 Each co-teaching team will utilize two days of collaboration time. August 2014-June 2015	Co-teaching training	1000-1999: Certificated Personnel Salaries	District Funded	
Complete SIOP lesson study.	SIOP Committee	February 2015	District-funded			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate SIP Day training session on utilizing effective SIOP strategies in all content areas to support language objectives.	Teachers, EL TOSA	Training delivered by district EL TOSA to all content area teachers. October 2014	Not Applicable			

Strategy #6

STRATEGY:
During the 2014-2015 school year, the school will coordinate meetings and distribute information to generate parent involvement in the school community.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host Title I meetings to educate parents on school issues.	Administration	September 2014 January 2015 April 2015 Evidenced by meeting agendas and sign-in sheets.	See Goal 1, Strategy 6			
Notify parents of upcoming events through the school marquee and weekly ConnectEd calls.	Administration, Custodians	August 2014 - June 2015	Not Applicable			
Provide parents with teacher office hours and tutoring information.	Administration, Office Staff, Teachers, Lab Tech	Information available on school website, in school office and distributed at conferences. August 2014 - June 2015	Not Applicable			
Provide translators at Back to School Night, conferences, and other parent events and ensure the availability of translation services during regular school hours.	Office Staff Instructional Assistants	August 2014 - June 2015	See Goal 1, Strategy 6			
Utilize Parent Connect system to keep parents apprised of student academic progress.	Teachers, Attendance Tech	Attendance Tech coordinates parent registration process. August 2014 - June 2015	Not Applicable			
Meet with stakeholders to jointly develop Parent Involvement policy.	Administration	August 2014 - June 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input.	Administration, Council Presidents	August 2014 - June 2015	Not Applicable			
Update school website with information for parents.	Lab Tech, Administration	August 2014 - June 2015	Not Applicable			
Host a parent information event for the parents of incoming 6th grade students.	Administration	Spring 2015	See Goal 1, Strategy 6			
Offer Parent Project classes to support parents of at-risk students.	Outreach Consultant, Counselors	Parent Project offered in both English and Spanish December 2014-January 2015	See Goal 1, Strategy 6			
Utilize agendas to support organization, student achievement and home-school communication.	Administration, Office Staff	Agenda provided for all students August 2014 - June 2015	See Goal 1, Strategy 2			

Strategy #7

STRATEGY:

During the 2014-2015 school year, the school will support district implementation of the After School Education and Safety (ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison will: <ul style="list-style-type: none"> • Meet monthly with ASES Administrator and other liaisons. • Meet with school staff as needed. 	Site and District Administration, Teacher Liaison	August 2014 - June 2015	See Goal 1, Strategy 7			
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Site and District Administration, City Support Staff	August 2014 - June 2015 Meetings held monthly	Not Applicable			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #3:

AMAO 1: 57.5% of students need to move one proficiency level on the CELDT.

AMAO 2: Students that have been here less than 5 years – 21.4% of EL students here less than 5 years need to have reached English proficiency (CELDT 4 or 5);
Students that have been here for five or more years – 47% of EL students here 5 years or more need to have reached English proficiency (CELDT 4 or 5)

AMAO 3: EL students will demonstrate a minimum of 10% growth from the winter IFA to the spring IFA in both Math and English Language Arts.

Data Used to Form this Goal:

Assessments: Formative District Assessments (INSPECT) and CELDT Assessment

Findings from the Analysis of this Data:

- Approximately 21% of students at Fremont are English Learners.
- There is a continuing need to offer ELD support to close achievement gaps.
- There are a large number of students at the EL 3 level, making it critical to utilize targeted interventions to support that subgroup.

How the School will Evaluate the Progress of this Goal:

- OARS and other data results analyzed through collaboration several times per year for progress and intervention purposes.
- Analyze CELDT data.

Strategy #1

STRATEGY:
 During the 2014-2015 school year, the school will ensure the full implementation of the state-approved ELD curriculum and support the Common Core State Standards for English Language Development.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use multiple data points to make appropriate course placement of students. <ul style="list-style-type: none"> • CELDT Level 1s, 2s & 3s, who have been in the US more than two years, are in ELD support classes to bring skills and language to grade level using ELA & ELD standards as quickly as possible in Language Arts. • If applicable, CELDT 4s & 5s are supported through Strategic ELA courses linked to core ELA classes to provide additional skills. 	Administration, Coaches, Teachers	August 2014 - June 2015 Create student placement file and monitor progress each trimester	Not Applicable			
CELDT Level 1s & 2s, who are less than two years in the US are ability grouped in an academy to bring skills and language to grade level using ELD standards as quickly as possible in both ELA and Math.	OSD Enrollment Center Staff	August 2014 - June 2015	Not Applicable			
ELD Teachers will utilize CELDT release questions and CELDT grading rubrics in preparation for CELDT testing cycle.	ELD Teachers	Fall 2014 Spring 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize technology such as iPads and Promethean Boards to enhance instruction and language support in the classroom.	Teachers	August 2014 - June 2015 Tracked through MSAP technology surveys throughout the year.	Not Applicable			
Increase student academic success through Instructional Coaches' support.	Instructional Coach, Technology Coach	August 2014 - June 2015 Coaches to log classroom support	Not Applicable			
Use data analysis of assessment results to inform instruction (OARS data system).	Teachers	August 2014 - June 2015 Utilize OARS data system	Not Applicable			
Train teachers to access and utilize student data, including CELDT data, Dibels data and formative district assessment data (INSPECT).	Administration, Coaches	August 2014 - June 2015 INSPECT assessments administered in January 2015 and April 2015	Not Applicable			
Schedule visits to other schools to observe best ELD practices and models of effective ELD programs.	Administration, ELD Teachers, ELS Department	Spring 2015	4 subs for release time for teachers	1000-1999: Certificated Personnel Salaries	Title III	526
Facilitate meetings between ELD teachers and ELS Department to monitor program implementation and review student assessment data at the school-wide level, grade level, classroom level and individual student level.	ELD Teachers, Coaches, ELS Department	August 2014 - June 2015 Meetings held once per trimester	Not Applicable			
Implement state-approved ELD curriculum to close gaps for English learners (English 3D, Inside).	ELD Teachers, ELS Department	August 2014 - June 2015 ELD 1/2 course to utilize Inside curriculum ELD 3 course to utilize English 3D curriculum	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support cross-curricular utilization of ELD standards in all subject areas, with a focus on writing and academic vocabulary.	Teachers	August 2014 - June 2015	Not Applicable			
Provide continued professional development relating to Common Core State Standards.	District and County Staff, Teachers	August 2014 - June 2015	District-funded			
Make books and other library resources available to improve student literacy.	Library Media Tech	August 2014 - June 2015	Not Applicable			

Strategy #2

STRATEGY:
During the 2014-2015 school year, the school will ensure opportunity and educational access for all students by implementing interventions and enrichment based on data.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Target after-school interventions to support English Learners, with a focus on writing and academic vocabulary.	Administration, Coaches, Teachers	January 2015-May 2015 ELD intervention classes offered on two six-week cycles with reduced class size.	See Goal 1, Strategy 2			
Provide support through Instructional Assistants for English Learners in ELD classes.	Instructional Assistant	August 2014 - June 2015	See Goal 1, Strategy 2			
Use co-teaching model for RSP support within core curriculum classes.	Gen Ed and RSP Teachers	August 2014 - June 2015	Not Applicable			
Maintain a Response to Intervention (RTI) team to monitor at-risk students.	Administration, Coaches, ORC, Psychologist	August 2014 - June 2015	Not Applicable			
Provide teacher tutoring information (days and times) in front office and on the school website.	Office Staff, Lab Tech, Teachers	August 2014 - June 2015 All teachers submit availability for distribution to parents.	Not Applicable			
Provide ELA strategic courses and ELD courses to support English learners reaching grade level proficiency and place students appropriately in these courses.	Administration, Coaches, Teachers	August 2014 - June 2015 Placement reviewed each trimester	Not Applicable			
Offer Homework Club and tutoring after school to all students.	Teachers	August 2014 - June 2015 HW Club offered 3 times weekly	See Goal 1, Strategy 2			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor progress of English learners, including ELRT process.	Administration, Coaches, Teachers	August 2014 - June 2015 ELRT monitoring in Spring 2015	7 subs for release time for ELRT monitoring	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1234
Provide supplies to ensure student access to curriculum.	Office Staff, Teachers	August 2014 - June 2015	See Goal 1, Strategy 2			
Provide grade level after school Math intervention with an ELD focus to support grade level math skills and academic vocabulary.	Administration, Coaches, Teachers	January 2015-May 2015 ELD Math support offered on two six-week cycles, once weekly per grade level	See Goal 2, Strategy 2			
Provide after school Math tutoring with ELD support.	Teachers	August 2014 - June 2015	See Goal 2, Strategy 2			
Provide students and parents with information about educational Apps that can support ELD goals outside of the classroom.	Technology Coach	November 2014-February 2015	See Goal 1, Strategy 2			
Utilize agendas to support organization, student achievement and home-school communication.	Administration, Office Staff	August 2014 - June 2015 All students receive an agenda provided by the school	See Goal 1, Strategy 2			
Coordinate enrichment activities, including field trips, to support core instruction.	Administration, Teachers	August 2014 - June 2015 Field trips for ELA and other content areas	See Goal 1, Strategy 2			
Provide additional intervention support.	Teachers	January 2015 - May 2015	Teacher extra hours	1000-1999: Certificated Personnel Salaries	Title I	12805
Use Holt (Interactive Reader, etc.) to support English learners in core ELA classes.	Teachers	August 2014 - June 2015	District-funded			

Strategy #3

STRATEGY:

During the 2014-2015 school year, the school will provide professional development to support ELD goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide curriculum support and coaching by Instructional Coach.	Instructional Coach	August 2014 - June 2015 Instructional Coach to log support.	See Goal 1, Strategy 1			
Train teachers to access and utilize student data.	Administration, Coaches	August 2014 - June 2015 Provide ongoing support in utilizing Zangle Q and OARS data management systems, including various report functions.	Not Applicable			
Provide professional development workshops and conferences to support implementation of CCSS ELD in ELD courses and across all content areas.	Teachers, Coaches District and County Staff	August 2014 - June 2015	See Goal 1, Strategy 5			
Coordinate SIP Day training sessions focused on utilizing technology to enhance instruction and increase student engagement.	Administration, Coaches, Teachers	August 2014 - June 2015 Multiple sessions offered, such as Google Tools, Nearpod & Keynote	Not Applicable			
Coordinate SIP Day training session on utilizing effective SIOP strategies in all content areas to support language objectives.	EL TOSA	October 2014 Training delivered by district EL TOSA to all content area teachers.	Not Applicable			
Complete SIOP lesson study.	SIOP Committee, SIOP Trainer	February 2015	District-funded			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ongoing professional development for ELA co-teachers and RSP support teachers in the co-teaching model.	General Ed and RSP Co-Teachers	October 2014 Co-teachers will attend co-teaching training, including lesson study.	District-funded			
Provide technology support by Technology Coach to enhance lesson delivery and instructional strategies.	Technology Coach, Lab Tech	August 2014 - June 2015 Tech Coach to log support	See Goal 1, Strategy 5			
Teachers and staff participate in professional development opportunities, including how to work collaboratively, become a professional learning community, backwards mapping for lesson planning, co-teaching and integration of instructional technology.	Teachers, Instructional Coach, Administration	August 2014 - June 2015 Completion of training as provided by district.	District-funded			

Strategy #4

STRATEGY:
 During the 2014-2015 school year, the school will coordinate meetings and distribute information to generate parent involvement in the school community.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Notify parents of upcoming events through the school marquee and weekly ConnectEd calls in Spanish and English.	Administration, Custodians	August 2014 - June 2015	Not Applicable			
Provide parents with teacher office hours and tutoring information.	Administration, Office Staff, Teachers, Lab Tech	August 2014 - June 2015 Information available on school website, in school office and distributed at conferences in November 2014 and February 2015.	Not Applicable			
Provide translators at Back to School Night, conferences, and other parent events and ensure the availability of translation services during regular school hours.	Office Staff Instructional Assistants	August 2014 - June 2015	See Goal 1, Strategy 6			
Utilize Parent Connect system to keep parents apprised of student academic progress.	Teachers, Attendance Tech	August 2014 - June 2015 Attendance Tech coordinates parent registration process.	Not Applicable			
Host Title I meetings.	Administration	September 2014 January 2015 April 2015 Evidenced by meeting agendas and sign-in sheets.	See Goal 1, Strategy 6			
Meet with stakeholders to jointly develop Parent Involvement policy.	Administration	December 2014 - February 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input.	Administration, Council Presidents	August 2014 - June 2015	Not Applicable			
Host a parent information event for the parents of incoming 6th grade students.	Administration	August 2014 - June 2015	See Goal 1, Strategy 6			
Offer Parent Project classes to support parents of at-risk students.	Outreach Consultant, Counselors	December 2014-January 2015 Parent Project offered in both English and Spanish	See Goal 1, Strategy 6			
Utilize agendas to support organization, student achievement and home-school communication.	Administration, Office Staff	August 2014-June 2015 All students receive an agenda provided by the school	See Goal 1, Strategy 2			

Strategy #5

STRATEGY:
During the 2014-2015 school year, the school will support district implementation of the After School Education and Safety (ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison will: <ul style="list-style-type: none"> • Meet monthly with ASES Administrator and other liaisons. • Meet with school staff as needed. 	Site and District Administration, Teacher Liaison	August 2014 - June 2015	See Goal 1, Strategy 7			
-ASES Administrator meets monthly to evaluate program and work on correlating the after school program to the regular program and services.	Site and District Administration, City Support Staff	August 2014 - June 2015 Meetings held monthly	Not Applicable			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe School Environment
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #4:
School Goal 4A: Positive Behavior Plan Institute a systemic approach to school-wide discipline and reinforcement of positive behavior to ensure a safe school environment conducive to student achievement. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster Youth and Hispanic.
School Goal 4B: Emergency Preparedness Ensure that emergency plans are in place, up-to-date, communicated to stakeholders and can be implemented with ease to ensure a safe school environment conducive to student achievement. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster Youth and Hispanic.
Data Used to Form this Goal:
Discipline Data (including suspension rates, expulsion rates and referrals), Attendance Reports, CHKS Survey, Feedback from Stakeholders (including teachers, staff, students, parents), Safety Audits (Oxnard Police Department and Oxnard Fire Department), CST/SST Referrals
Findings from the Analysis of this Data:
Students at Fremont need a safe and secure school environment, reinforced through positive behavior models, social-emotional support resources and emergency preparedness, to increase student achievement.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Review findings with Administrative team and Leadership Team.• ORC will track CST referrals and referrals to outside agencies.• Safety Committee will review and update Emergency Preparedness Plan.

Strategy #1

STRATEGY:
 During the 2014 -2015 school year, the school will ensure full implementation of curriculum to achieve school climate and school safety goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement risk of sexual activity curriculum in Science.	7th Grade Science Teachers	Spring 2015	District-funded			
Implement Project ALERT as part of the curriculum in Science.	Science Teachers	Spring 2015	District-funded			
Provide after school tutoring, Homework Club and enrichment opportunities to support student achievement.	Teachers	August 2014 - June 2015 Tutoring available through individual teachers' schedules. Homework Club held three times/week	See Goal 1, Strategy 2			
Implement Minnesota Smoking Prevention Program curriculum in conjunction with Tobacco Bus Tours & TUPE.	6th Grade Science Teachers	February 2015 - May 2015	District-funded			
Identify at-risk students and provide support through CST/SST referrals and referrals to outside agencies.	Outreach Consultant, Counselors, Administration, Teachers, Psychologist, MFT	August 2014 - June 2015	Not Applicable			
Include a student leadership class (ASB) in the master schedule.	Administration	August 2014 - June 2015	Not Applicable			
Implement CHAMPS program.	All Staff	August 2014 - June 2015	Not Applicable			

Strategy #2

STRATEGY:

During the 2014 -2015 school year, the school will ensure access to specific interventions and enrichment opportunities to achieve school climate and school safety goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold awards assemblies to recognize academic and artistic achievement among students.	Administration, Office Staff	August 2014 - June 2015 Assemblies held each trimester	Awards	4000-4999: Books And Supplies	LCFF - Targeted	2414
Maintain Opportunity Class to provide alternative on-site placement for at-risk students.	Teacher, Administration, Opportunity Support Staff, Counselors, MFT	August 2014 - June 2015	District-funded			
Support communication between teachers and parents of at-risk students and monitor student achievement through Student Intervention Plans.	Administration, Teachers	August 2014 - June 2015 Plans completed at the end of the 1st and 2nd trimesters for students receiving F's.	Not applicable			
Conduct monthly WEB activities to increase student connectedness.	WEB Leaders, Student WEB Leaders	August 2014 - June 2015	Not applicable			
Monitor student attendance through A2A process.	Outreach Consultant, Attendance Tech	August 2014 - June 2015	Not Applicable			
Increase number of campus assistants to maintain a safe school environment.	Campus Assistants, Administration	August 2014 - June 2015	Increase total supervision hours to 47 hours daily	2000-2999: Classified Personnel Salaries	Discretionary	122377
Celebrate Red Ribbon Week through activities coordinated by ASB.	ASB Class	October 2014 At least one activity daily for the entire week	Materials and supplies	4000-4999: Books And Supplies	PTA	300
Increase student attendance through the use of incentives.	Administration	January 2015	Materials and supplies	4000-4999: Books And Supplies	LCFF - Targeted	2414

Strategy #3

STRATEGY:

During the 2014-2015 school year, the school will implement transitions plans for students moving from 5th grade to 6th grade to achieve school climate and school safety goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop WEB families coordinated by student WEB leaders to ease transition to middle school.	Administration, Counselor	August 2014 - June 2015	Not Applicable			
Offer social skills groups to 6th grade students based on a referral process to support student achievement.	Counselors, Coaches, Outreach Consultant	November 2014 - June 2015	Not Applicable			
Open Falcon Center during nutrition and lunch to support building of social groups.	Counselors, Coaches, Outreach Consultant	August 2014 - June 2015	Not Applicable			
Conduct a two parent conference sessions per school year to increase home-school communication.	Administration, Teachers	November 2014 Fall Conferences February 2015 Spring Conferences	See Goal 1, Strategy 6			

Strategy #4

STRATEGY:
During the 2014-2015 school year, the school will provide professional development to achieve school climate and school safety goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide WEB training to teachers leading WEB and share training with all teachers through staff meetings.	WEB Leaders	August 2014 Training for WEB Leaders August 2014 - June 2015 WEB leaders present to all teachers	District-funded			
Provide CHAMPS training through summer sessions and SIP Day to enhance the instructional environment.	Teachers, Pupil Services Department, Administration	August 2014 Summer Institute October 2014 SIP Day training	District-funded			
Coordinate training sessions for curriculum tied to safety goals, including MSPP.	Teachers, Pupil Services Department	January 2015 - May 2015	District-funded			
Administer and analyze parent, staff and student surveys regarding instructional program effectiveness, school involvement, and school climate for learning.	Administration, Staff, Parents, Students	Spring 2015	Not Applicable			
Train Falcon Center staff in administering Parent Project curriculum.	Counselors, Outreach Consultant	December 2014 - March 2015 Existing staff will train staff new to site.	Not Applicable			

Strategy #5

STRATEGY:

During the 2014-2015 school year, the school will coordinate meetings and distribute information to generate parent involvement in the school community to achieve school climate and school safety goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Notify parents of upcoming events through the school marquee and weekly ConnectEd calls.	Administration, Custodians	August 2014 - June 2015	Not Applicable			
Provide parents with teacher office hours and tutoring information.	Administration, Office Staff, Teachers, Lab Tech	August 2014 - June 2015 Information available on school website, in school office and distributed at conferences.	Not Applicable			
Provide translators at Back to School Night, conferences, and other parent events and ensure the availability of translation services during regular school hours.	Office Staff & Instructional Assistants	August 2014 - June 2015	See Goal 1, Strategy 6			
Communicate regularly with parents of at-risk students regarding student behavioral, academic and social-emotional needs and provide parents with information to outside agencies.	Administration, Counselors, Outreach Consultant	August 2014 - June 2015	Not Applicable			
Utilize Parent Connect system to keep parents apprised of student academic progress.	Teachers, Attendance Tech	August 2014 - June 2015 Attendance Tech coordinates parent registration process.	Not Applicable			
Meet with stakeholders to jointly develop Parent Involvement policy.	Administration	December 2014 - February 2015	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host a parent information event for the parents of incoming 6th grade students.	Administration	August 2014 - June 2015	See Goal 1, Strategy 6			
Offer Parent Project classes to support parents of at-risk students.	Outreach Consultant, Counselors	December 2014-March 2015 Parent Project offered in both English and Spanish	See Goal 1, Strategy 6			
Provide additional clerical support in the office.	Office Staff	August 2014 - June 2015	OA II - 4 hours	2000-2999: Classified Personnel Salaries	Discretionary	21486
			Clerical support subs and extra support	2000-2999: Classified Personnel Salaries	Discretionary	3701

Strategy #6

STRATEGY:
During the 2014-2015 school year, the school will support district implementation of the After School Education and Safety (ASES) grant to achieve school climate and school safety goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Facilitate coordination between After School Program and regular day program through teacher liaison position to support students and assist with at-risk student monitoring.	Teacher Liaison and District ASES Administrator	August 2014 - June 2015 Meetings held monthly	District-funded			

Strategy #7

STRATEGY:
 During the 2014-2015 school year, the school will utilize a comprehensive school safety plan to to achieve school climate and safety goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Update Comprehensive School Safety Plan.	Safety Committee	December 2014 - February 2015	Not Applicable			
Practice emergency drills (fire, earthquake, lockdown, etc.) at least once each month.	Staff, Students	September 2014 - May 2015	Not Applicable			
Provide additional custodial support to ensure a clean and safe climate at school events.	Custodial Staff	August 2014 - June 2015	Extra custodial support	2000-2999: Classified Personnel Salaries	Discretionary	3084

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	ASES	3,600.00
1000-1999: Certificated Personnel Salaries	Discretionary	11,426.00
2000-2999: Classified Personnel Salaries	Discretionary	161,328.00
4000-4999: Books And Supplies	Discretionary	91,732.00
5000-5999: Services And Other Operating	Discretionary	20,000.00
5700-5799: Transfers Of Direct Costs	Discretionary	5,000.00
1000-1999: Certificated Personnel Salaries	District Funded	110,409.00
2000-2999: Classified Personnel Salaries	District Funded	57,441.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	6,556.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	14,187.00
4000-4999: Books And Supplies	LCFF - Discretionary	6,208.00
5000-5999: Services And Other Operating	LCFF - Discretionary	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	12,751.00
4000-4999: Books And Supplies	LCFF - Targeted	4,828.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	11,170.00
5800: Professional/Consulting Services And	LCFF - Targeted	10,900.00
4000-4999: Books And Supplies	PTA	300.00
5800: Professional/Consulting Services And	PTA	900.00
1000-1999: Certificated Personnel Salaries	Title I	36,274.00
2000-2999: Classified Personnel Salaries	Title I	27,137.00
4000-4999: Books And Supplies	Title I	13,981.00
5000-5999: Services And Other Operating	Title I	5,000.00
5700-5799: Transfers Of Direct Costs	Title I	300.00
5800: Professional/Consulting Services And	Title I	7,500.00
1000-1999: Certificated Personnel Salaries	Title III	2,171.00
2000-2999: Classified Personnel Salaries	Title III	11,719.00
4000-4999: Books And Supplies	Title III	686.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,600.00
Discretionary	289,486.00
District Funded	167,850.00
LCFF - Discretionary	31,951.00
LCFF - Targeted	39,649.00
PTA	1,200.00
Title I	90,192.00
Title III	14,576.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Top priorities of the most recent SPSA include:

- Students will demonstrate increased success in math and ELA.
- All English Learners will reach, or move closer to, English language proficiency.

Identify the major expenditures supporting these priorities.

Major expenditures to support these priorities include:

- Targeted intervention to support instruction for specific populations.
- ELD Professional Development for teachers.
- Increase academic success through support by the instructional coach.
- Technology Professional Development for teachers to support integration of technology in instruction.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

The following strategies were fully implemented as described in the plan:

- Staff professional development for ELA.
- After School Program support for a Safe School Environment.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

The following strategies were not fully implemented as described in the plan:

- Students are provided appropriate placement and are monitored for success.

What specific actions related to those strategies were eliminated or modified during the year?

- Train teachers to access and utilize student data.
- Post learning objectives in classrooms daily.

Identify barriers to full or timely implementation of the strategies identified above.

Barriers to implementation of the strategies include:

- Consistent utilization of the strategies by all staff.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Opportunities to utilize student data will be made available through department collaboration.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

There was no obvious impact on student outcomes.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

The following strategies were effectively implemented:

- Professional development, specifically for the co-teaching model of support.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

The following strategy was minimally effective:

- Posting learning objectives in classrooms daily.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

[X] Lack of effective follow-up or coaching to support implementation

[X] Not implemented with fidelity

Not appropriately matched to student needs/student population

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

[X] Continuing it with the following modifications:

Re-train staff in posting both language and content objectives.

Involvement/Governance

How was the SSC involved in development of the plan?

SSC provided input and approved the plan.

How were advisory committees involved in providing advice to the SSC?

ELAC provided input prior to final SSC approval.

How was the plan monitored during the school year?

The actions were reviewed periodically and at the beginning of the following year.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

This plan should be reviewed at SSC more regularly.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

The goal pertaining to providing students a safe school environment was largely met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

The goals pertaining to ELA achievement, Math achievement and achievement for English learners were not met.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

- Posting learning objectives daily.
- Train teacher to access and utilize student data.

Based on this information, what might be some recommendations for future steps to meet this goal?

When introducing strategies to staff, these strategies need to be revisited regularly to ensure that all new staff are familiar with expectations and that existing staff are continually supported in carrying out these strategies.

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
Greg Brisbine	[X]	[]	[]	[]	[]
Eileen Whalen	[]	[]	[]	[X]	[]
Claudia Mercado	[]	[]	[]	[X]	[]
Inez Lanns	[]	[]	[]	[X]	[]
Virginia Whitt	[]	[]	[X]	[]	[]
Samuel Reveles	[]	[X]	[]	[]	[]
Michelle Madrid	[]	[X]	[]	[]	[]
Roxanne Miranda	[]	[X]	[]	[]	[]
Bill Milton	[]	[X]	[]	[]	[]
Andrea Martinez	[]	[]	[]	[]	[X]
Helen Diaz	[]	[]	[]	[]	[X]
Madelynne Whitt	[]	[]	[]	[]	[X]
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature
Chandra ...

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 1/21/15.

Attested:

Greg Brisbine

Typed Name of School Principal

Greg Brisbine

Signature of School Principal

2/4/15

Date

Eileen Whalen

Typed Name of SSC Chairperson

Eileen Whalen

Signature of SSC Chairperson

2/5/15

Date



Fremont Middle School

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School Parental Involvement Policy

STATEMENT OF PURPOSE

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. A team of parents, staff members and administrators developed the following Parental Involvement Policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ Parents play an integral role in assisting their child's learning by reviewing the student agenda daily, monitoring grades/progress via Parent Connect and/or Student Connect, communicating with your child's teachers, and attending Parent-Teacher Conferences, Back to School Night, and parent meetings.
- ✓ Parents are encouraged to be actively involved in their child's education at school by being welcomed as classroom volunteers and visitors and participating in PTA.
- ✓ Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child by attending School Site Council (SSC) meetings, English Language Advisory Committee (ELAC) meetings, Parent Advisory Committee (PAC) meetings, parent information meetings, and being welcomed to meet with school administrators.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parental Involvement Policy and School-Parent Compact are distributed to parents and students annually and additional information is distributed to students and parents in the Student Agenda/Handbook, which is distributed at the beginning of the school year. Teachers review the Student Agenda/Handbook and policies with the students at the beginning of the year. Parents are asked to read and discuss the Student Agenda/Handbook with their students and sign and return an acknowledgment form.
- ✓ Fremont Middle School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Fremont Middle School will make the School Parental Involvement Policy available to the local community on request and on the school website.
- ✓ Fremont Middle School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Fremont Middle School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Fremont Middle School convenes regular meetings to inform parents of the following:

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I, and
- ✓ Of their rights to be involved.

Additionally, Fremont Middle School offers opportunities to involve parents and staff in the joint development of and joint agreement in its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

- ✓ Parent and Community Resources will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Student Agenda/Handbook
 - Volunteer Applications and Information
 - Assessment Information for All Classes and State Assessments
 - Curriculum Descriptions for All Classes
- ✓ The school's website provides information about the staff, classroom activities and parent resources.
- ✓ The school's website provides a link to the standards which will be taught at each grade level.
- ✓ Weekly ConnectEd messages (automated telephone calls), the marquee calendar of events, and parent letters provide information for parents.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible, will be discussed. Parents and community members will be given timely responses to any concerns and suggestions. The principal conducts weekly automated telephone calls to inform parents of upcoming events and activities. The administrative staff maintains an open door policy to discuss any questions or concerns parents may have.

The School-Parent Compact is a part of the School Parent Involvement Policy. The compact was developed by staff members, parents and administrators. It describes the responsibilities of the school, parents and students to improve student performance and the means by which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings
 - ELAC/DELAC
 - School Site Council
 - PTA
 - Title 1 Meetings
 - GATE Advisory Committee
 - Parent Advisory Committee
- ✓ Student Recognition Assemblies
- ✓ Annual Needs Assessment
- ✓ Parent Volunteer Opportunities



Fremont Middle School

1130 North M Street • Oxnard, CA 93030
Phone: (805) 385-1539 • Fax: (805) 485-2486 • www.oxnardsd.org/Fremont



Política de Participación de Padres de la Escuela

DECLARACIÓN DE PROPÓSITO

La participación de los padres y miembros de la comunidad es un componente esencial para criar a los estudiantes. Se hace cada esfuerzo por invitar y considerar la aportación de los padres y de la comunidad para así poder asegurar el éxito de nuestros estudiantes. Un equipo de padres, miembros del personal y administradores desarrolló la siguiente Política de Participación de Padres.

La participación de los padres significa la participación de los padres en una comunicación regular, de doble vía y significativa relacionada con el aprendizaje académico del estudiante y otras actividades escolares, incluyendo el asegurarse que:

- ✓ Los padres jueguen una función integral en el aprendizaje de sus hijos mediante la revisión de la agenda estudiantil diaria, la supervisión de los grados / progreso a través de *Parent Connect* y / o *Student Connect*, la comunicación con los maestros de su hijo, y la asistencia a las conferencias de padres y maestros, Noche de Regreso a la Escuela, y juntas de padres.
- ✓ Se anime a los padres a participar activamente en la educación de sus hijos en la escuela a través de recibirlos como voluntarios en el salón y como visitantes y participar en el PTA.
- ✓ Los padres sean socios en la educación de sus hijos y se incluyen, en su caso, en la toma de decisiones y en los comités consultivos para ayudar en la educación de sus hijos por medio de las reuniones del Consejo Escolar (SSC), las reuniones del Comité Consultivo del Idioma Inglés (ELAC), las reuniones del Comité Consultivo de Padres (PAC), las reuniones informativas para padres e invitarles a reunirse con los administradores de la escuela.

La información sobre las políticas escolares y las oportunidades de participación se comunican a través del contacto directo con los padres de la siguiente manera:

- ✓ La Política de Participación de los Padres de la Escuela y del Convenio Escuela-Padres se distribuyen anualmente a los padres y estudiantes e información adicional se distribuye a los estudiantes y padres de familia en la Agenda/Manual del Estudiante, al principio del año escolar. Los maestros repasan la Agenda/Manual del Estudiante y políticas con los estudiantes al principio del año. Se les pide a los padres que lean y discutan la Agenda/Manual del Estudiante con sus estudiantes y firmen y devuelvan un formulario de reconocimiento.
- ✓ Fremont Middle School notifica a los padres acerca de la Política de Participación de los Padres de la Escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuye esta política a los padres en un idioma que los padres puedan entender. Fremont Middle School pondrá a disposición de la comunidad local la Política de Participación de los Padres de la Escuela y también en la página web de la escuela.
- ✓ Fremont Middle School actualiza periódicamente la Política de Participación de los Padres de la Escuela para satisfacer las necesidades de los padres y de la escuela.
- ✓ Fremont Middle School ha adoptado el Convenio Escuela-Padre como un componente de su Política de Participación de los Padres de la Escuela.

POLÍTICAS ESCOLARES, OPORTUNIDADES DE PARTICIPACIÓN Y REUNIONES

Fremont Middle School regularmente convoca reuniones para informar a los padres de lo siguiente:

- ✓ Que la escuela de su hijo participa en el Título I,
- ✓ Sobre los requisitos del Título I, y
- ✓ De sus derechos a participar.

Adicionalmente, Fremont Middle School ofrece oportunidades para involucrar a los padres y al personal en el desarrollo y acuerdo conjunto de la Política de Participación de los Padres de la Escuela.

Se les proporciona a los padres una descripción y explicación del plan de estudios actual en la escuela, las formas de evaluación académica para medir el progreso del estudiante, y los niveles de competencia que se espera que los estudiantes cumplan.

- ✓ Los recursos de Padres y de la Comunidad incluyen:
 - Política de Participación de los Padres de la Escuela
 - Calendario de Escuela/Reuniones
 - Agenda/Manual del Estudiante
 - Aplicaciones e Información de Voluntarios
 - Información sobre la evaluación de todas las clases y Evaluaciones Estatales
 - Descripción del plan de estudios para todas las clases
- ✓ La página web de la escuela proporciona información sobre el personal, las actividades de las clases y recursos para padres.
- ✓ La página web de la escuela proporciona un enlace a los estándares que se enseñarán en cada grado.
- ✓ Los mensajes semanales *ConnectEd* (llamadas telefónicas automatizadas), el calendario de eventos en la marquesina y las cartas a los padres proporcionan información para los padres.

Si lo solicitan los padres, se discutirán oportunidades para reuniones regulares para formular sugerencias y para participar, según corresponda, en decisiones relativas a la educación de sus hijos y responder a cualquier sugerencia tan pronto como sea posible. Se les dará a los padres y miembros de la comunidad respuestas de manera oportuna a sus preocupaciones y sugerencias. El director realiza llamadas telefónicas automatizadas semanales para informar a los padres de eventos y actividades. El personal administrativo mantiene una política de puertas abiertas para discutir cualquier pregunta o preocupación que los padres puedan tener.

El Convenio Escuela-Padres es parte de la Política de Participación de los Padres de la Escuela. El convenio ha sido desarrollado por los miembros del personal, padres y administradores. En él se describen las responsabilidades de la escuela, padres y estudiantes para mejorar el desempeño de los estudiantes y los medios para poder hacerlo.

La creación de capacidad para la participación de padres/comunidad aparece en la Política de Participación de Padres del Distrito. Las actividades específicas incluyen:

- ✓ Reuniones de Padres
 - ELAC/DELAC
 - Consejo Escolar
 - PTA
 - Reuniones de Título 1
 - Comité Consultivo de GATE
 - Comité Consultivo de Padres
- ✓ Asambleas de Reconocimiento Estudiantil
- ✓ Evaluación de Necesidades Anuales
- ✓ Oportunidades de voluntariado para padres

The Single Plan for Student Achievement

School: Harrington Elementary School
CDS Code: 56725386055297
District: Oxnard School District
Principal: Amelia Sugden
Revision Date: January 2015

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:

Contact Person: Amelia Sugden
Position: Principal
Phone Number: (805) 385-1542
Address: 2501 Gisler Avenue,
Oxnard, California, 93033
E-mail Address: asugden@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Harrington Elementary School's Vision and Mission Statements

Harrington School Mission 2014-15

Harrington School is a Professional Learning Community committed to ensure the achievement of all students. Our strand focus is the Arts and Environmental Science. Our goal is to capture every students' imagination and support them to achieve through artistic expression and scientific inquiry.

Vision

Harrington School will

- Meet or exceed grade level common core standards
- Produce critical thinkers, fluent communicators and productive members of society

Values

- Work: collaboratively
- Behave: professionally, respectfully, responsibly, accountable for grade level common core standards
- Communicate: be open-minded to feed back
- Monitor: assessments to drive instruction for continuous improvement

School Profile

Norma Harrington Elementary is the school "where good things happen". In keeping with this mantra, our dedicated staff members seek to improve ourselves and the program we offer every year. We are currently in the process of implementing our new Common Core Standards (CCSS), Integrating the use of technology in the classroom as part of the Oxnard School District 1:1 technology program, shifting to a TK through 5th grade instructional program, preparing our staff and students for the new Smarter Balanced State Assessments (SBAC) and developing the focus strands of The Arts and Environmental Sciences. Our goal is to develop Harrington into the school "where good things happen, through artistic expression and scientific inquiry". All this is under way as our new school is under construction on our site. We expect to move into the new facility on December of 2015.

This school year we have focused on the implementation of the common core by attending a significant amount of professional development in both English Language Arts and Math. We are building our differentiation strategies through SLOP training and Coaching. Our Instructional Coach has been a critical component of our ability to differentiate our instruction. We serve a large percentage of English Learners from TK through 5th grades. This requires that we continuously look for ways to measure learning and improve our instruction to meet the different needs of each child. To this end, we have partnered with Elm Elementary to become pilot schools in the professional development offered by the California Reading & Literature Project at California Lutheran University. The focus is to improve our skill in assessing, teaching, monitoring, reflecting and intervening in the fundamental skills of English Language Development as detailed by the new ELA/ELD Framework. These efforts are also supported by our math pilot at grades 3 and 5, and our weekly grade-level collaboration time made possible by the site variance for banking of instructional minutes.

Our strand focus of The Arts and Environmental Sciences was selected because of our school's strength in the Environmental Sciences and the cultural relevance of The Arts for Latino families. Each grade level developed integrated units of study that added Fine Art standards as performance based tasks to the common core standards. This is our first year of implementation. We are developing additional resources to expand the opportunities for learning through experience for our students. Our new school building will have both a piano lab and a science demonstration classroom which will facilitate our program development.

Harrington offers two educational programs; the Structured English Immersion (SEI) in TK through 5th grades and the Transitional Bilingual Education (TBE) in TK through 3rd grades. Every English Language Learner, regardless of the program their parents select, received structured English Language Development instruction at their level of proficiency. Our school employs an ISP Teacher to support our classroom Teachers in teaming to ensure that instruction is targeted and groupings manageable. The goal is to have every student make one level of growth for each academic year as measured by the CELDT. Those students that do not, are

identified by our ELRT process and receive additional instructional supports.

Our current reality is that many of our students are not performing at grade-level. Our Teachers employ multiple intervention programs to support them as part of our RtI plan. These include Waterford, Rosetta Stone, Success Maker, Language!, Explode the Code, Read naturally, Words Their Way, Handwriting Without Tears. Our Resource, Special Education Teacher, as well as our ELD-ISP, P.E.-ISP and Instructional Coach support the classroom Teachers to provide differentiated instruction. The addition of the iPad for each student has opened up a plethora of resources that staff and student literally have at their finger tips to assist with both remedial and enrichment activities. Each grade level has worked collaboratively to select the most appropriate applications for each. Our Technology Committee has then reviewed and approved the purchase of these applications for our use. Our plan is to continue to review the best utility and continue to add the applications that are most useful.

When Teachers or parents feel that the instruction or intervention at the classroom level is not resulting in academic success, we employ referrals to the Coordination of Services Team (CoST) or Student Success Team (SST) to further review the specific obstacles to learning. These teams are comprised of a collegial group of education professionals that come together to make decisions on how to best support allocate school-wide resources to support the student, family and Teacher to ensure academic success.

Our campus safety plan includes site wide training in the Olweus Bully Prevention and CHAMPS programs, as well as an increase in the hours that Campus Assistants are employed. There is a carefully choreographed movement and supervision plan to prevent students from engaging in off task and unsafe behavior. The entire staff has bought in to promoting our school rules of Be Safe, Be Prepared and Be Respectful. In only the first year of full implementation, we have already seen a significant drop in behavior referrals and unsafe behaviors on campus. Our Outreach and School Counselors have been able to support these efforts with prevention interventions with both students and parents offering one-on-one as well as group sessions for multiple social-emotional concerns.

Our outreach to parents varies in approach, program offerings, and time of day to accommodate both stay at home and working parents. All our meetings are offered in both English and Spanish and Mixteco translation is available when needed. Our focus has been to engage parents in the decision making at the school as well as offer them opportunities to build their own skill to help their children succeed in school. We support a college going culture and help our parents turn a dream of college for their children to a plan that will make that dream attainable. As we develop the common core and focus strands we are keeping in mind the fact that we are the beginning of that STEAM pipeline to College and Careers.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	336	349		4	4		2	1		3	3	
Growth API	733	731										
Base API	707	733										
Target	5	5										
Growth	26	-2										
Met Target	Yes	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	324	337		242	274		309	318		30	38	
Growth API	730	729		724	717		730	733		620	684	
Base API	704	730		677	724		704	730		589	620	
Target	5	5		6	5		5	5				
Growth	26	-1		47	-7		26	3				
Met Target	Yes	No		Yes	No		Yes	No				

Conclusions based on this data:

1. We do not have state assessment results for 2014. We expect reported results this school year to establish a baseline.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	128	124		--			--			--		
Percent At or Above Proficient	38.1	35.5		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	122	117		87	90		119	116		7	10	
Percent At or Above Proficient	37.7	34.7		36.0	32.8		38.5	36.5		23.3	26.3	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1. We do not have state assessment results for 2014. We expect reported results this school year to establish a baseline.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	177	190		--			--			--		
Percent At or Above Proficient	52.7	54.4		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	171	184		129	145		161	176		11	22	
Percent At or Above Proficient	52.8	54.6		53.3	52.9		52.1	55.3		36.7	57.9	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		Yes	No		Yes	Yes		--	--	

Conclusions based on this data:

1. We do not have state assessment results for 2014. We expect reported results this school year to establish a baseline.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	1			8	7	21	17	91	75	121
1			1	1	10	14	21	30	38	54	70
2			4	7	15	28	19	35	16	30	54
3	2	3	4	5	34	45	17	23	18	24	75
4	3	4	15	21	21	29	6	8	28	38	73
5			13	21	15	25	10	16	23	38	61
6	4	6	11	17	13	20	7	11	31	47	66
Total	10	2	48	9	116	22	101	19	245	47	520

Conclusions based on this data:

1. We have a small percentage of student that scored in the advance range.
2. The majority of our student beyond Kinder, are in the early intermediate and intermediate range. Our ELD teaming is targeted at moving both of these groups to early advance or advanced.
3. Student that have been in US schools for more that four years and are still in the early intermediate or below range will be reviewed by the ELRT committee for additional intervention.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	311	315	347
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	311	315	347
Number Met	173	147	151
Percent Met	55.6%	46.7%	43.5%
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	308	83	357	72	418	75
Number Met	18	40	24	28	29	27
Percent Met	5.8%	48.2%	6.7%	38.9%	6.9%	36.0%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

Conclusions based on this data:

1. English Learners are not meeting proficiency goals at the rate of the NCLB targets.
2. English Learners with 5 or more years of instruction in English and English Language Development are not showing the growth that would be comensurate with their years of schooling.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. In AMAO 1 and 2, the district has not made significant growth and not met the target goals.
2. In AMAO 3, the district has not met the goal for proficiency or above.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
<ol style="list-style-type: none">A. Kindergarten- All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency as indicated on the Dibels and Essential Literacy Skills assessments.B. 1st Grade- All students will exit 1st grade at benchmark on Nonsense Word Fluency, 100 High Frequency Words and Oral Reading Fluency as measured by Dibels and Essential Literacy Skills assessments.C. 2nd – 5th Grades, all students will reach end of year Interim Formative Assessments in language arts as measured by curriculum assessments as well as multiple measures.D. The percentage of students not reading at grade-level will decrease from the previous year, at every grade.E. These goals pertain to all students including the subgroups: English Learners, Migrant, Special Education, SED, Hispanic and Foster Youth.
Data Used to Form this Goal:
<ul style="list-style-type: none">• DIBELS and Essential Literacy Skills data (Kindergarten and 1st grades)• Prior years, CST NCLB Guidelines as well as multiple measures found in OARS (3-6th grades)
Findings from the Analysis of this Data:
Students meeting grade-level benchmarks in early reading skills in Kinder and first grade are able to enter second grade and maintain proficiency in the acquisition of reading fluency and comprehension throughout the subsequent grade levels.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings to plan instruction, monitor progress, review common assessments and plan for targeted interventions for students that are not meeting the grade-level benchmarks.
- Response to Instruction and Intervention reviews will be conducted periodically by the Classroom Teacher, the Instructional Coach and the Principal to ensure that proper progress is being made or that adequate intervention is being provided.

Strategy #1

STRATEGY:
 TEACHING AND LEARNING: The school will ensure full implementation of state approved language arts curriculum and support the implementation of the common core state standards for English language arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Instructional Coach support will support Teachers in implementing the adopted curriculum.	Instructional Coach	August 2014-June 2015	Certificated Salaries: TOSA	1000-1999: Certificated Personnel Salaries	District Funded	105,416.
Continue weekly grade level and/or vertical meetings to identify goals, monitor progress and analyze data to drive instruction.	Teachers TK-5	August 2014-June 2015	District Funded	None Specified	District Funded	0
Continue implementation of best practices as grade level appropriate; TAPPLE, Cornel note taking, Test taking skills(highlighting), Agendas, Step Up , SIOP, ELPD.	Teachers TK-5	August 2014-June 2015	District Funded	None Specified	District Funded	0
Teaming to differentiate instruction by ability in grades 1-5.	Teachers 1-5	August 2014-June 2015	District Funded	None Specified	District Funded	0
All K-5 classes will implement HM Reading /Lectura , Inside, In the USA, or/Language!, and adhere to pacing guides and scan assessments into OARS	Teacher K-5	August 2014-June 2015	District Funded	None Specified	District Funded	0
ELD Teaming with ISP to provide additional support for differentiation at each grade-level, 1-5	Teachers 1-5 and ISP	August 2014-Jun 2015	Site Funded	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	18900.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Uninterrupted Language Arts instructional blocks: Kdgn.-1.5 hours, Lower Grades – 2.5 hours, Upper – 2 hours.(2.2)	Teachers K-5	August 2014-2015	District Funded	None Specified	District Funded	0
Continue program incentives and rewards to increase motivations, participation and attendance.	Teacher K-5	August 2014-2015	Site Funded	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	200.00
Expand cross-cultural experiences through diverse extension activities across subjects.(Tornado Artístico, Square Dancing)	Teachers K-5	August 2014-2015	District Funded	None Specified	District Funded	09
Increase the use of academic vocabulary in both English and Spanish especially in the areas of Math, Science and Social Studies.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	District Funded	0
RTI-Progress monitor identified students and intervene as necessary.	Instructional Coach	August 2014-June 2015	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	0
PE ISP to support grades 3-5 and allow for Teachers at those grade levels to provide their own intervention and support during the school day.	Intervention Service Provider	August 2014-June 2015	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	18900
Materials, fieldtrips and professional development to support the strand focus of Art and Environmental Science as integrated lessons with ELA	Principal	August 2014-June 2015	Material & Supplies	4000-4999: Books And Supplies	LCFF - Targeted	20000
	Teachers K-5	August 2014- June 2015	Professional/Consulting	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	10000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Technology Technician will maintain equipment and software to support student learning through technology	Principal and Site Technology Technician	August 2014-June 2015	District Funded	2000-2999: Classified Personnel Salaries	District Funded	0
Site Technology Technician will teach the Mouse Squad Curriculum after school to 4th and 5th graders to expand the technology use and support on campus	Site Technology Technician	August 2014-June 2015	District/AfterSchool Program Funded	None Specified	District Funded	0
	Site Technology Technician	August 2014-June 2015	Site Funded	2000-2999: Classified Personnel Salaries	LCFF - Targeted	1000
	Site Technology Technician	August 2014-June 2015	Site Funded	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	2000
A partnership with Elm School and the California Reading and Literature Project will be establish to increase our Teachers understanding and use of literacy instruction, and monitoring	Principal	August 2014-June 2015	District Funded	None Specified	District Funded	0
Planning days will be provided to support Teacher in the review of assessment data and instructional planning.	Teachers 1-3	August 2014-June 2015	Site Funded	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	1000
Teachers will have use of the Xerox, duplo and laminator machines to make necessary copies of instructional materials.	Teachers K-5	August 2014- June 2015	Maintenance Agreements	5000-5999: Services And Other Operating Expenditures	District Funded	13577

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extra hours of clerical support will be provided to support the schools educational program.	All Staff	August 2014- June 2015	Classified Salaries	2000-2999: Classified Personnel Salaries	District Funded	0
	All Staff	August 2014- June 2015	Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1000
Provide after school tutoring for at-risk and ELRT students	All Staff	August 2014-June 2015	Identify and provide	1000-1999: Certificated Personnel Salaries	Title I	10000
Kindergarten Teachers will meet with Pre-school teachers to share program expectations.	TK and K Teachers	August 2014-June 2015	meet	1000-1999: Certificated Personnel Salaries	District Funded	0
Arrange for pre-school students to visit kindergarten classrooms	Principal TK and K Teachers	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			meet	1000-1999: Certificated Personnel Salaries	District Funded	0
Schedule vertical team meeting during the Spring.	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide transition presentations to 5th grade students prior to end of the year.	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Special Education transition meetings	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Special Education Team	August 2014-June 2015	Plan and meet	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
Teachers will attend Profession Development sessions as required or deemed necessary: Common Core ELD SIOP Promethean Boards iPads Technology Applications Step Up to Writing Words Their Way CHAMPS Olweus Intervention Material CRLP ADEPT	K to 5 Teachers	August 2014-June 2015	Attend	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2014-June 2015	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for teachers to observe grade level colleagues and time for debriefing with Instructional Coach	K-5 Teachers	August 2014-June2015	Request	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1200
	Instructional Coach	August 2014-June 2015	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2014-June 2015				
Title I quarterly meetings	Principal	August 2014-June 2015	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
Parent Involvement Policy will be reviewed and updated	Principal	August 2014-June 2015	Review and update with input from stakeholders	1000-1999: Certificated Personnel Salaries	District Funded	0
Hold at minimum 6 School Site Council & ELAC Meetings. (child care)	Principal	August 2014-June 2015	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services to include integrating the Arts and Environmental Science focus	Principal ASP Teacher Liaison	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	Facilitate communication between the day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
Teacher Liaison for Afterschool Program	Principal ASP Liaison	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			Facilitate communication between day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
Supplemental Literacy and Math instruction in Afterschool program	Principal ASP Teacher Liaison	August 2014-June 2015	Set target students	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	monitor	1000-1999: Certificated Personnel Salaries	ASES	0

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2 ISP's, to work with groups to provide intervention 1 (1) Para-educator to work with 1st grade	ISP Teachers	Support for ELD Teaming and PE Sep 2014-June 2015	Instructional Support	1000-1999: Certificated Personnel Salaries	Title I	0
	Para-educator	Support for RtI Sep 2014-June 2015	Instructional Support	2000-2999: Classified Personnel Salaries	Title I	771764
	Para-educator	Support for RtI Sept 2014-June 2015	Instructional Support	2000-2999: Classified Personnel Salaries	Title III	771764
Collaboration by grade-level, and sub-groups to monitor data and revise strategies using the RTI model	K-5 Teachers	August 2014-June 2015	Data review and Instructional Planning	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2014-June 2015	Support to Teachers	0001-0999: Unrestricted: Locally Defined	District Funded	0
Increase universal access time to provide intervention for targeted students: Small groups, extended day, peer tutors, extra computer time, one on one time, after school tutoring.	K-5 Teachers	August 2014-June 2015	Differentiation and Extra Support	1000-1999: Certificated Personnel Salaries	Title I	10000
	K-5 Teachers	August 2014-June 2015	Differentiation and Extra Support	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3500
Use of 3 Elementary Support Teachers in Transitional Kinder, Kinder and First grade classes	EST	August 2014-June 2015	Support TK-1 grade classes	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue progress monitoring identified students to determine effectiveness of instruction	Principal	August 2014-15	Progress Monitoring	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2014-15	Progress Monitoring	1000-1999: Certificated Personnel Salaries	District Funded	0
	K-5 Teachers	August 2014-15	Progress Monitoring	1000-1999: Certificated Personnel Salaries	District Funded	0
Continue to differentiate instruction based on level of English language acquisition.	Principal	August 2014-June 2015	RtI and ELD Coordination	1000-1999: Certificated Personnel Salaries	District Funded	0
	K-5 Teachers	August 2014-June 2015	RtI and ELD Instruction	1000-1999: Certificated Personnel Salaries	District Funded	0
	ISP	Sep 2014-June 2015	RtI and ELD Instruction	1000-1999: Certificated Personnel Salaries	Title III	0
	Instructional Coach	August 2014-June 2015	RtI and ELD Instruction Support	1000-1999: Certificated Personnel Salaries	District Funded	0
Maintain access to Successmaker, Waterford, Rosetta Stone and AR Programs. Monitor scores, revise goals and provide incentives.	Teachers K-5	August 2015-June 2015	Site Funded	None Specified	PTA	350.00

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Night Meetings to be held by Principal and Kinder Teachers.	Principal	August 2014- June 2015	Parent Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
	TK and K Teachers	August 2014- June 2015				
	Tk and K Teachers	August 2014- June 2015	Parent Meetings	1000-1999: Certificated Personnel Salaries	Title I	1000
	Materials	August2014- June 2015	Parent Meetings	1000-1999: Certificated Personnel Salaries	Title III	1000
			Parent Meetings	4000-4999: Books And Supplies	LCFF - Targeted	500
Kindergarten Teachers will meet with Pre-school teachers to share program expectations.	TK and K Teachers	August 2014- June 2015	Meetings with Preschool Teachers	1000-1999: Certificated Personnel Salaries	District Funded	0
Arrange for pre-school students to visit kindergarten classrooms	Principal	August 2014-June 2015	Schedule Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
A Kinder Teacher and the Principal will attend the BEST program articulation meetings for incoming Kinder student with Speech IEP's.	Principal	August 2014- June 2015	Schedule Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
	TK and K Teachers	August 2014- June 2015	Schedule Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #4

STRATEGY:
5th to 6th GRADE TRANSITION:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule articulation meeting for 5th graders transitioning to Middle Schools during the Spring.	Principal	August 2014-June 2015	Coordination	1000-1999: Certificated Personnel Salaries	District Funded	0
Schedule transition presentations for 5th grade students prior to end of the year.	Principal	August 2014-June 2015	Coordination	1000-1999: Certificated Personnel Salaries	District Funded	0
Special Education transition meetings	Principal	August 2014-June 2015	Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
	Special Education Team Members	August 2014-June 2015	Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide opportunities for parents to receive information on school of choice at Middle Schools	Principal	August 2014-June 2015	Parent Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
			Hospitality Costs	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	100.00
			Materials	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	100.00

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will attend Profession Development sessions as required or deemed necessary: SIOp ELD Common Core Math SIOp Pomethean Boards iPads Technology Applications Step Up to Writing CHAMPS GATE Art/Music Intervention Material	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	TK-K, and EST Teachers	July 2014-June 2015	Participate	1000-1999: Certificated Personnel Salaries	District Funded	0
	TK-K, and EST Teachers	July 2014-June 2015				
Participate			Participate	1000-1999: Certificated Personnel Salaries	Title I	4,500
The Instructional Coach will provide support or follow up to professional development as needed.	Instructional Coach	August 2014-June 2015	Provide Support	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #6

STRATEGY:

PARENT INVOLVEMENT:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings	Principal	August 2014-June 2015	Plan and Schedule Communications	5900:	LCFF - Discretionary	300
Parent Compact	Principal	August 2014-June 2015	Distribute	5900: Communications	LCFF - Discretionary	0
Parent Involvement Policy	Principal	August 2014-June 2015	Review and update with staff and parent input	5900: Communications	LCFF - Discretionary	300
Hold at minimum 6 School Site Council & ELAC Meetings and provide child care to eliminate barrier to attendance.	Principal	August 2014-June 2015	Schedule & Hold	5900: Communications	District Funded	0
	School Office Manager	August 2014-June 2015	Clerical Support	5900: Communications	District Funded	0
	Campus Assistant	August 2014-June 2015	Childcare	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	3000
	Mixteco Translator, if needed	August 2014-June 2015	Translation	5900: Communications	LCFF - Discretionary	1000
	Principal & SOM	August 2014-June 2015	Handouts/Materials	5900: Communications	LCFF - Discretionary	300

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Parent workshops:	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
Latino Literacy Project	ORC	August 2014-June 2015				
Loving Solutions	School Counselor	August 2014-June 2015				
Triple P						
VCPH Nutrition	K-5 Teachers	August 2014-June 2015	Facilitate	2000-2999: Classified Personnel Salaries	Title I	1200
VCPH Mother & Daughters						
New Report Cards Workshop			Facilitate	1000-1999: Certificated Personnel Salaries	Title I	1500
Study Skills Workshops						
			Facilitate	1000-1999: Certificated Personnel Salaries	Title I	3000

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison serves to assist with connecting the ASP to the day program.	Principal ASP Teacher Liaison	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			Facilitate communication between day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
Supplemental Literacy and Math instruction	ASP Teacher Liaison	August 2014-June 2015	Facilitate communication between day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Principal ASP Teacher Liaison	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	Facilitate communications between day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Integrate the focus strands of Arts and Environmental Science	Principal	August 2014-June 2015	Development	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Teacher Liaison	August 2014-June 2015	Facilitate communication between day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
	ASP Teacher Liaison	August 2014-June 2015	Educ Foundation Grant Support	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	500
Build a Friday Night Live Club	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2014-June 2015	Development	2000-2999: Classified Personnel Salaries	District Funded	0
	Student Council Teacher Leader	August 2014-June 2015	Support Development	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	500
	ASP Teacher Liaison	August 2014-June 2015	Support Development	1000-1999: Certificated Personnel Salaries	ASES	0

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math:

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #2:

- A. Kindergarten- All students will count, recognize, represent, name, and order a number of objects (up to 30); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
- B. 1st Grade- All students will count, read, and write whole numbers to 130; Count and group objects in ones and tens; Skip count 2's, 5's and 10's; Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
- C. 2nd – 5th Grades - Student scores on the math Interim Formative Assessment will increase by 10% or more between Winter and Spring assessments. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic and Foster Youth.
- D. The school will participate in the math pilot adoption at least at two grade levels.
- E. The Instructional Coach will support the use of SIOP and Math Talks Strategies in our classrooms, focusing on grades 3-5.

Data Used to Form this Goal:

Envision math topic test, grades K-5
Envision end of the year test, grades K-5
Interim Formative Assessments, grades 3-5

Findings from the Analysis of this Data:

A review of the curriculum benchmark assessments available in OARS showed that the only grade-level reaching 90% or above proficiency was Kindergarten. All other grade levels were significantly below that with numbers as low as 9% of students reaching proficiency. This is the first year using Interim Formative Assessments and a Math pilot is presently underway. Results will be evaluated to establish a baseline for comparison.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings to plan units of study that integrate the new California Common Core Standards with a focus on building skill in Mathematical Practices and ensuring every student's grade-level proficiency in Number Sense.
- The results of the curriculum assessments will be reviewed by the Classroom Teacher, Instructional Coach and Principal to measure benchmark attainment and the need for additional re-teaching and/or intervention to meet those goals by the end of the school year.

Strategy #1

STRATEGY:
Implementation of adopted Math curriculum with integration of the California Common Core Standards

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase access to Successmaker, daily math facts in classrooms, monitor scores, revise goals and provide incentives	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2014-June 2015	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	PTA	August 2014-June 2015				
Teaming to differentiate instruction by ability within grade-level, 1st through 5th	K-5 Teachers	August 2014-June 2015	Plan & Team	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2014-June 2105	Support & Coach	1000-1999: Certificated Personnel Salaries	District Funded	0
	Resource Teacher	August 2014-June 2015	Support & Team	1000-1999: Certificated Personnel Salaries	District Funded	0
Adhere to pacing guides	K-5 Teachers	August 2014-June 2015	Integrate with CCSS and Strand Focus	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration by grade-level, track and sub-group to monitor data and revise strategies using the RTI model. Supported by school-wide banking of minutes by OEA variance	K-5 Teachers	August 2014-June 2015	Data review	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2014-June 2015	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
Math instructional blocks: using adopted curriculum (Scott Foresman) K; 45 min; Grades 1-3 60 min; Grades 4-5, 90 minutes.	K-5 Teachers	August 2014-June 2015	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide universal access small group instruction for target students	K-5 Teachers	August 2014-June 2015	Differentiated Instruction	1000-1999: Certificated Personnel Salaries	District Funded	0
	Resource Teacher	August 2014-June 2015	RTI Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2014-June 2015	Instructional Support	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Academic language will be explicitly taught through SIOP and Math Talks strategies	K-5 Teachers	August 2014-June 2015	Implement SIOP strategies	1000-1999: Certificated Personnel Salaries	District Funded	0	
	Resource Teacher	August 2014-June 2015					
	Instructional Coach	August 2014-June 2015	Implement SIOP strategies	1000-1999: Certificated Personnel Salaries	District Funded	0	
	SIOP Coach-Pearson	August 2014-June 2015		Support implementation of SIOP strategies			1000-1999: Certificated Personnel Salaries
				Provide SIOP on site Coaching			5800: Professional/Consulting Services And Operating Expenditures

Strategy #2

STRATEGY:

OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Closely monitor progress of students and intervene as needed	Principal K-5 Teachers Resource Teacher Instructional Coach	August 2014-June 2015	Monitor	1000-1999: Certificated Personnel Salaries	District Funded	0
			Instruct	1000-1999: Certificated Personnel Salaries	District Funded	0
			Instruct and Support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Model and Support	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide primary language support material when available	Principal K-5 Teachers School Library Media Tech	August 2014-June 2015	Monitor	1000-1999: Certificated Personnel Salaries	District Funded	0
			Request as needed	1000-1999: Certificated Personnel Salaries	District Funded	0
			Procure as needed	2000-2999: Classified Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide universal access small group instruction for target students.	K-5 Teachers Resource Teacher Instructional Coach Instructional Support Teacher-ELD for grades 1st to 5th Elementary Support Teachers (3) for grades TK,K and 1st.	August 2014-June 2015	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
			Teach and support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Model and support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Teach and support	1000-1999: Certificated Personnel Salaries	Title III	0
			Teach and support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Teach and support	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide ELD support fro grdes 1-5 with additional ISP to allow for increased differentiation of targeted EL"s.	K-5 Teachers	August 2014-June 2015	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
			Teach and support ELD teaming	1000-1999: Certificated Personnel Salaries	Title III	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ASP Literacy component for targeted student populations.	ASP Staff ASP Liaison Teacher tutoring	August 2014-June 2015	Supplementary Instruction	2000-2999: Classified Personnel Salaries	ASES	0
			Coordination of targeted services	1000-1999: Certificated Personnel Salaries	ASES	0
			teach	1000-1999: Certificated Personnel Salaries	Title III	0

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Night Meetings to be provided by school staff and Welcome and Orientation by School Principal in Spring	Principal TK and K Teachers	August 2014-June 2015	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	Provide content	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	500
Kindergarten Teachers will meet with Pre-school teachers to share program and align transition from Pre-K to TK/K program.	TK and K Teachers	August 2014-June 2015	Meet	1000-1999: Certificated Personnel Salaries	District Funded	0
Arrange for pre-school students and their parents to visit kindergarten classrooms.	Principal	August 2014-June 2015	Coordinate and meet	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #4

STRATEGY:
5th and 6TH GRADE TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide transition presentations to all 5th grade students prior to SOC selection letters.	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
Special education transition meetings scheduled for May/June.	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Special Education Team	August 2014-June 2015	Plan and meet	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide Parent Orientation meetings during fall conferences about school and program options and School of Choice for 5th grade parents	Principal	August 2014-June 2015	Plan and present	1000-1999: Certificated Personnel Salaries	District Funded	0
	School Counselor	August 2014-June 2015	Plan and present	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will attend Professional Development sessions as required or deemed necessary: SIOP Common Core, grade-level specific Promethean Boards iPad use Technology Applications Olweus and CHAMPS Intervention Material Math Pilot material training, for grades 3 and 5	K-5 Teachers	August 2014-June 2015	Attend and implement	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide opportunities for teachers to observe grade level colleagues and time for debriefing with Instructional Coach	K-5 Teachers	August 2014-June 2015	Collaborate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2014-June 2015	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2014-June 2015	Provide sub/release time	1000-1999: Certificated Personnel Salaries	Title I	6000

Strategy #6

STRATEGY:
PARENT INVOLVEMENT:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings	Principal	August 2014-June 2015	Plan and schedule	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
Parent Compact will be shared with each parent in the school	Principal	August 2014-June 2015	Review and monitor distribution	1000-1999: Certificated Personnel Salaries	District Funded	0
	School Office Manager	August 2014-June 2015	Plan and monitor distribution	2000-2999: Classified Personnel Salaries	District Funded	0
Parent Involvement Policy reviewed and updated in 2014-15 school year.	Principal	August 2014-June 2015	Review and update with stakeholder input	1000-1999: Certificated Personnel Salaries	District Funded	0
Hold at minimum 6 School Site Council & ELAC Meetings w/ child care and translation when necessary.	Principal	August 2014-June 2015	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2014-June 2015	Support for ELAC	2000-2999: Classified Personnel Salaries	District Funded	0
	School Office Manager	August 2014-June 2015	Support fo0r SSC	2000-2999: Classified Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host Family events to inform about the new school funding formulas' from LCFF, the New Harrington School plans, Olweus Program and Common Core Standards along with Arts and Environmental strand focus.	Principal School Counselor	August 2014-June 2015	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	Content support	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison	Principal ASP Teacher Liaison	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	Facilitate communication between the day and after-school programs	0001-0999: Unrestricted: Locally Defined	ASES	0
Supplemental Literacy and Math instruction	ASP Teacher Liaison	August 2014-June 2015	Facilitate communication between the day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
ASES administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day program and services	Principal ASP Teacher Liaison	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	facilitates communication between the day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
Targeted student groups for extended learning opportunities	Principal ASP Staff	August 2014-June 2015	Identify target groups	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	provide supplemental instruction	2000-2999: Classified Personnel Salaries	ASES	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop the Friday Night Club	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2014-June 2105	Develop	2000-1999: Classified Personnel Salaries	District Funded	0
	Student Council Teacher Leader	August 2014-June 2015				
	ASP Liaison	August 2014-June 2015	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support	1000-1999: Certificated Personnel Salaries	ASES	0
Integrate the Arts and Environmental strand focus	Principal	August 2014-June 2015	Development	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Staff	August 2014-June 2015	Support	2000-1999: Classified Personnel Salaries	ASES	0
	ASP Liaison	August 2014-June 2015				
			Support	1000-1999: Certificated Personnel Salaries	ASES	0
			Education Foundation Grant	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	300

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners:

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #3:

- A. AMAO #1: All English Learners will advance one level on the CELDT or make significant progress in their level.
- B. AMAO #2: All English Learners who have been in language instruction educational programs for less than 5 years will reach English Proficient at the intermediate level on the CELDT
2. All English Learners who have been in language instruction educational programs for more than 5 Years will reach English Proficient at the early advanced or advanced proficiency level on the CELDT.
- C. AMAO #3: There is no California Standards Test to correlate this performance objective to for the current school year.

Data Used to Form this Goal:

CELDT

Findings from the Analysis of this Data:

Students that have been in school less than 5 years perform significantly below the goal for AMAO 2. The students that met AMAO 1 are much lower than those not meeting it.

How the School will Evaluate the Progress of this Goal:

We have identified the students that are long-term English Learners and are providing targeted intervention.

ELD Teaming is allowing for each student to receive instruction at his/her level of proficiency and the ISP provides augmentation support to differentiate instruction based on the domains of greatest need.

Teachers meet in grade level meetings to plan instruction, review assessments and plan for re-teach or intervention needs.

The Response to Instruction and Intervention Team is made up of the Classroom Teacher, the Instructional Coach and the Principal. They meet periodically to review the students attainment of grade-level material and plan for additional support if needed.

Strategy #1

STRATEGY:

English Language Development for all English Learners

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue full implementation of District curriculum for all ELD levels K-5 Avenues	Principal	August 2014-June 2015	Plan and monitor	1000-1999: Certificated Personnel Salaries	District Funded	0
	K-5 Teachers	August 2014-June 2015	Implement	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2014-June 2015				
	Elementary Support Teachers	August 2014-June 2015	Model and support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support	1000-1999: Certificated Personnel Salaries	District Funded	0
Form ELD Teams for differentiated instruction, by using current CELDT scores, multiple measures and any additional diagnostic assessments necessary to group by language domain of greatest need.	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	K-5 Teachers	August 2014-June 2015	Date review and grouping recommendations	1000-1999: Certificated Personnel Salaries	District Funded	0
	ELS TOSA	August 2014-June 2015	Data support	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide access to Waterford, Successmaker, Rosetta Stone and AR Program before and/or after school. Monitor scores, revise goals and provide incentives	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	PTA	August 2014-June 2015	Provide incentives	7000-7439: Other Outgo	PTA	300
Adhere to pacing guides as directed in the EL Master Plan. Schedule monitoring conferences with Teacher, Instructional Coach and Principal to monitor student performance and plan a response/intervention.	K-5 Teachers	August 2014-June 2015	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2014-June 2015	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2014-June 2015				
	Office Manager	August 2014-June 2015	Coordinate Subs	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	0
Collaboration by grade-level, to monitor sub-groups and ELRT data and revise strategies using the RTI model as appropriate. This is supported by school-wide banking of minutes per OEA variance.	K-5 Teachers	August 2014-June 2015	collaborate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2014-June 2015	support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2014-June 2015				
			support	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use an ISP Teacher to support ELD Teaming.	ISP-ELD Teacher	September 2014-June 2015	teach and support	1000-1999: Certificated Personnel Salaries	Title III	0
Monitor the implementation of SIOP strategies. Participate in the district sponsored SIOP Coaching week.	SIOP Coach- Pearson	August 2014-June 2015	Coach	5800: Professional/Con sulting Services And Operating Expenditures	Title III	0
	Instructional Coach	August 2014-June 2015	Support implementation	1000-1999: Certificated Personnel Salaries	District Funded	0
	ELS TOSA	August 2014-June 2015				
	Principal					
Promote the use of both a language objective as well as a content objective in daily instruction	K-5 Teachers	August 2014-June 2015	Plan and teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2014-June 2015	Support	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase use of complete sentences in oral and written language throughout the school day. Implement Words Their Way for vocabulary development and spelling	K-5 Teachers	August 2014-June 2015	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2014-June 2015	Instructional Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2014-Juen 2015	Procure materials and coordinate support	1000-1999: Certificated Personnel Salaries	Title III	3000

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Front load concepts & vocabulary	K to 5 Teachers Instructional Coach	August 2014-June 2015 August 2014-June 2015	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
			Model and support	1000-1999: Certificated Personnel Salaries	District Funded	0
Implement sentence frames to promote academic vocabulary	K to 5 Teachers Instructional Coach	August 2014-June 2015 August 2014-June 2015	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
			Model and support	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Targeted ELD time for teaming and support of ISP.	K to 5 Teachers	August 2014-June 2015	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	ISP- ELD	August 2014-June 2015				
	Instructional Coach	August 2014-June 2015				
	Principal	August 2014-June 2015	Teach and support	1000-1999: Certificated Personnel Salaries	Title III	0
	ELS TOSA	August 2014-June 2015				
			Model and support	1000-1999: Certificated Personnel Salaries	District Funded	0
		Coordinate and procure	1000-1999: Certificated Personnel Salaries	District Funded	0	
		Data support	1000-1999: Certificated Personnel Salaries	District Funded	0	
Increase use of complete sentences in explaining mathematical reasoning	K to 5 Teachers	August 2014-June 2015	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2014-June 2015	Model and support	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Night Meetings to be provided by school staff and Principal	TK and K Teachers Principal	August 2014-June 2015	Meet	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	500
		August 2014-June 2015	Plan and Meet	0001-0999: Unrestricted: Locally Defined	District Funded	0
			Materials	5900: Communications	LCFF - Discretionary	100
Kindergarten Teachers will meet with Pre-school teachers to share program information.	TK and K Teachers Principal	August 2014-June 2015	Meet	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	Coordinate and meet	1000-1999: Certificated Personnel Salaries	District Funded	0
			Materials	5900: Communications	LCFF - Discretionary	100

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will adopting The Latino Literacy Project model for school year 2014-15	Teachers Principal	August 2014-June 2015	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	2000
		August 2014-June 2015	Purchase LL Library	4000-4999: Books And Supplies	Title III	5000
			Materials to support implementation	4000-4999: Books And Supplies	Title III	1000
			Extra hours for Teachers	1000-1999: Certificated Personnel Salaries	Title III	1000

Strategy #4

STRATEGY:
5th and 6TH GRADE TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide transition presentations to all 5th grade students and Parents in the fall, prior to the SOC selection deadlines.	Principal	August 2014-June 2015	Coordinate with middle schools	5900: Communications	LCFF - Targeted	0
Special Education transition meetings in May/June	Principal Special Education Team	August 2014-June 2015	Plan and meet	1000-1999: Certificated Personnel Salaries	District Funded	0
			meet	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and Coach will attend Professional Development sessions as required or deemed necessary: TK Curriculum SIOF Content Based ELD Promethean Boards iPads Technology Applications Olweus CHAMPS CRLP ADEPT	K to 5 Teachers	August 2014-June 2015	Attend and implement	0001-0999: Unrestricted: Locally Defined	District Funded	0
Provide opportunities for teachers to observe grade level colleagues and time for debriefing with Instructional Coach	K to 5 Teachers Instructional Coach	August 2014-June 2015	request and schedule	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
		August 2014-June 2016	support	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #6

STRATEGY:

PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings	Principal	August 2014-June 2015	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
			childcare	2000-2999: Classified Personnel Salaries	Title I	300
			materials	4000-4999: Books And Supplies	Title I	300
Parent Compact will be provided to each parent by fall conferences.	Principal School Office Manager	August 2014-June 2015	Update and monitor distribution	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	schedule distribution	2000-2999: Classified Personnel Salaries	District Funded	0
Parent Involvement Policy will be reviewed and updated in school year 2014-15	Principal	August 2014-June 2015	review and obtain input from staff and parents to update	1000-1999: Certificated Personnel Salaries	District Funded	0
			materials	4000-4999: Books And Supplies	Title I	300

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold monthly School Site Council & ELAC Meetings with child care	Principal Outreach Counselor Office Manager	August 2014-June 2015	Plan and Schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	Community Support	2000-2999: Classified Personnel Salaries	District Funded	0
		August 2014-June 2015	Clerical Support	2000-2999: Classified Personnel Salaries	District Funded	0
			materials-SSC	4000-4999: Books And Supplies	Title I	200
			materials-ELAC	4000-4999: Books And Supplies	Title III	200
Host meetings to explain the LCFF, and the New Harrington School, common core state standards, new report cards and the focus strands of Arts and Environmental Science	Principal School Counselor School Office Manager Campus Assistants	August 2014-June 2015	Plan and Schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	Content Support	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	Clerical Support	2000-2999: Classified Personnel Salaries	District Funded	0
		August 2014-June 2015	Childcare	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	300

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison	Principal	August 2014-June 2015	Recruit and guide ASP Liaison	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Director at Site	August 2014-June 2015	Support	2000-2999: Classified Personnel Salaries	ASES	0
	ASP Teacher Liaison	August 2014-June 2015	Complete assigned duties	1000-1999: Certificated Personnel Salaries	ASES	0
Supplemental Literacy and Math instruction for targeted student groups as an extension of their day.	Principal	August 2014-June 2015	Identify target groups	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Liaison	August 2014-June 2015	Monitor	0001-0999: Unrestricted: Locally Defined	ASES	0
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services	Principal	August 2014-June 2015	Plan and meet	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Teacher Liaison	August 2014-June 2015	Facilitate communication between the day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop the Friday Night Live Club	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Teacher Liaison	August 2014-June 2015	Support	1000-1999: Certificated Personnel Salaries	ASES	0
	Outreach Counselor	August 2014-June 2015			District Funded	0
	Student Council Teacher Leader	August 2014-June 2015	Develop	2000-2999: Classified Personnel Salaries		
			Support	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	200
Integrate the focus strand of Arts and Environmental Science	Principal	August 2014-June 2015	Develop	1000-1999: Certificated Personnel Salaries	District Funded	0

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #4:
A. Positive Behavior Plan: Suspensions and expulsions will be reduced from previous year Increase average daily attendance to 97% School-wide continued implementation of selected Lesson One strategies (Family time and Self-control during transitions) Begin a two year implementation of CHAMPS Begin a two year implementation of Olweus Bully Prevention Program Increase Campus Assistant supervision time Keep AR reward activities for quarterly goals Resume Monthly Awards assemblies to reward academic and social skills development Provide increased opportunities for parent involvement in school B. Emergency Preparedness: All staff will be trained in emergency procedures.
Data Used to Form this Goal:
Discipline data base
Findings from the Analysis of this Data:
Increase average of daily attendance

How the School will Evaluate the Progress of this Goal:

Monitor through Zangle for suspension, expulsion and attendance.

Olweus annual survey of staff and students

Implementation of school-wide CHAMPS

Leadership Team review of school-wide behavior initiatives and implementation results.

Strategy #1

STRATEGY:
SUPPORT to the CORE CURRICULUM:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue implementation of selected/limited Lesson One, to reduce disruptions and increase time on-task	Principal K-5 Teachers	August 2014-June 2015	Monitor	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
			Implement based on past training	1000-1999: Certificated Personnel Salaries	District Funded	0
Update and Review the School Safety Plan	Safety Committee Members	August 2014-June 2015	Review and update	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	400
	Principal	August 2014-June 2015				
	School Site Council	August 2014-June 2015	Provide oversight	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
			Review and approve	None Specified		0
Continue monthly Celebration of Learning Awards	Outreach Counselor	August 2014-June 2015	Plan and prepare	2000-2999: Classified Personnel Salaries	District Funded	0
	School Counselor	August 2014-June 2015				
	Principal	August 2014-June 2015	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will provide families progress reports on student achievement, interventions and other goals on a weekly, monthly or quarterly basis depending on the need.	K-5 Teachers	August 2014-June 2015	monitors and communicate	1000-1999: Certificated Personnel Salaries	District Funded	0
Develop safety drill schedule to support emergency readiness	School Safety Committee	August 2014-June 2015	Plan and recommend	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2014-June 2015				
	School Office Manager	August 2014-June 2015	Schedule and implement	1000-1999: Certificated Personnel Salaries	District Funded	0
			implement	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	0
Continue to monitor environment to promote school safety.	All Staff	August 2014-June 2015	monitor for safety	None Specified	District Funded	0
Schedule and participate in practice Drills; Fire, Earthquake, Evacuation, Lockdown 1 and Lockdown 2 as well as student and family re-unification in case of a disaster at school.	School Safety Committee	August 2014-June 2015	Schedule and recommend	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2014-June 2015	Schedule, implement and monitor	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Individual and classroom recognition is given and incentive prizes are awarded for improvement at monthly awards ceremony	Principal	August 2014-June 2015	Monitor and recognize	1000-1999: Certificated Personnel Salaries	District Funded	0
SARB referrals are made as needed with attendance contracts and attendance club used to prevent need for SARB referrals	Principal	August 2014-June 2015	Monitor for prevention and intervene if necessary	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2014-June 2015				
	Attendance Technician	August 2014-June 2015	Monitor, run Attendance Club and establish Attendance Contracts in coordination the Attendance Technician	2000-2999: Classified Personnel Salaries	District Funded	0
	PTA	August 2014-June 2015				
			Maintain accurate records of daily attendance and provide timely information to Principal and ORC	2000-2999: Classified Personnel Salaries	District Funded	0
			Support positive attendance with individual and class incentives	None Specified	PTA	300

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement CHAMPS school-wide	K-5 Teachers School Counselor Support Staff Campus Assistants (7)	August 2014-June 2015 August 2014-June 2015 August 2014-June 2015 August 2014-June 2015	Implement in classroom	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support Teachers	1000-1999: Certificated Personnel Salaries	District Funded	0
			Implement CHAMPS protocols around campus	2000-2999: Classified Personnel Salaries	District Funded	0
			Implement and reinforce CHAMPS while supervising students	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	66000
Develop prevention groups through use of the ORC and School Counselor	Outreach Counselor School Counselor	August 2014-June 2015 August 2014-June 2015	Prevention and intervention groups	2000-2999: Classified Personnel Salaries	District Funded	0
			Prevention and intervention groups	1000-1999: Certificated Personnel Salaries	District Funded	0
Continue Olweus Bully prevention program implementation	K-5 Teachers School Counselor Principal	August 2014-June 2015 August 2014-June 2015 August 2014-June 2015	Weekly class meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
			Program implementation, year two	1000-1999: Certificated Personnel Salaries	District Funded	0
			Define priority and communicate with parents and community	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Decrease loss of schooling due to suspensions and expulsions. Increase family interventions where appropriate.	Outreach Counselor	August 2014-June 2015	Prevention and intervention services and	2000-2999: Classified Personnel	District Funded	0
	School Counselor	August 2014-June 2015	Coordination of CoST	Salaries		
	Principal	August 2014-June 2015	Individual and group interventions, and referrals to public and private agencies	1000-1999: Certificated Personnel Salaries	District Funded	0
			Oversight and resource development	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #2

STRATEGY:
SPECIFIC INTERVENTIONS:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide social/emotional support for students by referring them when needed to School Counselor or outside agencies.	Outreach Counselor	August 2014-June 2015	prevent and intervene as needed	2000-2999: Classified Personnel Salaries	District Funded	0
	School Counselor	August 2014-June 2015	prevent and intervene as needed	1000-1999: Certificated Personnel Salaries	District Funded	0
	Child Psychologist	August 2014-June 2015	prevent and intervene as needed	1000-1999: Certificated Personnel Salaries	District Funded	0
Offer lunch bunch club for students who have a difficult time getting along with others on the playground.	School Counselor	August 2014-June 2015	group sessions for identified/referred students	1000-1999: Certificated Personnel Salaries	District Funded	0
Continue to support social skills groups: Boys Group, Girls group, Lunch Bunch, City Impact (Conflict Resolution, Anger Management, Self Esteem)	Outreach Counselor	August 2014-Junes 2015	refer to outside agencies	2000-2999: Classified Personnel Salaries	District Funded	0
	School Counselor	August 2014-June 2015	refer to outside agencies	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
	Child Psychologist	August 2015-Juen 2015	refer to JFS for students with IEP	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assign when possible peer tutoring for students that are have a difficult time on the yard.	K-5 Teachers	August 2014-June 2015	as needed	1000-1999: Certificated Personnel Salaries	District Funded	0
	Support Staff	August 2014-June 2015	as needed	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	0
	Principal	August 2014-June 2015	as needed	1000-1999: Certificated Personnel Salaries	District Funded	0
Hold regular coordinated services team meetings.	Outreach Counselor	August 2014-June 2015	Coordinate CoST Meetings	2000-2999: Classified Personnel Salaries	District Funded	0
Increase attendance of habitual absentees through participation in Attendance Club and other support programs.	Outreach Counselor	August 2014-June 2015	Monitor and respond to attendance concerns	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	0
Teachers in conjunction with attendance clerk and Outreach Specialist will refer habitual absentees to the Coordination of Services Team for individual counseling participation in After School Program and intervention	K to 5 Teachers	August 2014-June 2015	Monitor and refer	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2014-June 2015	Respond and intervene	1000-1999: Certificated Personnel Salaries	District Funded	0
	Attendance Technician	August 2014-June 2015				
	Principal	August 2014-June 2015	Record keeping	2000-2999: Classified Personnel Salaries	District Funded	0
			Monitor and communication	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Night Meetings to be provided by school staff	TK and K Teachers Principal	August 2014-June 2015	Provide content expertise	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	400
		August 2014-June 2015	Schedule and attend	1000-1999: Certificated Personnel Salaries	District Funded	0
Kindergarten Teachers will meet with Pre-school teachers to share program expectations.	TK and K Teachers Principal	August 2014-June 2015	Meet	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	Coordinate and meet	1000-1999: Certificated Personnel Salaries	District Funded	0
Arrange for pre-school students to visit the classroom.	Principal	Augusta 2014-June 2015	Coordinate and give tour	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #4

STRATEGY:
5TH TO 6TH GRADE TRANSITION:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide transition presentations to 5th grade students prior to end of the year.	Principal	August 2014-June 2015	Schedule	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will attend Professional Development sessions as required or deemed necessary to prepare: Safety/Disaster Preparation FEMA Lesson One Olweus CHAMPS CERT offered by Oxnard Fire Department Epi-pen Administration First Aid/CPR NCPI	K-5 Teacher volunteers	August 2014-June 2015	Volunteer Teachers will attend trainings in the identified priority areas. All Staff will complete the FEMA training on Emergency Response Support Staff will participate in select training to build a response team on site	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1000
	All Staff	August 2014-June 2015		2000-2999: Classified Personnel Salaries	District Funded	0
	Support Staff	August 2014-June 2015		0000: Unrestricted	LCFF - Discretionary	1000
Provide opportunities for teachers to debrief after drills	K-5 Teachers	August 2014-June 2015	De-brief Facilitate feedback	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2014-June 2015		1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will hold a re-unification drill to test systems	Volunteer Teacher	August 2014-June 2015	Execute a re-unification drill with students	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	0
	Principal	August 2014-June 2015				
	Support Staff	Augusts 2014-June 2015				
			Schedule, prepare and support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Prepare and follow up to improve systems	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	0

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings	Principal	August 2014-June 2015	Plan and schedule	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	0
Parent Compact	Principal	August 2014-June 2015	Review and monitor distribution	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	0
	School Office Manager	August 2014-June 2015	Schedule and monitor distribution	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	0
Parent Involvement Policy	Principal	August 2014-June 2015	Review and update with input from stakeholders	1000-1999: Certificated Personnel Salaries	District Funded	0
Hold monthly School Site Council & ELAC Meetings. (child care)	Principal	August 2014-June 2015	Plan and schedule	0001-0999: Unrestricted: Locally Defined	District Funded	0
	Outreach Counselor	August 2014-June 2015	Support ELAC	2000-2999: Classified Personnel Salaries	District Funded	0
	School Office Manager	August 2014-June 2015				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Outreach and Education: Host Latino Literacy Project Triple P Workshops Loving Solutions Parenting Course VCPH Mothers & Daughters VCPH Nutrition	Principal	August 2014-June 2015	Develop resources and plan outreach Schedule workshops with Principal and outside agencies Provide facilitation and content where appropriate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2014-June 2015		2000-2999: Classified Personnel Salaries	Title I	1000
	School Counselor	August 2014-June 2015		1000-1999: Certificated Personnel Salaries	Title I	1000

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison	Principal ASP Teacher Liaison	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-june 2015	Facilitate communication between the day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
Supplemental Literacy and Math instruction	ASP Teacher Liaison	August 2014-June 2015	Facilitate communication between the day and after-school program	1000-1999: Certificated Personnel Salaries	ASES	0
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Principal ASP Teacher Liaison	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2014-June 2015	Facilitate communication between the day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop the Friday Night Club	Principal	August 2014-June 2015	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2014-June 2015	Development	2000-1999: Classified Personnel Salaries	District Funded	0
	Student Council Teacher Leader	August 2014-June 2015				
	ASP Teacher Liaison	August 2014-June 2015	Support	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
			Support	1000-1999: Certificated Personnel Salaries	ASES	0
Integrate the strand focus of Arts and Environmental Science	Principal	August 2014-June 2015	Development	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	0

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.

SUBJECT: Centralized Services for Planned Improvements in Student Performance

SCHOOL GOAL #1:

Goal 1:

- A. Kindergarten- All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.
- B. 1st Grade- All students will exit 1st grade at benchmark on Nonsense Word Fluency and Oral Reading Fluency.
- C. 3rd – 5th Grades: All students and their significant sub-groups in 3rd-5th Grade will be at grade-level as measured by curriculum benchmark assessments, and other assessments measuring fluency and comprehension.
- D. The percent of students below grade-level proficiency will be reduced as they advance to the next grade level.

Goal 2:

- A. Kindergarten- All students will count, recognize, represent, name, and order a number of objects (up to 30); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
- B. 1st Grade- All students will count, read, and write whole numbers to 130; Count and group objects in ones and tens; Skip count 2's, 5's and 10's; Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

- C. 2nd – 5th Grades: students and their significant sub-groups in 2nd-6th Grade will reach grade level proficiency as measured by curriculum assessments.
 - 2nd graders will order place values, addition/subtraction with/out regrouping up to 3 digits
 - 3rd graders will multiply basic facts for numbers 1-10
 - 4th graders will divide basic facts for numbers 1-12, long division with dividends up to 3 digits
 - 5th graders will compute decimal, fraction and integer operations, algebraic expressions

- D. Students scoring below grade-level proficiency will be reduced as they advance to the next grade-level.

Goal 3:

- A. AMAO #1: All English Learners will advance one level on the CELDT
- B. AMAO #2: All English Learners who have been in language instruction educational programs for less than 5 years will reach English Proficient at the intermediate level on the CELDT
- 2. All English Learners who have been in language instruction educational programs for more than 5 Years will reach English Proficient at the early advanced or advanced proficiency level on the CELDT.
- C. AMAO #3: There is no California Standards Test to correlate this performance objective to for the 2013-14 school year.

Goal 4:

A. Positive Behavior Plan:

- Suspensions and expulsions will be reduced by 10%.
- Increase average daily attendance to 97%
- School-wide continued implementation of selected Lesson One strategies (Family time and Self-control during transitions)
- Begin a two year implementation of CHAMPS
- Begin a two year implementation of Olweus Bully Prevention Program
- Keep AR reward activities for quarterly goals
- Resume Monthly Awards assemblies to reward academic and social skills development
- Provide increased opportunities for parent involvement in school

B. Emergency Preparedness:

- All staff will be trained in emergency procedures

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA)	Aug. 2013 – June 2015	Coach	1000-1999: Certificated Personnel Salaries	Title I	31480
		Coach	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	70068
English Learner Instructional Coach (TOSA)	Aug. 2014 – June 2015	Support Classroom Teachers	1000-1999: Certificated Personnel Salaries	District Funded	0
Library Technician	Aug. 2014 – June 2015	Library	2000-2999: Classified Personnel Salaries	Title I	13084
		Library	2000-2999: Classified Personnel Salaries	Economic Impact Aid	13084
Computer Lab Tech	Aug. 2014 – June 2015	Site Lab Tech	2000-2999: Classified Personnel Salaries	Title I	14635
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Economic Impact Aid	14635
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Unrestricted	17562
Maintenance Agreement for Copy Machine(s)	Aug. 2014 – June 2015	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	12930
Maintenance Agreement for Successmaker & Waterford	Aug. 2014 – June 2015	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	2810
Outreach Consultant	Aug. 2014-June 2015	Outreach	2000-2999: Classified Personnel Salaries	Unrestricted	
Professional Development for L.A.	Aug. 2014 – June 2015	K-5 Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
Professional Development for Technology	Aug. 2014 – June 2015	K-5 Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
Professional Development for ELD	Aug. 2014 – June 2015	Prof Development	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	23997

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	ASES	0.00
1000-1999: Certificated Personnel Salaries	ASES	0.00
2000-2999: Classified Personnel Salaries	ASES	0.00
0001-0999: Unrestricted: Locally Defined	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	105,416.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
5000-5999: Services And Other Operating	District Funded	13,577.00
5800: Professional/Consulting Services And	District Funded	0.00
5900: Communications	District Funded	0.00
None Specified	District Funded	9.00
0000: Unrestricted	LCFF - Discretionary	1,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	1,100.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	4,600.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	70,300.00
5800: Professional/Consulting Services And	LCFF - Discretionary	5,000.00
5900: Communications	LCFF - Discretionary	2,100.00
0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	200.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	22,400.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	1,000.00
4000-4999: Books And Supplies	LCFF - Targeted	20,500.00
5800: Professional/Consulting Services And	LCFF - Targeted	10,000.00
5900: Communications	LCFF - Targeted	0.00
7000-7439: Other Outgo	PTA	600.00
None Specified	PTA	650.00
1000-1999: Certificated Personnel Salaries	Title I	55,900.00
2000-2999: Classified Personnel Salaries	Title I	774,264.00
4000-4999: Books And Supplies	Title I	800.00
1000-1999: Certificated Personnel Salaries	Title III	5,000.00
2000-2999: Classified Personnel Salaries	Title III	771,764.00
4000-4999: Books And Supplies	Title III	6,200.00
5800: Professional/Consulting Services And	Title III	0.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	0.00
District Funded	119,002.00
LCFF - Discretionary	84,100.00
LCFF - Targeted	54,100.00
PTA	1,250.00
Title I	830,964.00
Title III	782,964.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

1. English Learners would meet the AMAO1 and AMAO2 goals as measured by CELDT.

Identify the major expenditures supporting these priorities.

Fully credentialed Teachers, able to provide support to English Learners.

Instructional Support Teacher, provides support to Credentialed Teachers to reduce size of ELD groups and increase differentiation.

Fully Credentialed, Instructional Support Teacher, provides Physical Education classes allowing Classroom Teacher to provide intervention during the school day.

Centralized Services investment in professional development for Teachers

Centralized Services investment in a Teacher on Special Assignment to assist Teachers with monitoring student progress and providing support for interventions.

Centralized Services investment in Elementary Support Teacher to co-Teach in all TK and K classes and provide intervention in first grade classes.

Additional Instructional Support staff to assist with interventions during the school day.

Response to Intervention Teams provided support by Instructional Coach in Math and Resource Teacher in English Language Arts

After-school tutoring by Credentialed Teachers to provide small group tutoring by target area.

After-school program, literacy and math component to provide additional assistance to students.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Fully credentialed Teachers.

Professional Development Opportunities to increase proficiency in meeting the instructional needs of English Learners.

TOSA and ISP support.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Additional support staff has been increased with LCFF funding.

The after-school program accepted students performing at the lowest level of proficiency based on the state testing. Yet, the literacy and math components that were provided were designed for students approaching grade-level. The after-school program staff is not trained in differentiation. The intended outcome of providing an extended learning opportunity was not achieved. However, a Teacher Liaison has helped to bridge the gap between the classroom and after-school program.

What specific actions related to those strategies were eliminated or modified during the year?

We added more support staff

Identify barriers to full or timely implementation of the strategies identified above.

Budget constraints and a mis-alignment of intervention services in previous school years.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

More detailed review of data and student outcomes.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

The goals for English Learners is to make gains annually to language proficiency. The CELDT scores show this has only happened for about 50% of our students.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Professional Development to support an increase in our Teachers ability to support our English Learners.

TOSA and ISP support for Teachers to assist with monitoring and developing intervention strategies for English Learners.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

The use of the after-school program as an intervention because of a mis-alignment of the curriculum and the skilllevel of the instructors. In general, the most skilled Teachers need to be assigned to provide interventions for the most fragile learners.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- X Lack of timely implementation
- X Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- X Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

X Continuing it with the following modifications:

Establish criteria for the assignment of interventions that match the students' needs. The most fragile learners, need to receive intervention from credentialed Teachers and or highly trained staff members. Those students approaching grade-level proficiency can successfully participate in an intervention by a staff member with limited training and a good instructional program.

Involvement/Governance

How was the SSC involved in development of the plan?

The SSC reviewed the preliminary goals of the plan and provided input before reviewing the final plan.

How were advisory committees involved in providing advice to the SSC?

The schools Leadership Team provided input on the preliminary goals and provided input before reviewed the final plan.

The English Learner Advisory Council provided input on the preliminary goals and provided input before the final plan was approved.

How was the plan monitored during the school year?

At Site Leadership meetings, during grade-level meetings, during 1:1 data review meetings, during RTI monitoring, at ELAC and SSC meetings.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

A more flexible budget to adequately respond to intervention needs as they arise. A clear alignment between identified student need and the intervention that is to be provided with frequent monitoring and adjustment.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

School safety and parent involvement.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Academic performance of English Learners.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

The additional staff is now in place to support interventions with the budget flexibility.

The professional development opportunity was provided. However, it is difficult to tell if it affected the daily practice of all the Teachers that participated. The Instructional Coach has been in classrooms to support that new training is being applied.

Based on this information, what might be some recommendations for future steps to meet this goal?

The budget needs to have some flexibility to respond to student needs as they arise. A re-alignment of expenditures was necessary to create this flexibility.

The delivery of English Language Development needs to be targeted and monitored. ELD teaming as well as additional support staff may provide us with an opportunity to provide this level of differentiation and help our EL's make growth.

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
Amelia Sugden	X				
Cristina Jimenez-Sanchez			X		
Claudia Andrade		X			
Josie Noyola		X			
Carol Miller		X			
Delia Armenta				X	
Maria Albavera				X	
Maria Bravo				X	
Rocio Guzman				X	
Elizabeth Garcia				X	
Numbers of members of each category:	1	3	1	5	

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
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):
Harrington Leadership Team

Signature
Mimi Hutter G. Brown

Signature

Signature

Signature

Signature

Signature

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 Feb 2015.

Attested:

Amelia Sugden _____
Typed Name of School Principal *Amelia Sugden* _____
Signature of School Principal 2/17/15 _____
Date

Josephine Noyola _____
Typed Name of SSC Chairperson *Josephine Noyola* _____
Signature of SSC Chairperson 02/24/15 _____
Date

Normas de Política Acerca de la Participación de los Padres en la Escuela **Norma Harrington Elementary School**

Amelia Corona-Sugden, M.S. Principal

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos.

PROCESO DE REVISION DEL PLAN:

En el año escolar 2014-2015 , los padres del sitio, personal de la escuela , los maestros y el administrador revisaron el borrador , consideraron las prácticas en nuestra escuela, y desarrollaron la siguiente política de participación de la escuela / padres / comunidad .

DEFINICIONES:

El Convenio entre la escuela y los padres de familia esta incorporado a la norma de política acerca de la Participación de los Padres de Familia en la Escuela. La norma de política establece las expectativas de la escuela acerca de la participación de los padres de familia y describe como la escuela implementara un numero especifico de actividades en relación a la participación de los padres. Para propósito de este documento La Participación de padres de familia significa que los padres conllevan una comunicación regular, reciproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares.

Nuestras metas colectivas son:

- Que los padres desempeñen un papel importante en la asistencia del aprendizaje sus hijos
- Que se incite a los padres para que participen activamente en la educación formal de sus hijos
- Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos;
- Que las normas del Plan Individual para el Rendimiento Académico (SPSA) de La Escuela Harrington incluya programas de extensión para apoyar la creación de capacidad en los padres .

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela **Harrington** establece oportunidades para participación de padres en desarrollar programas escolares de prioridad y monitoreo que incluyen:

Al nivel de la Escuela Primaria Harrington:

- El Comité del Sitio Escolar (SSC) sirve como un grupo de consejo que repasa y aprueba el Plan Individual para el Rendimiento Académico (SPSA) que todos los recursos disponibles para la escuela , tanto básicas como complementarias , estén coordinados y enfocados en proporcionar un programa educativo de alta calidad en el que los estudiantes de todos los rangos de capacidad y de fondo puede tener éxito en el aprendizaje. Asimismo, revisan el Plan de Seguridad Escolar, Presupuesto y Normas de Participación de los Padres.
- Comité De Aprendices de Ingles (ELAC) el propósito de ELAC es ayudar a los padres a informarse sobre el Plan Maestro del Distrito para los estudiantes de inglés y el Plan Individual de su escuela para el Rendimiento Académico en su relación con el apoyo a los estudiantes de inglés . Reuniones de ELAC están abiertas al público; Se anima a todos los padres a asistir.
- Asociación de Padres y Maestros (PTA) el propósito es promover el bienestar de los niños y jóvenes en el hogar, escuela, comunidad. Desarrollar entre educadores y el público en general tales esfuerzos unidos, así como asegurar para todas las mayores ventajas en la educación física, mental y social.
- Jardín Escolar
- Voluntarios individuales en el salón para excursiones

Estamos buscando reclutar padres para:

1. Programa Anti Hostigamiento (BPCC)
2. Padres de Salón para cada clase
3. Desarrollo de Tropa de Boys Scouts y Girls Scouts en combinación con la PTA apoyando a los grupos

Al Nivel del Distrito Escolar:

- Consejo Asesor de Padres del Superintendente (PAC)
- Comité Asesor del Distrito para Estudiantes Aprendices de Ingles (DELAC)
- Comité Asesor para Educación de Estudiantes Súper Dotados (GATE)
- Revisión Anual del Programa de Servicios Educativos de Después de Escuela
- Comité Asesor del Presupuesto (BAC)
- Comité de Mejoramiento Del Distrito Escolar
- Asociación de Padres y Maestros, este grupo proporciona apoyo a las juntas del PTA del plantel escolar y nos une a los recursos del condado y del estado. El Distrito Escolar de Oxnard ofrece un espacio para que el grupo se reúna.

PRACTICAS DE COMUNICACIÓN QUE APOYAN NUESTRAS METAS COLECTIVAS:

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ La Escuela Harrington ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de política acerca de la participación de los padres en la educación formal de sus hijos.
- ✓ Los maestros revisan el Convenio entre la Administración Escolar y los Padres de Familia y las normas de política con los estudiantes al inicio del año escolar.
- ✓ A los padres se les solicita leer y analizar el Convenio entre la Administración escolar y los Padres de Familia con sus estudiantes, firmar y devolver como comprobante de recibo.
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del aula y los recursos para padres
- ✓ Comunicaciones por escrito se mandan mensualmente de la Directora a los padres con los desarrollos actuales y futuros que afectan a los estudiantes y la comunidad escolar.
- ✓ La marquesina escolar anuncia próximos eventos
- ✓ Mensajes telefónicos Connect Ed. se mandan a los padres con recordatorios de eventos próximos
- ✓ La escuela Harrington notifica a los padres sobre las normas de política acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender
- ✓ La escuela Harrington verificará que las normas de política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local por medio de mantener un cuaderno disponible en la oficina y una copia en el sitio de internet de la escuela
- ✓ La escuela Harrington periódicamente actualizará las normas de política acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.

REUNIONES ANUALES PARA EL APOYO A NUESTROS OBJETIVOS COLECTIVOS

La escuela Harrington convoca reuniones anuales y ordinarias con el fin de informar a los padres de familia los desarrollos nuevos en programas educativos.

[Type text]

- ✓ Informales a los padres de familia que la escuela participa en el programa Título I
- ✓ Las metas y vigilancia del desempeño y seguridad de los estudiantes de la escuela.
- ✓ Adicionalmente, la escuela Harrington debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aun más la colaboración de los padres de familia y concuerden colectivamente con las normas de política acerca de la participación de los padres en la escuela a través de juntas ya establecidas de PTA, ELAC and SSC.

Ejemplos de eventos escolares anuales incluyen:

- agosto/septiembre Noche de Regreso a Clase
- septiembre, Evento de Celebración de Logros a Nivel Estatal
- noviembre, Conferencias de Padres y Feria de Libros
- diciembre, Programa de Invierno
- febrero/marzo, Conferencias de Padres, Feria de Libros en Primavera, Celebración de Reclasificación de Aprendices de Inglés
- junio, Cena Familiar de Espagueti, espectáculo de baile estudiantil y Feria de Arte
- Asamblea de reconocimientos estudiantiles para padres por invitación
- Coordinación continua con agencias de la comunidad para traer programas de educación de Padres y Adultos al plantel escolar

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad.

Durante la Noche de Regreso a Clase a los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y niveles de dominio que se anticipa cumplan los estudiantes.

Desempeño de los Estudiantes se comunica en las conferencias de padres en otoño, Conferencias de Padres Primavera y en función de las necesidades en las reuniones uno - a - uno con el maestro, director o una reunión de Equipo de Estudio o Plan de Educación Individualizada programada.

La carpeta de recursos para los padres de familia y la comunidad debe incluir:

- **Normas de política acerca de la participación escolar,**
- **Compacto de Padres y Escuela**
- **Calendario de reuniones escolares,**
- **Copia de agenda de alumnos,**
- **Solicitud para registrarse como voluntario e información,**
- **Información sobre las evaluaciones académicas,**
- **Plan Maestro para aprendices de Inglés,**
- **Descripciones de opciones de programas**

[Type text]

Programa de Inmersión Estructurada en Inglés (SEI) –Este modelo provee instrucción a estudiantes quienes han obtenido calificaciones de fluidez menos de razonable. Son asignados a un programa de SEI y son enseñados en su mayoría en inglés con apoyo en su idioma primario. A los estudiantes se les enseña desarrollo de lenguaje inglés (ELD) secuencial y demás materias básicas por maestros autorizados usando textos/libros adaptados por el distrito y materiales suplementarios. La instrucción esta basada en estándares de contenido de nivel de grado en ELD Inmersión Estructurada en Inglés (SEI). Inmersión Estructurada en Inglés (SEI) esta programada para estudiantes que obtuvieron una puntuación de Principiante (nivel 1), inicial Intermedio (nivel 2), o Intermedio (nivel 3).

Programa de Integración del Lenguaje Inglés (ELM): En esta opción, se les enseña desarrollo de lenguaje inglés Estructurado (ELD) secuencial y materias básicas por maestros autorizados usando textos/libros adaptados por el distrito y materiales suplementarios. Se ofrece a las estudiantes apoyo de su idioma primario según su necesidad. La enseñanza se basa en el aprendizaje de los contenidos de los estándares académicos estatales del nivel de grado. Esta programada para aprendices de inglés con fluidez razonable en inglés, que normalmente obtienen una puntuación de inicial Avanzado (4) o Avanzado (5) en la prueba de CELDT.

Educación de Transición Bilingüe(TBE): La meta del programa TBE es para asegurar que los estudiantes 1)cumplan con las metas de nivel de su grado y estándares de rendimiento 2)Ser totalmente proficiente en inglés, incluyendo escuchar, hablar, leer y escribir; y 3)avanzar hacia el programa ELM. Los estudiantes pueden participar en el programa por lo máximo de 4 años, y pueden comenzar durante cualquier nivel de grado. La instrucción es principalmente en español en la cual la instrucción en inglés aumenta. Apoyo del idioma primario en español se ofrece durante el programa según su necesidad. Los estudiantes avanzan del programa TBE hacia el programa ELM. El programa de TBE es un Programa bilingüe alternativo cual requiere una petición de los padres.

Programa de Doble Inmersión (DLI): El objetivo del programa DLI es adquirir habilidades académicas competentes en inglés y en español, ambas con materia al nivel de grado del currículo y normas de rendimiento. La instrucción es en español y en inglés. Se anticipa que los alumnos cumplan las normas académicas al nivel de grado en ambos idiomas. Generalmente, los alumnos continúan en el programa después de conseguir un dominio en su segundo idioma. Idealmente, los alumnos iniciarían el programa en el Kindergarten y continúan hasta el 6to grado. Este programa esta disponible para los Aprendices de Inglés que tienen una solicitud de exención aprobada o para los Anglparlantes y otros alumnos que dominan inglés, en base a las elecciones de los padres. Se espera que los estudiantes logren fluidez razonable entre 3 o 4 años. Al momento el programa será ofrecido en las escuelas Chavez, Curren, Driffill, Elm, Kamala, Lemonwood y Soria. La opción DLI es un programa bilingüe alternativo cual requiere una petición de los padres tutores.

Construyendo Capacitación de la participación de padres / comunidad aparece en la política de participación de padres del distrito como una meta. Actividades específicas a Harrington para apoyar esto son:

Desarrollo de Educación de Padres:

- Curso de Proyecto de Padres, Soluciones Amorosas (10 sesiones)
- Seminarios Padres Triple P (3 sesiones)
- Proyecto de Habilidades de Lectoescritura Latina (10 sesiones) enfoque en padres de TK, K y primer grado.
- Talleres de Nutrición del Departamento de Salud Publica del Condado de Ventura (3 sesiones)
- Mamas e Hijas, del Departamento. de Salud Publica de Condado de Ventura, enfoque en Padres de 4/5 grados (6 sesiones)
- MICOP Bebes Sanos, enfoque a todos los padres de niños de 0-4años de edad (4 sesiones)
- Clases de Ingles como Segundo Lenguaje en conjunto con el Distrito Escolar de Oxnard en escuelas seleccionadas
- SSC-Entrenamiento para miembros nuevos anualmente
- ELAC-Entrenamiento anual de las Reglas Roberts de Orden para el Comité de Aprendices de Ingles

Talleres de Padres Actualmente Incluyen:

- Proceso de referencia a Educación de Estudiantes Dotados(GATE)
- Descripciones de plan de estudios para artes del lenguaje en Ingles y Matemáticas y otras áreas de contenido
- Plan Maestro de EL y Reclasificación de EL
- Aplicación de las normas fundamentales del estado para Common Core
- Alineación de la nueva tarjeta de calificaciones a CCSS
- Como participar activamente en las Conferencias de Padres
- Entrenamiento y apoyo al nivel del condado para lideres de la escuela
- Excursiones para Padres/Estudiantes del Pre escolar de la comunidad
- Orientación para Padres de TK referente a las opciones para matriculación de Kinder
- Talleres de matemáticas y habilidades de lectoescritura para padres de nuevos TK/K
- Orientación para Padres con fin de seleccionar escuelas intermediaria para estudiantes de 5 grado
- Buscando ampliar la participación de los padres con niños de edad TK/K como experiencia académica fundamental expandiendo ofertas del proyecto de alfabetización latino
- Sugerencias de Padres durante la junta de SSC para desarrollar oportunidades de talleres u involucramiento incluyen:
 - Evento Baile de Papa/Hija y Mama/Hijo
 - Noche de Talento de Padres para “Día del Niño”
 - Talleres de conocimiento y prevención de pandillas para padres de escuela primaria

[Type text]

- Reclutamiento de adultos en la escuela o comunidad como entrenador de deportes como futbol o baloncesto
- Reclutamiento de padres voluntarios con diversos talentos para dar a los estudiantes clases o talleres en música y manualidades
- Incrementar asistencia de padres a nuestras juntas programadas por medio de ofrecer bocadillos y programar obras estudiantiles como incentivos.

Parental Involvement Policy
Norma Harrington Elementary School

Amelia Corona-Sugden, M.S. Principal

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students.

PLAN REVIEW PROCESS:

In School year 2014-2015, site parents, school staff, teachers and the administrator reviewed a sample document, considered the practices at our school, and developed the following school/parent/community involvement policy.

DEFINITIONS:

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so. (Attached)

For the purpose of this policy document, **Parental Involvement** means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

Our collective goals are:

- that parents play a partner-role in their child's learning;
- that parents are encouraged and supported to be actively involved in their child's education
- that parents are included, as appropriate, in decision-making and on advisory committees that affect the educational program of our school.
- That the Harrington Single Plan for Student Achievement (SPSA) includes outreach programs to support building capacity in parents.*

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

The established opportunities for parent participation in developing school program priorities, and monitoring at Harrington include:

At Harrington Elementary School level:

- The School Site Council (SSC) serves as an Advisory group that reviews and approves the Single Plan for Student Achievement (SPSA), to ensure

that all of the resources available to the school, both basic and supplemental, are coordinated and focused on providing a high quality educational program in which students of all ranges of ability and background can succeed in learning. They also review the sites School Safety Plan, Budget and Parent Involvement Policy

- English Language Advisory Committee (ELAC) the purpose of ELAC is to assist parents in becoming informed about the District's Master Plan for English Learners and their school's Single Plan for Student Achievement as it relates to supporting English Learners. ELAC meetings are open to the public; all parents are encouraged to attend.
- Parent Teacher Association (PTA) the purpose is to promote the welfare of children and youth in home, school, community. To develop between educators and the general public such united efforts as well as secure for all the highest advantages in physical, mental, and social education.
- School Garden
- Individual Classroom Volunteers for field trips

We are looking to recruit parents for:

1. Olweus Bully Prevention Program (BPCC)
2. Room Parents for each class
3. Boy Scout and Girl Scout Troop development in combination with PTA supporting Charter groups.

At the Oxnard School District level:

- Superintendent's Parent Advisory Council (PAC)
- District English Learners Advisory Committee (DELAC)
- Advisory Committee, Gifted and Talented Education (GATE)
- Annual Program Review of the After School Educational Services (ASES)
- Budget Advisory Committee (BAC)
- Oxnard School District Wellness Committee
- Parent Teacher Association, this group provides support to the school site PTA boards and links us to county and State resources. Oxnard School District provides meeting space for the group to meet.

COMMUNICATION PRACTICES THAT SUPPORT OUR COLLECTIVE GOALS:

Information about school policies and involvement opportunities are communicated to parents in the following manner:

- Harrington school has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.
- The School Parental Compact is distributed annually at the beginning of the school year.
- Teachers review the School Parental Compact with the students at the beginning of each school year.

- Parents are asked to read and discuss the School Parental Compact with their students and sign and return an acknowledgment form each school year.
- The School's Web Site provides information about the staff, school activities and parent resources.
- Monthly written communication from the Principal to Parents with current and upcoming developments that affect students and the school community.
- School Marquee announces upcoming events.
- Connect Ed messages are sent to parents' telephones with reminder of upcoming events.
- Harrington school notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- Harrington school makes the School Parental Involvement Policy available to the local community by maintaining a copy in the front office and posted on the school website.
- Harrington school periodically reviews and updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- **Parent and Community Outreach is supported by the following practices:**
 - The role of School Principal, Office Manager, Outreach Counselor and School Counselor are shared at regularly scheduled meetings.
 - We maintain professional bilingual staff during school office and after-school program hours to assist with any school related activity and provide opportunity for appointments to be set after hours on an as needed basis.
 - We provide translation at meetings in English and Spanish, Mixteco is available if requested.
 - We provide weekly reminders through flyers and Connect Ed messages regarding community, school-wide, grade-level or class level events.
 - We use the school marquee to announce school wide events.
 - We use seasonal banners to announce periodic programs and to raise community awareness of Red Ribbon Week, Bully Prevention.
 - We make available an Agenda item at all parent meetings for questions and input.
 - We provide an advanced schedule of meetings to give opportunity for parents to plan on attending.
 - We provide childcare during meetings to encourage attendance.
 - Our PTA provides light snacks at meetings.

ANNUAL MEETINGS THAT SUPPORT OUR COLLECTIVE GOALS:

Harrington school convenes annual and regular meetings to inform parents of the following new developments in educational programs.

- That their child's school participates in Title I, and those requirements
- School goals and monitoring of student achievement and safety.
- Harrington school conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy through established meetings of PTA, ELAC and SSC.

Examples of annual school-wide events include:

- August/September, Back to School
- September, Statewide Achievement Celebration Event
- November, Parent conferences and Book Fair
- December, Winter Program
- February/March, Parent Conferences, Spring Book Fair, EL Reclassification Celebration Event by Spring,
- June, Spaghetti Family Dinner, Student Dance Performance and Art Fair
- Monthly award assemblies scheduled for student and parent recognition, by invitation
- Ongoing coordination with outside Agencies to bring Adult/Parent Education Programs to School Site

If requested by parents, individual meetings can be scheduled to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Parents/community members will be given timely responses to any concerns and suggestions.

At Back to School Night, Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

Student Proficiency is communicated at Fall Parent Conferences, Spring Parent Conferences and on an as needed basis at one-on-one meetings with the Teacher, Principal or a scheduled Student Study Team or Individualized Education Plan meeting.

A Parent and Community Resource Binder will be maintained in the school office with the following:

- School Parent Involvement Policy
- School Parent Compact
- School/Meeting Calendar
- Student Agenda Copy
- Volunteer Applications/Information

- School Accountability Report Card
- English Learner Master Plan
- Program options descriptions:
 - Structured English Immersion (SEI)** - This model provides instruction for all subjects in English with primary Language Support for students with less than reasonable fluency. Students are taught structured, sequential English Language Development (ELD) and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade level content standards. Structured English Immersion is typically indicated for students with an overall CELDT score of Beginning (Level 1), Early Intermediate (level 2), or Intermediate, (Level 3). Early Advance (level 4). Advanced (level 5) are scheduled in these programs but will receive less ELD support.
 - English Language Mainstream (ELM)**- In this model, EL's are taught structured, sequential English Language Development (ELD) and other core subjects in English by authorized teachers using district-adopted textbooks and supplementary materials. Primary language support is provided according to student need. Instruction is based on ELD and grade level content standards. Designed for students with **reasonable fluency** in English, it is typically indicated for EL's with an overall CELDT score of Early Advanced (Level 4) or Advanced (Level 5).
 - Transitional Bilingual Educational (TBE)**- The goals of the TBE program are to ensure that students 1) meet grade level content and performance standards; 2) become fully proficient in English, including listening, speaking, reading and writing; and 3) successfully move to the ELM program. Students may participate in the program up to 4 years, and start at any grade level. Students initially receive instruction primarily in Spanish, with decreasing amounts of instruction in Spanish each year, while the amount of instruction in English increases. Primary language support in Spanish takes place, as needed, throughout the program. Students exit the TBE program into the ELM or SEI program. The TBE program is an alternative bilingual program which requires a parent waiver.
 - Dual Language Immersion Program (DLI)** - The goal of the DLI program is acquisition of academic proficiency in English and Spanish, together with mastery of grade level core content and performance standards. Instruction is in Spanish and English. Students are expected to meet grade level standards in both languages. Students typically continue in the program in Kindergarten and continue through Grade 6. This program is open to English Learners with an approved waiver request or English native speakers and other English fluent students, based on parental choice. Students are expected to achieve reasonable fluency in English within 3 to 4 years. This program is offered at Chavez, Curren, Driffill, Elm, Kamala, Lemonwood, and Soria Elementary schools. The DLI program is an alternative bilingual program which requires a parent waiver.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy as a goal. Specific activities at Harrington to support this are:

Parent Education and Development:

- Parent Project Course, Loving Solutions, (10 sessions)
- Triple P Parenting Seminars (3 sessions)
- Latino Literacy Project, (10 sessions) target TK, K and 1st Grade Parents.
- VCPH Nutrition Workshops (3 sessions)
- VCPH Mother's & Daughters, target 4th/5th Grade Parents (6 sessions)
- MICOP Bebes Sanos, target all parents of 0-4 years old (4 sessions)
- Adult ESL, in concert with OSD at select campuses
- SSC-School Site Council Training for new members annually
- ELAC- English Language Advisory Committee Training of Roberts Rules of Order annually

Parents Workshops Currently Include:

- Gifted and Talented Education Referral Process
- Curriculum Descriptions for English Language Arts and Math and other content areas.
- EL Master Plan and EL Reclassification
- Common Core State Standards Implementation
- New Report Card alignment to CCSS
- How to actively participate at Parent Conferences
- PTA County level training and support for site PTA Leaders
- Parent Tours for Parents/Students of neighborhood Preschools
- Orientation for TK Parents about program options for Kinder matriculation
- Math and literacy workshops for registered incoming TK/K parents.
- Orientation to Middle School selection for 5th grade Parents
- Looking to expand parent participation in the TK/K years as foundational academic experience by expanding offerings of the Latino Literary Project.
- Parent suggestions at SSC meeting for development of future workshops and/or involvement opportunities included:
 - Father/Daughter and Mother/Son dance or event.
 - Parent Talent night for “Día del Niño”.
 - Gang awareness and prevention workshops for parents of elementary children.
 - Recruitment of school or community adults to coach sports such as basketball or soccer.
 - Recruitment of volunteer Parents with diverse talents to give workshops/classes for students in music or crafting.

- Increase parent attendance at our scheduled meetings by continuing to provide snacks, and schedule student performances as an incentive.

The Single Plan for Student Achievement

School: Richard B. Haydock Academy of Arts and Sciences
CDS Code: 56725386055305
District: Oxnard School District
Principal: Edd Bond
Revision Date: January 9, 2015

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:

Contact Person: Edd Bond
Position: Principal
Phone Number: 805.385.1545
Address: 647 W. Hill Street
Oxnard, CA 93033
E-mail Address: ebond@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Richard B. Haydock Academy of Arts and Sciences's Vision and Mission Statements

Richard B. Haydock Academy of Arts and Sciences Vision - Empowering, Inspiring, and Motivating Students to Become Creative and Productive Global Citizens

Richard B. Haydock Academy of Arts and Sciences Mission - We provide a safe, healthy, positive, and respectful environment where creativity, critical thinking, and responsibility are fostered in all students.

School Profile

Because of open enrollment, Haydock draws students from all elementary schools in the district. In addition, students with special needs are served in a variety of settings. Haydock currently supports three Mild to Moderate classes, two Moderate to Severe classes, and three Resource teachers that provide academic support in a Co-Teach model (7th/8th) and pull out/push in model(6th), serving neighborhood students as well as students transported from other attendance areas. Students receive 180 days of instruction in a 6-period-a-day schedule. Tutoring and extra support is offered to students before, during, and after school. Teacher teams collaborate during planning time to provide quality instruction to students.

Haydock Academy of Arts and Sciences is focused on providing and achieving academic excellence. Some of our important academic activities are:

- * Student Led Conferences: a parent conference that helps our students develop communication and leadership skills while identifying their own academic strengths and areas of need. This allows them to take an active role in their education while creating a student portfolio and communicating to their parents their academic achievement and goals.

- * Focused Direct Instruction: centered on standards-based curriculum aligned with a pacing guide and assessments for all content areas.

- * Supplemental Classes for Students At-Risk: these supplemental classes address the needs of our ELL students. In 2014-2015, students will have priority scheduling in the After-School Program as it is not expected that the funding will be present for continuation of zero period offering,

- * A Computer Lab and iPads to assist instruction and an Accelerated Reader based Library: our computer lab is equipped with standards-based programs to assist and supplement classroom instruction.

- *The library is organized to address the learning needs of all of our students and to encourage all to read for pleasure while enhancing proficiency in comprehension, vocabulary and fluency. Success Maker is available throughout the computer lab with a school-wide license to support both our Language Arts and Math programs. Rosetta Stone and Ripple Effect are also available in the computer lab to support our students with language skills and behavior.

- * Promethean Boards were purchased by July 2010 for all classrooms. Our site has 2 certified Promethean board trainers who provide ongoing professional development training to our staff. The Promethean trainers are available for support during 2014-15 to assist with one on one support to teachers.

- * Ipads were purchased and distributed by the end of September 2014 to all students to be utilized as an instructional tool.

- * Haydock rewards student academic success, improvement, attendance, and behavior on a weekly and monthly basis.

In coordination with the City of Oxnard the Jaguar Scholars After School Program (ASP) offers additional support for academically at-risk students at the start of the first trimester. The ASP receives a grant from ASES due to the students the school serves. This program provides homework assistance, targeted tutoring, enrichment activities, and a year-long sports program. In 2014-15, we established a visual and performing arts and environmental sciences academy. Students have access to environmental science through core classes, dance through the physical education department, and chorus, piano, band, and art through elective classes.

Parents are provided various opportunities such as adolescent issues workshops and programs, SSC, Haydock School Garden, PIQE and ELAC to become involved within the school. Our PTSA is fully operational for 2014-2015. All offices have been filled; they are adopting bylaws and a budget for the year.

More information about the Haydock School Profile is found in the School Accountability Report Card (Attachment).

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	683	724		28	16		7	11		1	1	
Growth API	697	721		678	643			694				
Base API	690	714		709	696							
Target	6	5										
Growth	7	7										
Met Target	Yes	Yes										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	642	686		431	518		626	658		69	74	
Growth API	695	721		665	715		687	717		476	495	
Base API	687	713		629	681		686	705		457	503	
Target	6	5		9	6		6	5				
Growth	8	8		36	34		1	12				
Met Target	Yes	Yes		Yes	Yes		No	Yes				

Conclusions based on this data:

1. The API at Haydock has shown incremental growth over time. This year's gain is primarily due to gains by English learners and students Far Below Basic and Below Basic moving up a band.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	100		100	100		100	100	
Number At or Above Proficient	274	284		12	5		--	6		--		
Percent At or Above Proficient	40.4	39.4		42.9	31.3		--	54.5		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	99		99	100		97	98	
Number At or Above Proficient	254	266		137	187		239	254		18	16	
Percent At or Above Proficient	39.8	39.0		31.9	36.3		38.4	38.8		27.3	22.2	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		Yes	No		No	No		--	--	

Conclusions based on this data:

1. The ELA AYP has not changed significantly over the past three years. Students in the Proficient and Advanced bands are maintaining but students are not moving from Basic to Proficient.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	254	264		6	4		--	4		--		
Percent At or Above Proficient	37.2	36.5		21.4	25.0		--	36.4		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	244	250		150	189		231	239		16	12	
Percent At or Above Proficient	38.1	36.4		34.9	36.5		37.0	36.3		23.2	16.2	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		Yes	No		No	No		--	--	

Conclusions based on this data:

1. The math AYP has not changed significantly over the past three years. Students in the Proficient and Advanced bands are maintaining but students are not moving from Basic to Proficient.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	5	3	84	46	68	37	13	7	12	7	182
8	6	5	50	41	52	43	8	7	6	5	122
Total	11	4	134	44	120	39	21	7	18	6	304

Conclusions based on this data:

1. Shift from Intermediate to Early Advanced and a decline in Early Intermediate and Beginning. Excellent trend.
2. Haydock did not meet its AMAOs for English learners in 2012-2013.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	235	264	300
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	235	264	300
Number Met	151	128	180
Percent Met	64.3%	48.5%	60.0%
NCLB Target	56.0	57.5	
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	15	221	14	252	17	286
Number Met	--	101	--	100	--	133
Percent Met	--	45.7%	--	39.7%	--	46.5%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	*	Yes	*	No	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

Conclusions based on this data:

- Haydock did not meet its AMAOs for English learners in 2012-2013. More support for English learners in core classes and more specific preparation for the CELDT need to happen going forward. A number of core teachers are using the Academic Vocabulary Toolkit during the 2013-2014 school year to build vocabulary for English learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. The district data mirrors that of Haydock Intermediate.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
<p>A. 2014-2015 is the first year of SBAC testing for Common Core State Standards. Performance levels and cut points have not yet been released. Student learning will be measured via district and school created formative and summative assessments aligned to the Common Core State Standards. The target for Haydock is at least 45% of students scoring at 70% or above on these common assessments and the SBAC assessment. This is equivalent to the safe harbor target that would have been in place if CST continued this year. This goal pertains to all students including the following subgroups: English learners, migrant students, special education students, socio-economically disadvantaged students, foster youth, and Hispanic students.</p> <p>B. All components of the English Language Arts curriculum will be implemented in each classroom with OSD-provided professional development support based on evidence gathered through curriculum schedules, assessment plans and results and administrator observations.</p> <p>C. Students will be placed in appropriate classes as they enter sixth grade, continue in 7th and 8th, and promote to the high school district.</p>

Data Used to Form this Goal:

- CST NCLB Guidelines (7th – 8th grades)
- Site based CCSS aligned assessments from 2013-2014

6th and 7th Grade results are used to place 7th and 8th graders.

ELA Criteria for 2014-2015

Honors: Advanced (7th: 394 and higher; 8th: 401 and higher) CST Scores

Holt (Core): Proficient, Basic, Below Basic, Far Below Basic

Students who need additional support in ELA will receive differentiated instruction in their core class as well as tutoring before, during, and after school.

Findings from the Analysis of this Data:

More intervention/enrichment needs to occur before, during and after the school day

Targeted formative assessment/feedback needs to be provided to improve student learning

How the School will Evaluate the Progress of this Goal:

- Teachers will participate in department meetings and professional learning communities
- RTI2 (Response to Instruction and Intervention)
- Progress Monitoring
- SMART (Specific Measurable Attainable Realistic Timely) Goals
- Site and district created CCSS assessments

Strategy #1

STRATEGY:
The school will ensure the full implementation of the state approved language arts curriculum and support the Common Core State Standards for language arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of State Approved Language Arts/ Mathematics Curriculum; SIOP,GATE Strategies, Implementation of Co-Teaching Model for students with IEPs	Intructional Coach	August 2014-June 2015	69%-TI	1000-1999:	District Funded	
	1st Counselor		31%-EIA	Certificated Personnel Salaries		
	2nd Counselor	District funded	100%-MAA	1000-1999:	District Funded	
			69%-TI	1000-1999:	District Funded	
			31%-EIA	1000-1999:		
Instructional Coach/ Day to day support of curriculum and use of strategies from professional development. Support use of technology to expand learning.	Instructional Coach Team with input from stakeholders	August 2014-June 2015	69%-T1 31%-EIA	1000-1999: Certificated Personnel Salaries	District Funded	
Instructional materials/Field trips to support core curriculum and CCSS	All staff	August 2014-June 2015	Instructional materials	4000-4999: Books And Supplies	Title I	26999.16
			Field trips	5000-5999: Services And Other Operating Expenditures	Title I	10000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher collaboration/data conferences to improve instructional practice and increase student learning	Teachers and administrators	August 2014-June 2015	Substitute teachers	1000-1999: Certificated Personnel Salaries	Title I	10283.58

Strategy #2

STRATEGY:
The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Differentiated instruction in core classes including SIOP strategies	ELA teachers	August 2014- June 2015	District Funded			
Tutoring before, during, and after school	Administration and teachers	August 2014-June 2015	Teacher extra help	1000-1999: Certificated Personnel Salaries	Discretionary	22852.40
Special Education articulation meetings with feeder schools	Intermediate School Special Education teacher and administrator	May 2015				
Hire an intervention support provider (ISP) to work with at-risk students during the day	Administration and ISP	August 2014-June 2015	ISP	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	11426.20

Strategy #3

STRATEGY:
The school will implement a transition plan for students going from 8th grade to high school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate with high school counselors to administer placement tests and register students.	Academic Counselors	January- May 2015	District funded			
Coordination among administrators	Administrators	Aug. 2014-June 2015				
Placement scheduling supports success in CAHSEE (California High School Exit Examination)	Administrators	October 2014-May 2015				
Special Education articulation meetings with feeder schools	Intermediate School Special Education teachers, counselor, and administrator	May 2015				

Strategy #4

STRATEGY:
The school will provide professional development to support staff.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff will participate in professional development according to OSD LEAP requirements	All staff	July 2014– June 2015	District funded			
Co-Teaching Professional Development	RSP Teachers & Gen Ed Team Teachers	August 2014 – June 2015	District funded			
Teachers, support staff, and administration will take part in on-going PD through conferences and training	Teachers, support staff, and admin	August 2014-June 2015	Conference fees and expenses	5000-5999: Services And Other Operating Expenditures	Title I	20000.00

Strategy #5

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings	Teachers, Administrators & Counselors	August 2014- June 2015	Back to school College Night 6th Grade Parent Orientation PIQE	2000-2999: Classified Personnel Salaries	Title III	616.77
Distribute Parent Compact	Support Staff	August 2014-June 2015				
Distribute Parent Involvement Policy, ask for input	Support Staff	August 2014-June 2015				
Gather Parent Input using LCFF survey	Administration	August 2014-June 2015				
PIQE program with STEM education	Administration/ORC	January 2015-June 2015	under goal two			
Incoming Parent Orientation Meetings and Placement Testing	Counselors, Teachers, and Coaches	January 2015 - May 2015	District funded			

Strategy #6

STRATEGY:
 The school will support the district implementation of the After School Education and Safety (ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison/Coordinate between the day and After School Program to meet the academic, physical, and socio-economic needs of students.	Administrators & 1 Teacher	September 2014 – May 2015	ASES Grant	1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	3,600
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Principal ASES Administrator	September 2014 – May 2015				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Learners
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school

SCHOOL GOAL #2:

- A. Each English Language Learner will progress to the next CELDT performance band each year. This goal pertains to English learners.
- B. Sufficient numbers of English Learners will exceed State targets for proficiency in the areas of English Language Arts and Mathematics/Algebra as evidenced by SBAC assessment during school year 2014-15 in order to reach and maintain Safe Harbor.
- C. All components of the English Language Development curriculum will be implemented in each ELD classroom based on evidence gathered through schedules, instruction plans, assessment results and teacher/administrator observations. The focus will be on mastery of reading fluency and comprehension skills. This goal pertains to English learners.
- D. All teachers (100%) have been trained in Sheltered Instruction Observation Protocol (SIOP). Focus will be implementation of academic vocabulary using SIOP and provide for collaboration to monitor student progress and reinforce best practices.
- E. English Learners at CELDT 1 and 2 who are not making language and/or academic progress are identified through the English Learner Review Team (ELRT) process.
- F. English Learners at CELDT levels 1,2, and 3 will receive a period of ELD instruction daily in grades 6-8. Academic Vocabulary Toolkit training provides additional support for EL classes.
- G. Small-group tutoring is offered to English Learners in an after-school setting by a credentialed Teacher in ELA and Math. Migrant, foster youth, and McKinney Vento eligible students also receive tutoring services.
- H. English learners will meet state AMAO one (60.5% of students advancing at least one level on the CELDT) and AMAO two (24.2% of ELs with less than 5 years in school will reach proficiency and 50.9% of ELs with more than 5 years in school will reach proficiency). Proficiency is defined as a minimum score of three in all four domains with an overall score of at least four.

Data Used to Form this Goal:

CELDT 2013 - 2014

7th Grade-Advanced 3%, Early Advanced 46%, Intermediate 37%, Early Intermediate 7%, Beginning 7%

8th Grade -Advanced 5%, Early Advanced 41%, Intermediate 43%, Early Intermediate 7%, Beginning 5%

AMAO 1- Did Not Meet Target

AMAO 2- Did Not Meet Target

AMAO 3- Did Not Meet Target

Findings from the Analysis of this Data:

NCLB Goals: 100%
Safe Harbor: 41.8%

Based on 2012-2013 student cohort INSPECT Form B Results:

7th Grade: 9.8%
8th Grade Algebra: 9.9%
8th Grade General Math: 1.4%

How the School will Evaluate the Progress of this Goal:

- Teachers will participate in department meetings.
 - RTI2 (Response to Instructional Intervention)
 - Progress Monitoring
 - SMART (Specific Measureable Attainable Realistic Timely) Goals
- Site-generated CCSS assessment

Strategy #1

STRATEGY:
The school will ensure the full implementation of the English Learner Master Plan and provide instruction to English learners using the California ELD standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Coach / Day to day support of curriculum and use of strategies from professional development. Support use of technology to expand learning. Supports and collects data to inform teachers of instructional practices.	Instructional Coach	August 2014-June 2015	69 %-TI 31%-EIA	1000-1999: Certificated Personnel Salaries	District Funded	
In-Coming Parent Orientation Meetings	1st Counselor	August 2014-June 2015	100%-MAA	1000-1999: Certificated Personnel Salaries	District Funded	
	2nd Counselor		28%-T1	1000-1999: Certificated Personnel Salaries	District Funded	
	Classified Staff	72%-EIA	1000-1999: Certificated Personnel Salaries	District Funded		
	Materials & refreshments	Support Staff	2000-2999: Classified Personnel Salaries	LCFF - Targeted	1233.53	
		Babysitting	2000-2999: Classified Personnel Salaries	Title I	300.00	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration meeting between 6th grade team and intermediate school counselors and teachers	Instructional Coach	August 2014-June 2015	Personnel	1000-1999: Certificated Personnel Salaries	District Funded	
Coordinate with high school counselors to administer placement tests and register students. Coordination among administrators Placement scheduling supports success in CAHSEE (California High School Exit Examination)	Academic Counselors	August 2014-June 2015				
All staff will participate in professional development according to OSD requirements	All Staff	August 2014-June 2015	District funded			
Hold Title I quarterly meetings	Teacher's, Administrators, Counselors	August 2014-June 2015	Back to School Celebration College Night 6th Grade Orientation PIQE			
Distribute Parent Compact	Support Staff	August 2014-June 2015				
Distribute Parent Involvement Policy, ask for input	Support Staff	August 2014-June 2015				
Teacher Liaison/Coordinate between the day and After School Program to meet the academic, physical, and socio-economic needs of students.	Teacher Liaison	August 2014-June 2015	ASES Grant			
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	ASES Administrator	August 2014-June 2015	ASES Grant			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tutoring before, during, and after school	Administration and teachers	August 2014-June 2015	Teacher extra help	1000-1999: Certificated Personnel Salaries	Title III	3427.86
Instructional materials including technology	Teachers and administrators	August 2014-June 2015	Materials	4000-4999: Books And Supplies	Title III	2512.51
				4000-4999: Books And Supplies	LCFF - Targeted	10703.06
				4000-4999: Books And Supplies	Discretionary	52752.18
AVID tutors	Administration	August 2014-June 2015	Tutors	2000-2999: Classified Personnel Salaries	LCFF - Targeted	13568.83

Strategy #2

STRATEGY:
The school will support the district implementation of the After School Education and Safety (ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison/Coordinate between the day and After School Program to meet the academic, physical, and socio-economic needs of students.	Teacher Liaison	August 2014-June 2015				

Strategy #3

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer the Parent Institute for Quality Education (PIQE) program to parents	ORC and administration	Jan 2015-Jun 2015	Consulting contract	5800: Professional/Consulting Services And Operating Expenditures	Title I	2800.00
				5800: Professional/Consulting Services And Operating Expenditures	Title III	7200.00
Marketing materials and other school forms	Office manager and administration	August 2014-June 2015	Publications	5000-5999: Services And Other Operating Expenditures	Discretionary	4000.00
Clerical support for parent conferences, translation, and orientation events	Office manager and administration	August 2014-June 2015	Extra help/overtime	2000-2999: Classified Personnel Salaries	Title I	4634.12

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
<p>A. 2014-2015 is the first year of SBAC testing for Common Core State Standards. Performance levels and cut points have not yet been released. Student learning will be measured via district and school created formative and summative assessments aligned to the Common Core State Standards. The target for Haydock is at least 45% of students scoring at 70% or above on these common assessments and the SBAC assessment. This is equivalent to the safe harbor target that would have been in place if CST continued this year. This goal pertains to all students including the following subgroups: English learners, migrant students, special education students, socio-economically disadvantaged students, foster youth, and Hispanic students.</p> <p>B. All components of the Mathematics curriculum will be implemented in each classroom with OSD-provided professional development support based on evidence gathered through curriculum schedules, assessment plans and results and administrator observations.</p> <p>C. Students will be placed in appropriate classes as they enter sixth grade, continue in 7th and 8th, and promote to the high school district.</p>

Data Used to Form this Goal:

- CST NCLB Guidelines

CST: 7th – 8th grades, 2011-2012 data

7th grade: 38.9% scored Proficient or Advanced in Math.

8th grade: 21.9% (General Math) scored Proficient or Advanced in Math

8th grade: 51.1% (Algebra) scored Proficient or Advanced in Math

CST: 7th – 8th grades, 2012-2013 data

7th grade: 41% scored Proficient or Advanced in Math.

8th grade: 12% (General Math) scored Proficient or Advanced in Math

8th grade: 43% (Algebra) scored Proficient or Advanced in Math

Site created CCSS aligned formative assessment (2013-2014)

1st trimester - 18% proficient

2nd trimester - 21% proficient

Math Criterion for 2014-2015

Math 7 Honors: Advanced (CST 415 and higher)

Math 7: Proficient, Basic, Below Basic, Far Below Basic

Math 8 Honors: Advanced (414 and higher)

Math 8: FBB, BB, Basic, Proficient

Findings from the Analysis of this Data:

More targeted intervention/enrichment needs to take place before, during, and after the school day

Students need to be provided formative assessment/feedback to improve learning outcomes.

Students need to be prepared for SBAC style assessment through technology instruction and increased rigor.

Based on 2012-2013 student cohort INSPECT Form B Results (percent proficient)

7th Grade: 9.8%

8th Grade Algebra: 9.9%

8th Grade General Math: 1.4%

How the School will Evaluate the Progress of this Goal:

- Teachers will participate in department meetings bi-weekly.
- RTI2(Response to Instructional Intervention)
- Progress Monitoring
- SMART (Specific Measurable Attainable Realistic Timely) Goals
- Site-generated CCSS assessment

Strategy #1

STRATEGY:

The school will ensure full implementation of the state approved math curriculum and support the Common Core State Standards for math.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of State Approved Mathematics Curriculum; SIOP, GATE Strategies	Instructional Coach	August 2014-June 2015	69%-TI	1000-1999:	District Funded	
	31%-EIA		Certificated Personnel Salaries			
	100%-MAA		0001-0999:	District Funded		
	28%-TI		Unrestricted: Locally Defined			
	2nd Counselor		72%-EIA	1000-1999:	District Funded	
				Certificated Personnel Salaries		
Tutoring before, during, and after school to provide standards-based targeted support in math	Administration and teachers	August 2014-June 2015	Teacher extra help	1000-1999:	LCFF - Targeted	3656.38
				Certificated Personnel Salaries		
			Teacher extra help	1000-1999:	Title I	1371.14
				Certificated Personnel Salaries		
Teacher collaboration/data conferences to improve instructional practice and improve student learning	Administration and teachers	August 2014-June 2015	Sub costs	1000-1999:	Title III	3427.86
				Certificated Personnel Salaries		
Dues/memberships for student organizations	Office manager and administration	August 2014-June 2015	Dues, memberships	5000-5999:	Discretionary	6000.00
				Services And Other Operating Expenditures		

Strategy #2

STRATEGY:
The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Orientation Meetings Placement Testing	January 2015 & March 2015 5th/6th grade team, intermediate school counselors, teachers, and coaches June 2015: Feeder School Articulation Day with 5th/6th grade teachers Academy Recruitment		100 %-MAA	1000-1999: Certificated Personnel Salaries	District Funded	
			28%-TI	1000-1999: Certificated Personnel Salaries	District Funded	
			72%-EIA	1000-1999: Certificated Personnel Salaries	District Funded	
Special Education articulation meetings with feeder schools	Intermediate School Special Education teacher and administrator	May 2015				
Field trips to supplement instruction	Teachers and administrators	August 2014-June 2015	field trip costs	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	10000.00

Strategy #3

STRATEGY:
The school will implement a transition plan for 8th graders going to high school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate with high school counselors to administer placement tests and register students.	Academic Counselors	January- May 2015	District funded			
Coordination among administrators	Administrators	Aug 2014-June 2015	District funded			
Placement scheduling supports success in CAHSEE (California High School Exit Examination).	Administrators	October 2014-May 2015	District funded			
Special Education articulation meetings with feeder schools.	Intermediate School Special Education teachers, counselor, and administrator.	May 2015				

Strategy #4

STRATEGY:
The school will provide professional development to support staff.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff will participate in professional development according to OSD LEAP requirements.	All Staff	July 2013-June 2014				
Co- Teaching Professional Development	RSP Teachers & Gen Ed Team Teachers	August 2014-June 2015				
Teachers, support staff, and administration will attend professional conferences and training	Teachers, support staff, administration	August 2014-June 2015	Travel and conference	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	5000.00
			Travel and conference	5000-5999: Services And Other Operating Expenditures	Discretionary	5000.00

Strategy #5

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings	Teachers, Administrators & Counselors	August 2014-June 2015	Back to school Night College Night 6th Grade Parent Orientation PIQE	2000-2999: Classified Personnel Salaries	Discretionary	5708.00
Distribute Parent Compact	Support Staff	August 2014-June 2015				
Distribute Parent Involvement Policy, ask for input	Support Staff	August 2014-June 2015				

Strategy #6

STRATEGY:
The school will support the district implementation of the After School Education and Safety (ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison/ Coordinate between the day and After School Program to meet the academic, physical, and socio- economic needs of students.	Administrators & 1 Teacher	September 2014- May 2015				
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular day programs and services.	Principal ASES Administrator	September 2014-May 2015				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #4:
<p>A. Sustain/reduce school's 2013-2014 suspension and expulsion rates as measured by School Behavior Analysis Report for the same period of time, first day of school to April 30, as reported in the Year End Comprehensive Student Support Report. Haydock will use the CHAMPS and WEB programs to increase student connectivity and safety on campus. This goal pertains to all students including the following subgroups: English learners, migrant students, special education students, socio-economically disadvantaged students, foster youth, and Hispanic students.</p> <p>B. Sustain/improve school's 2013-2014 Coordination/Integration of Services and Response to Intervention plan as measured by COST referrals and RTI results for the same period of time, first day of school to April 30, as reported in the Year End Comprehensive Student Support Report.</p> <p>C. Sustain/improve school's 2013-2014 annual percentage of actual in-seat attendance as measured by positive attendance report, and maintain parity with the district attendance for the same period of time, first day of school to April 30, as reported in the Year End Comprehensive Student Support Report.</p>
Data Used to Form this Goal:
2011-2012, 2012 -2013, 2013-2014 suspension and expulsion rates 2011-2012, 2012-2013, 2013-2014 Year End Comprehensive Student Support Report
Findings from the Analysis of this Data:
Implementation of in-school suspensions for 1 period at a time has had a positive effect in lowering overall suspensions and increasing student attendance. Alternatives to suspension need to be utilized when appropriate

How the School will Evaluate the Progress of this Goal:

Number of suspensions and expulsions reported by Assistant Principals.

Number of COST Referrals

Number of referrals to outside agencies

Principal will monitor progress through regular meetings with Assistant Principal, ORC, SRO, and outside agencies.

Opportunity Class: Behavior Modification Intervention

Data from school counselors

Strategy #1

STRATEGY:
The school will ensure that all precautions are taken to create a safe school environment.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Project ALERT for 7th and 8th grade students Implementation of the Minnesota Smoking Prevention Program curriculum for 6th grade students	Science Teachers Instructional Coach	Aug. 2014 - June 2015	Science Pacing Guides	1000-1999: Certificated Personnel Salaries	Tobacco-Use Prevention Education	0
Review and update Comprehensive Safety School Plan	Site Administrator	Jan. 2015 - May 2015	Risk Management Review	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #2

STRATEGY:
 The school will implement systems to provide support to students and parents in the areas of anti-bullying, attendance, and behavior. The school will recognize students who are doing what they school be doing in these areas.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Olweus Bullying Prevention Program	Teachers Counselors Administrators Community Members School Support Staff Outreach Counselor	Oct. 2014 - June 2015	Annual Student & Staff Survey-VCBH Funding Coordinated School Services End of year report	2000-2999: Classified Personnel Salaries	None Specified District Funded	
Implementation of A2A, Attendance Contracts and Monthly and Annual Reward Program, Weekly meetings	Attendance Clerk Outreach Counselor Administrative Team	Aug. 2014 - June 2015	Community Member Donations LCFF incentive funding	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Site Based Gifts and Donations LCFF - Targeted	3692.00
Implementation of Opportunity Classroom Program and intervention programs within the classroom <ul style="list-style-type: none"> • PDAP • 1:1 MFT counseling two times per week • Ripple Effect software • CSR ratio 4:1 • Positive Behavior Support Implementations (Olweus, CHAMPS) 	Teacher PDAP Counselor MFT Counselor	Aug. 2014 - June 2015		1000-1999: Certificated Personnel Salaries	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase number of campus assistants and campus assistants' hours	Administration	August 2014-June 2015	Playground Aides	2000-2999: Classified Personnel Salaries	Discretionary	124685.99

Strategy #3

STRATEGY:
The school will take an active role in recruiting incoming students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Orientation Meetings	1st Counselor	Dec. 2014 - May 2015	100%-MAA	1000-1999: Certificated Personnel Salaries	District Funded	
	2nd Counselor		28%-TI	1000-1999: Certificated Personnel Salaries		District Funded
	Classified Staff		72%-EIA	1000-1999: Certificated Personnel Salaries		District Funded
	Materials and refreshments					

Strategy #4

STRATEGY:
The school will support the district implementation of the After School Education and Safety (ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison/Coordinate between the day and After School Program to meet the academic, physical, and socio-economic needs of students.	Administrators & 1 Teacher	August 2014-June 2015	ASES funded - cost reflected elsewhere in the plan			

Strategy #5

STRATEGY:
The school will provide professional development to support staff.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Principal & ASES Administrator	Sept. 2014 - June 2015				
Continued collaboration in Olweus Anti- Bullying Program to maintain 100% of staff trained	All Staff BPCC	Oct. 2014 - June 2015				
Train all staff in Emergency/Disaster Preparation	All Staff	Aug. 2014 - June 2015	Documentation of completion of FEMA courses Periodic drills		District Funded	

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold Title I quarterly meetings	Teachers Administrators Counselors	Aug. 2014 - June 2015				
Distribute Parent Compact	Administrative Team Team w/ input from stakeholders	September 2014				
Distribute Parent Involvement Policy, ask for input	Administrative Team Team w/ input from stakeholders	August 2014-June 2015				

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	After School and Education Safety (ASES)	3,600.00
1000-1999: Certificated Personnel Salaries	Discretionary	22,852.40
2000-2999: Classified Personnel Salaries	Discretionary	130,393.99
4000-4999: Books And Supplies	Discretionary	52,752.18
5000-5999: Services And Other Operating	Discretionary	15,000.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	15,082.58
2000-2999: Classified Personnel Salaries	LCFF - Targeted	14,802.36
4000-4999: Books And Supplies	LCFF - Targeted	14,395.06
5000-5999: Services And Other Operating	LCFF - Targeted	15,000.00
1000-1999: Certificated Personnel Salaries	Title I	11,654.72
2000-2999: Classified Personnel Salaries	Title I	4,934.12
4000-4999: Books And Supplies	Title I	26,999.16
5000-5999: Services And Other Operating	Title I	30,000.00
5800: Professional/Consulting Services And	Title I	2,800.00
1000-1999: Certificated Personnel Salaries	Title III	6,855.72
2000-2999: Classified Personnel Salaries	Title III	616.77
4000-4999: Books And Supplies	Title III	2,512.51
5800: Professional/Consulting Services And	Title III	7,200.00
1000-1999: Certificated Personnel Salaries	Tobacco-Use Prevention Education	0.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School and Education Safety (ASES)	3,600.00
Discretionary	220,998.57
District Funded	0.00
LCFF - Targeted	59,280.00
Title I	76,388.00
Title III	17,185.00
Tobacco-Use Prevention Education	0.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Increase student achievement in ELA and math by 10% in all subgroups, improve school safety and climate

Identify the major expenditures supporting these priorities.

tutoring, hiring of an ISP and AVID tutors, hiring of more campus assistants including training for those assistants

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Campus assistant staffing for school safety and climate was fully implemented. Professional development for CCSS was fully implemented

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

hiring of four AVID tutors and an ISP

What specific actions related to those strategies were eliminated or modified during the year?

We are hiring one tutor and continuing to recruit more and the intervention support provider.

Identify barriers to full or timely implementation of the strategies identified above.

Lack of qualified candidates to fill the positions

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Aggressive recruiting at local colleges

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

The AVID tutoring plan had to be modified. The AVID evaluation reflected lack of implementation due to lack of college tutors.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

The ELD program has led to higher student achievement as evidenced by fewer EL students receiving failing grades in core classes in 2014-2015 as opposed to 2013-2014.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

AVID tutors, ISP

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
 - Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

- Continuing it with the following modifications:
 - recruit staff in a timely manner, develop partnerships with local colleges to develop a pipeline for staffing

Involvement/Governance

How was the SSC involved in development of the plan?

SSC was given copies of the first draft and provided feedback on the school profile, goals, and strategies. The SPSA budget aligns exactly with the SSC adopted budget.

How were advisory committees involved in providing advice to the SSC?

DSLTT, ELAC, and the AVID team were all given opportunities to provide suggestions prior to final SSC approval.

How was the plan monitored during the school year?

Spending was monitored through monthly budget meetings. Student achievement in ELA and math were monitored via school site and district created formative assessments. ELD progress was monitored via CELDT.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

An action plan needs to be developed for certain strategies/activities to ensure that incremental progress is made throughout the year.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Goal 2D - 100% of teachers will be trained in Sheltered Instruction Observation Protocol (SIOP).

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Goal 2A - Each English Language Learner will progress to the next CELDT performance band.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Collaboration between 6th grade teachers and intermediate school counselors and teachers

Based on this information, what might be some recommendations for future steps to meet this goal?

Providing daily ELD instruction to CELDT level 1-3 students as well as targeted tutoring for English learners.

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
Bond, Edd	[X]	[]	[]	[]	[]
Booth, Nancy	[]	[X]	[]	[]	[]
Carlson, Carolyn	[]	[X]	[]	[]	[]
Garcia, Mariana	[]	[X]	[]	[]	[]
Richardson, Catherine	[]	[X]	[]	[]	[]
Castro, Rosalva	[]	[]	[]	[X]	[]
Martinez, Maria	[]	[]	[]	[X]	[]
Medina, Maria	[]	[]	[]	[X]	[]
Ramirez, Gabriela	[]	[]	[]	[X]	[]
Ruiz, Maria Lourdes	[]	[]	[]	[X]	[]
Saucedo, Marisol	[]	[]	[]	[X]	[]
Chavez, Luz	[]	[]	[X]	[]	[]
Numbers of members of each category:	1	4	1	6	

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

Signature

English Learner Advisory Committee

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

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

Signature

Signature

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

Attested:

Edd Bond

Typed Name of School Principal



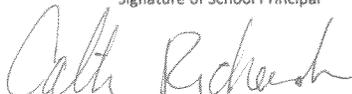
Signature of School Principal

2/19/15

Date

Catherine Richardson

Typed Name of SSC Chairperson



Signature of SSC Chairperson

2/19/2015

Date



Richard B. Haydock Academy of Arts Sciences “Home of the Jaguars”

647 West Hill Street Oxnard, CA 93033
Phone: (805) 385-1545 Fax: (805) 487-7159



School Parental Involvement Policy

STATEMENT OF PURPOSE:

Haydock Intermediate School is committed to being a resource for, and reflection of, the community, focusing on the education, well-being and success of our students. The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including:

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents have multiple opportunities to be active volunteers during the school day and in extracurricular activities;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- The School Parental Involvement Policy and School-Parent Compact are distributed to parents at the beginning of each school year. Teachers review the School policies, including those in the Student Agenda, with the students at the beginning of the year. Parents are asked to read and discuss the Student Agenda with their students and sign and return an acknowledgment form.
- Parents are notified of the Student/Parent Directory of Information annually (available on the Oxnard School District website (www.oxnardsd.org) under “For Parents,” “Directory of Information.” The Student/Parent Directory of Information notifies parents about the School Parental Involvement Policy in an understandable and uniform format. To the extent practicable, the Policy is distributed to parents in a language the parents can understand.
- Haydock Intermediate School will make the School Parental Involvement Policy available to the local community; it will be available on the school website, in the school office, handed out at Back to School Night in the fall, and to parents who register after the start of school.
- Haydock Intermediate School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.

Haydock School Parental Involvement Policy

- The Oxnard School District's Parent Rights and Responsibilities and the Student/Parent/Staff Directory of Information are components of Haydock's School Parental Involvement Policy, which is adopted through the school's Leadership Team, School Site Council and English Language Advisory Committee.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Haydock Intermediate School holds annual and regular meetings to inform parents of the following:

- That their child's school participates in Title I,
- The requirements of Title I,
- Their rights to be involved, a copy of the District's District-wide parental involvement policy
- Their options to be involved in School Site Council (SSC), English Learners Advisory Council (ELAC), and Parent Teacher Student Association (PTSA)

Additionally, Haydock Intermediate School conducts an annual survey of parents and community members to further involve parents in the development of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

- A Parent and Community Resource Binder will be available in the office, which includes:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Student/Parent Directory of Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts, Math and other content areas.
- The School's website provides information about the staff, classroom activities and parent resources.
- A syllabus/course outline is distributed for each class describing which standards will be taught for the year at Back to School Night each fall.
- Student-Led Conferences

If requested by parents, there can be opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

Response to any such suggestions will be discussed as soon as practicably possible.

Parents/community members will be given timely responses to any concerns and suggestions via Connect-Ed message, PTSA, SSC, ELAC as well as topic specific notifications (e.g.: Parent Assistance letter, Governor's Challenge notice.)

The School Parent Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means by which to do so.

Haydock School Parental Involvement Policy

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities at Haydock include:

- **SSC—School Site Council:** Involves those most affected by decisions to have a say in the decisions that affect the school. The group monitors, and provides input for, the Single Plan for Student Achievement (SPSA). It meets approximately five times a year. It is composed of Parents, Teachers and staff elected to two-year terms.
- **Parent Project—**A ten-week course, meeting once a week for three hours. To help parents learn effective prevention and intervention techniques to help their children grow into safe and competent adults.
- **HART—Haydock Action Response Team:** Involves representatives of various organizations, such as Citicorp, PAL, Star, Interface, Ventura County Behavioral Health, serving Haydock Intermediate School, to coordinate their efforts.
- **ELAC—English Learners Advisory Council:** Composed of Haydock parents elected by parents of English Learners. Meets monthly to assist parents regarding English Learner programs and needs. Provides input on Single Plan for Student Achievement.
- **Peace Project—**Parents and community members uniting and working together for a positive change in school and the community. In collaboration with Cabrillo Economic Development Corporation, parents learn leadership and advocacy skills to better serve and represent their community. The Peace Project meets monthly for two hours.
- **Parent Volunteer Involvement Opportunities Form:** All parents receive a form to indicate their willingness to serve on the various committees or volunteer for projects at the school at the beginning of the school year, or upon enrollment.
- **Volunteer Applications/Information.** Parents or guardians can apply to volunteer as coaches, or in other areas not normally covered by employees of the school district. They can register to be Parent Assistants in their child's classrooms.
- **Student-Led Conferences—**Give parents an opportunity to discuss their student's education, strengths and weaknesses with their teachers.
- **PTSA—Parent Teacher Student Association:** Meet monthly to involve parents in increasing the educational opportunities at school and at home, identify needs, and cultivate the school/home relationship. All parents and guardians are encouraged to join.



Richard B. Haydock Academy of Arts Sciences “Home of the Jaguars”

647 West Hill Street Oxnard, CA 93033
Phone: (805) 385-1545 Fax: (805) 487-7159



Póliza de Participación de Padres

DECLARACIÓN DE PROPOSITO:

La escuela Secundaria Haydock está comprometida ser un recurso para, y una reflexión de, la comunidad, enfocando en la educación, bienestar, y éxito de nuestros estudiantes. La participación de padres y miembros de la comunidad es una parte esencial del apoyo a nuestros estudiantes. Hacemos todo lo posible para invitar y considerar contribuciones de padres y miembros de la comunidad para asegurar el éxito de nuestras estudiantes. Un equipo de padres, maestros y administradores desarrolló la siguiente póliza de participación para padres y miembros de la comunidad en la escuela.

“Participación de Padres” significa la participación de padres con comunicación mutua y significativa sobre el aprendizaje de estudiantes y otras actividades de la escuela incluyendo:

- que los padres sean parte integral del aprendizaje de sus niños.
- que los padres se animen a estar activamente involucrados en la educación de sus hijos en la escuela.
- que los padres tengan oportunidades múltiples para ser voluntarios activos durante horas de escuela y en actividades extra-escolares.
- que los padres sean socios completos en la educación de sus hijos. Que se incluyen, como sea apropiado, en decisiones y comités asesores para asistir en la educación de sus hijos.

Información sobre pólizas y oportunidades para participación son comunicadas a través de contacto directo a los padres de las siguientes maneras:

- La Póliza de Participación de Padres y Convenio entre Escuela y Padres de Familia se distribuyen a los padres y estudiantes al principio de cada año escolar. Maestros revisan las pólizas de la escuela, además de las que se encuentren en la Agenda Estudiantil, con los estudiantes al principio del año. Se les pide a los padres y tutores que lean la Agenda de su estudiante y platiquen de las pólizas con ellos antes de firmar y regresar el formulario indicando que lo han recibido.
- El Directorio Informativo Para los Padres, Estudiantes y Personal (que se encuentra en la página del Internet del Distrito (www.oxnardsd.org), debajo de “For Parents”, y después “Directory of Information”) notifica a los padres sobre la Póliza de Participación de Padres de una manera uniforme y comprensible. Hasta donde sea posible, se distribuye la póliza a padres en un idioma que pueden entender.
- La escuela Haydock tendrá la Póliza de Participación de Padres disponible para la comunidad local en la página del Internet de la escuela, en la oficina de la escuela, diseminada en la

Póliza de Participación de Padres

Noche de Regreso a la Escuela en el otoño, y a los padres que se registren después del comienzo del año escolar.

- La Escuela Haydock actualiza periódicamente la Póliza de Participación de Padres para satisfacer las diferentes necesidades de los Padres y la Escuela.
- Los documentos del Distrito Escolar: “Derecho de los Padres y Responsabilidades / Directorio Informativo para los Estudiantes, Padres y Personal son partes de la Póliza de Participación de Padres de la Escuela Haydock, cual se adopta a través del Equipo de Liderazgo, Consejo Escolar, y Comité Asesor de Aprendizaje de Inglés.

POLIZAS DE LA ESCUELA, OPORTUNIDADES PARA PARTICIPACIÓN, Y JUNTAS

La Escuela Haydock tiene juntas anuales y habituales para informar a los padres lo siguiente:

- Que la escuela de su estudiante participe en “Título I.”
- Los requisitos de Título I
- Sus derechos de estar involucrados (una copia de la Póliza de Participación de Padres del Distrito Escolar).
- Sus opciones de estar involucrados en el Consejo Escolar (SSC), Consejo de Asesoría de Aprendizaje de Inglés (ELAC), y la Asociación de Padres, Maestros, Estudiantes (PTSA).

También la Escuela Haydock realiza una encuesta anual de padres y miembros de la comunidad para que estén más involucrados en el desarrollo de, y de acuerdo con, la Póliza de Participación de Padres.

A los padres se les da una descripción y explicación del curriculum que se usa en la escuela, las formas de asesoría académica que se usan para medir progreso de estudiantes, y el nivel de competencia que se espera de los estudiantes.

- Un libro de Recursos Para Padres y Miembros de la Comunidad, estará disponible en la oficina que incluye:
 - Póliza de Participación de Padres
 - Calendario de la Escuela / Juntas
 - Directorio de Información Para Estudiantes y Padres
 - Información de Asesoría
 - Descripciones de Curriculum de Artes de Lenguaje en Inglés, Matemáticas, y otras áreas de contenido.
- La página del Internet de la Escuela tiene informes del personal, actividades en los salones, y recursos para padres.
- Un plan / resumen de curso para cada clase que describe las temas estándares que se enseñarán durante el año se distribuye en la Noche de Regreso a la Escuela cada otoño.
- Conferencias Guiadas por Estudiantes.

Los padres pueden pedir oportunidades para juntas habituales, y así formular sugerencias y participar como sea apropiado en decisiones relacionadas con la educación de sus estudiantes. Las respuestas a las sugerencias se analizarán lo antes posible. Se responderá a las sugerencias

Póliza de Participación de Padres

de padres y miembros de la comunidad de una manera oportuna a través de “Connect Ed,” PTSA, SSC, y ELAC, además de notificaciones sobre temas específicas (Carta de Asistencia a los Padres, Noticia sobre Reta del Gobernador, etc.)

El Convenio entre Escuela y Padres de Familia es parte de la Póliza de Participación de Padres. El Acuerdo se desarrolló entre maestros, padres y administradores. Define las responsabilidades de la escuela y de los padres para mejorar el rendimiento estudiantil y las maneras para lograrlo.

Maneras para Mejorar la Capacidad para que los padres y miembros de la comunidad participen se enumeran en la Póliza de Participación del Distrito. Actividades específicas en la Escuela Haydock incluyen:

- SSC—Consejo Escolar (School Site Council)—Involucra a esa gente más afectada por las decisiones que se toman en la escuela, para que tengan una voz en esas decisiones. El grupo revisa y proporciona contribuciones al Plan Singular de Logro Estudiantil (SPSA). Se juntan aproximadamente cinco veces por año. Está compuesto de la Directora, 6 Padres, 4 Maestros, y 1 miembro del personal de la Escuela, elegidos a términos de dos años.
- Proyecto de Padres—Es un curso de diez semanas, una junta de tres horas por semana. Ayuda a los padres aprender métodos efectivos de prevención e intervención para ayudar a sus hijos a convertirse en adultos seguros y competentes.
- HART (Haydock Action Response Team) —Involucra representantes de varias organizaciones que sirven a la Escuela Haydock, como Citicorp, PAL, Star, Interface y, Salud de Comportamiento del Condado de Ventura, para coordinar sus esfuerzos.
- ELAC—Consejo de Asesoría de Aprendizaje de Inglés (English Learners Advisory Council): Compuesto de padres de Haydock elegidos por padres de Aprendedores de Inglés. Se juntan cada mes para ayudar a los padres con respecto a programas y necesidades de Aprendizaje de Inglés. Proveen contribuciones al Plan Singular de Logro Estudiantil.
- Proyecto Paz (Peace Project) —Trabajan juntos padres y miembros de la comunidad para lograr cambios positivos en la escuela y comunidad. En colaboración con Cabrillo Economic Development Corporation, los padres aprenden liderazgo y habilidades de abogar para servir y representar mejor a su comunidad. El Proyecto Paz se junta cada mes por dos horas.
- Formulario para Oportunidades de Participación Voluntaria de Padres. Cada padre recibe un formulario al principio del año, o en matriculación, donde pueden indicar que les gustaría servir en comités o en otros proyectos como voluntarios.
- Informes y Solicitudes Para Voluntarios. Los padres pueden aplicar para ser Entrenadores Voluntarios de Deportes, o en otras áreas que no están cubiertas normalmente por empleados del Distrito Escolar. Pueden registrarse para ser Padres Asistentes en los salones de sus alumnos.
- Conferencias Guiadas por Estudiantes—Da una oportunidad a los padres para hablar sobre la educación de sus estudiantes, sus puntos fuertes y débiles, con sus maestros.
- PTSA—Asociación de Padres Maestros y Estudiantes (Parent Teacher Student Association): Se junta cada mes para involucrar a los padres en el mejoramiento de la educación de sus hijos en la escuela y en la casa, identificando necesidades y cultivando la relación entre la escuela y la casa. A todos los padres se les sugiere que se hagan parte de la PTSA).

The Single Plan for Student Achievement

School: Kamala Elementary School/ San Miguel Preschool
CDS Code: 567253860539
District: Oxnard School District
Principal: Christine McDaniels
Revision Date: December 01, 2014

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:

Contact Person: Christine McDaniels
Position: Principal
Phone Number: (805) 385-1548
Address: 634 West Kamala Street
Oxnard, California 93033
E-mail Address: cmcdaniels@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Kamala Elementary School/ San Miguel Preschool 's Vision and Mission Statements

Kamala staff is committed to reaching the needs of all our students; whatever it takes. By meeting the diverse needs of all of our students we will educate, challenge and empower them to compete as productive members of our society. We must work collaboratively in order to make our students successful and provide them with a safe learning environment. We use data analysis to guide our instruction and identify students in need of interventions. We implement a Response to Intervention model in conjunction with our classroom teachers to provide extra support to students not meeting grade level standards. Kamala staff is committed to the full implementation of the state and OSD adopted materials, OSD adopted intervention programs, and Common Core State Standards. We believe following these commitments will help us reach our goal of educating all of our students to a high level of proficiency.

School Profile

Kamala School is 81% English Learners of our 1189 students. Our English Learners consistently do not perform as well as English Only students. This data holds true for ELA and math. CELDT data has shown steady growth. However, that growth needs to be accelerated. This fall the delivery of interventions to first and second grade students was revised based on data from Spring 2014. Interventions are implemented for 7th and 8th grade students at-risk of not meeting the OSD Promotion Criteria.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	629	631		9	9		7	7		0	0	
Growth API	712	701										
Base API	707	713		572								
Target	5	5										
Growth	5	-12										
Met Target	Yes	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	609	610		512	523		605	612		48	38	
Growth API	714	702		704	691		710	700		476	513	
Base API	710	715		694	706		706	711		512	480	
Target	5	5		5	5		5	5				
Growth	4	-13		10	-15		4	-11				
Met Target	No	No		Yes	No		No	No				

Conclusions based on this data:

1. Although Kamala students did not meet the state target goal, continued efforts are placed on ELA and Math achievement.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	90		100	100		--		
Number At or Above Proficient	208	188		--			--			--		
Percent At or Above Proficient	33.1	29.8		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	203	182		158	139		196	181		6	4	
Percent At or Above Proficient	33.3	29.8		30.9	26.6		32.4	29.6		12.5	10.5	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. Although students did not meet the AYP goal, all staff worked toward the goal of 89.2% of students being proficient and Advanced in ELA and Math.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	90		100	100		--		
Number At or Above Proficient	304	261		--			--			--		
Percent At or Above Proficient	48.3	41.4		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	299	253		248	210		292	254		11	8	
Percent At or Above Proficient	49.1	41.5		48.4	40.2		48.3	41.5		22.9	21.1	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		Yes	No		No	No		--	--	

Conclusions based on this data:

1. Although Kamala students did not meet the API for Math, emphasis is placed on achievement toward the state goal.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					15	9	32	20	117	71	164
1			11	8	40	30	38	29	44	33	133
2	2	1	12	9	56	41	50	36	17	12	137
3	1	1	18	14	53	42	34	27	19	15	125
4	7	7	33	33	44	44	10	10	5	5	99
5	6	9	32	46	22	31	7	10	3	4	70
6			28	48	24	41	4	7	2	3	58
Total	16	2	134	17	254	32	175	22	207	26	786

Conclusions based on this data:

1. Kamala School's goal is to have students reclassified Fluent English Proficient by 6th Grade. 2012-2013 data reflects upper grade students have higher percentages of Early Advanced and Advanced English Learners compared to Kinder through third grades.
2. The number of Beginning Level English Learners drops significantly from Kinder to First Grades.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	600	593	620
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	600	593	620
Number Met	346	250	350
Percent Met	57.7%	42.2%	56.5%
NCLB Target	56.0	57.5	
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	635	134	614	128	657	120
Number Met	80	49	58	37	84	57
Percent Met	12.6%	36.6%	9.4%	28.9%	12.8%	47.5%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

Conclusions based on this data:

1. Percentages meeting AMAO Levels 1-3 were not met, however, English Language Development is a daily focus at Kamala. Students receive 30 minutes daily of instruction using the District adopted curriculum for English Learners.
2. English Learners in school 5 or more years continue to do better on the CELDT Assessment than students with less than 5 years of instruction.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. District data reflects students with 5 or more years of EL instruction perform better on the CELDT Assessment versus students with less than 5 years of EL instruction.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #1:

- A. Kindergarten- All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.
- B. 1st Grade- All students will exit 1st grade at benchmark on Nonsense Word Fluency and Oral Reading Fluency
- D. Teachers will receive monthly professional development for the implementation of Common Core State Standards in the area of ELA.
- E. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic.

Data Used to Form this Goal:

- DIBELS data (Kindergarten and 1st grades)
- Essential Literacy Skills (Kindergarten and 1st grades)
- Site generated CCSS assessments
- IFA Assessments

Findings from the Analysis of this Data:

- Kindergarten: 39%of students attained the DIBELS benchmark for End of Year.
- 1st grade: 25% of students attained the DIBELS benchmark for End of Year.
- 2nd grade:30%of students attained the DIBELS benchmark for End of Year.
- 3rd grade: 32% of students attained the DIBELS benchmark for End of Year.
- 4th grade: 66% of students attained the DIBELS benchmark for End of Year.
- 5th grade: 54% of students attained the DIBELS benchmark for End of Year.
- 6th grade: 73% of students attained the DIBELS benchmark for End of Year.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods
- RTI
- Progress Monitoring
- SMART Goals

Parents also help in evaluating this plan including School Site Council (SSC), English Learner Advisory Committee (ELAC), Title I Meetings: Coffee with the Principal, and Parent Teacher Association (PTA).

Strategy #1

STRATEGY:

The school will ensure grade levels are collaborating to implement Common Core State Standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Collaboration Meetings to plan Common Core implementation	All teachers and administrators	Bi-Monthly meetings	Not Applicable			
Instructional Supplies: Technology- laptops, Apple TV's, and cords for classroom.	Administrators and IT	Ongoing		0001-0999: Unrestricted: Locally Defined	Title I	30000
Publication Copies for HM Kinder & 1st Grade Readers	Kindergarten and 1st Grade Teachers	Annual		0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	1500
					LCFF - Targeted	5500
Instructional Supplies: paper, pens, pencils, construction paper, crayons, markers and scissors.	Leadership Team and Administrators	Annual		0001-0999: Unrestricted: Locally Defined	Discretionary	20300
				0001-0999: Unrestricted: Locally Defined	Title I	9700
				0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	20000
Student Study Team Meetings	ORC and Administrators	Ongoing	Not Applicable			
Student Monitoring (DIBELS)	Academic Coach and Administrators	Ongoing		0001-0999: Unrestricted: Locally Defined	Title I	20000
Maintenance Agreements	Administration	Annual		0001-0999: Unrestricted: Locally Defined	Discretionary	2600

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
-ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Administration and ASES	Ongoing			After School and Education Safety (ASES)	

Strategy #2

STRATEGY:
The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ISP to work with 1st – 6th Grades regarding ELA Skills: decoding, fluency and comprehension	Administrators	November 2014-June 2015	0001-0999: Unrestricted: Locally Defined		LCFF - Targeted	10000
			0001-0999: Unrestricted: Locally Defined		Title I	21078
			0001-0999: Unrestricted: Locally Defined		Title III	44976
			0001-0999: Unrestricted: Locally Defined		Discretionary	31466
Computer Lab Tech Extra Hours: Supporting technology via I-Pads and computer lab	Administrators	Annual	0001-0999: Unrestricted: Locally Defined		Title I	500
Before & After School Tutoring: K-8th	Administration & Leadership	December 2014- May 2015	0001-0999: Unrestricted: Locally Defined		Title I	10000
PT Lab Tech to add APPs to IPADS and deploy I-Pads	Administration & Leadership	January 2015-June2015	0001-0999: Unrestricted: Locally Defined		LCFF - Discretionary	18000
I-Pad APPs for ELA	Administration & Leadership	January 2015-June 2015	0001-0999: Unrestricted: Locally Defined		LCFF - Targeted	10000
Site Licenses for ELA Software	Administration & Leadership	September 2014- June 2015	0001-0999: Unrestricted: Locally Defined		LCFF - Discretionary	5000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for DLI Teachers	Administration	June 2015		0001-0999: Unrestricted: Locally Defined	Title I	10000
Academic Incentives for students	Administration	November 2014-June 2015		0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	2400
AVID Tutors	Administration and AVID Teacher	March 2015-June 2015		0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	5000
Shredder Fees	Administration	August 2014-June 2015		0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	400

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering Kindergarten and 1st Grades.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent night meetings for In-Coming Kindergarten and 1st Grade students	Administration, ORC, Kinder Teachers, and 1st Grade Teachers	May 2015	0001-0999:	Discretionary		1500
			Unrestricted:			
			Locally Defined			
			0001-0999:	Title I		1000
			Unrestricted:			
			Locally Defined			
			0001-0999:	LCFF -	Discretionary	1500
			Unrestricted:			
			Locally Defined			
Translation services for Conferences and Meetings	Administration	Ongoing	0001-0999:	Discretionary		1000
			Unrestricted:			
			Locally Defined			

Strategy #4

STRATEGY:
The school will provide time for vertical teaming for 6th and 7th grade teachers to prepare for the transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
“Extra time” 6th grade team and 7th grade teachers to collaborate during Grade Level Meetings	Administration and ORC	April 2015-June 2015				
Parent Meeting Child Care	Administrators	September 2014- June 2015	0001-0999: Unrestricted: Locally Defined		Discretionary	500
			0001-0999: Unrestricted: Locally Defined		Title I	750
			0001-0999: Unrestricted: Locally Defined		LCFF - Discretionary	250

Strategy #5

STRATEGY:
The school will provide professional development in the area of ELA.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID Professional Development	Administration	Ongoing	0001-0999: Unrestricted: Locally Defined		Discretionary	2000
			0001-0999: Unrestricted: Locally Defined		LCFF - Discretionary	10000

Strategy #6

STRATEGY:
The school will coordinate meetings to distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings: Coffee with the Principal to discuss curriculum	Administration	Monthly	Not Applicable			
School Site Council Meetings to discuss curriculum	SSC, and Administration	Monthly	Not Applicable			
ELAC Meetings to discuss curriculum for English Learners	ELAC, and Administration	Monthly	Not Applicable			
PTA Meetings	Parent, Staff and administrative members	Monthly	Not Applicable			

Strategy #7

STRATEGY:
The school will support the district implementation of the After School Education Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed 	Teacher Liason and ASES	Ongoing			After School and Education Safety (ASES)	
-ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Adminitrator and ASES	Ongoing			After School and Education Safety (ASES)	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #2:

- A. Kindergarten- All students will count, recognize, represent, name, and order a number of objects (up to 20); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
- B. 1st Grade- All students will count, read, and write whole numbers to 100; Count and group objects in ones and tens; Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
- C. Teachers will receive monthly professional development for Common Core State Standards implementation in the area of math.
- D. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic.

Data Used to Form this Goal:

Common Core State Standards for Kindergarten to 8th
Scott Foresman Math Topic Tests Kinder to 6th
Interim Formative Assessments 3rd to 8th

Findings from the Analysis of this Data:

- 2nd grade: 29% scored Proficient or Advanced.
- 3rd grade: 44% scored Proficient or Advanced.
- 4th grade: 54% scored Proficient or Advanced.
- 5th grade: 33% scored Proficient or Advanced.
- 6th grade: 50% scored Proficient or Advanced.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods
- RTI
- Progress Monitoring
- SMART Goals
- Parents also help in evaluating this plan including School Site Council (SSC), English Learner Advisory Committee (ELAC), Title I Meetings: Coffee with the Principal, and Parent Teacher Association (PTA).

Strategy #1

STRATEGY:

The school will ensure the full implementation of the State approved math curriculum to support the Common Core State Standards for math.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Level meetings to discuss data from Topic Tests and lesson planning	Administration and Teachers Academic Coach/ TOSA	Ongoing August 2014-June 2015	Not Applicable			
Instructional Supplies: Technology- laptops, Apple TV's and cords for classroom.	Administration and IT	Ongoing	See Goal 1 Strategy 1			
Instructional Supplies: paper, pens, pencils, construction paper, graph paper, crayons and markers	Administration and Leadership	Annual	See Goal 1 Strategy 1			
Site License Agreements: Software and Applications for student I-Pads	Administration	Annual		0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	10000

Strategy #2

STRATEGY:
The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ISP to work with 1st- 6th grades and combination class teachers to increase basic math skills	Administrators	November 2014-June 2015	See Goal 1 Strategy 2			
Computer Lab Tech Extra Hours to assist teachers in applying Applications on I-Pads for math skills	Administration	Annual	See Goal 1 Strategy 2			
Parent night meetings for In-Coming Kindergarten and 1st Grade students	Administration, ORC, Kinder Teachers, and 1st Grade Teachers	May 2015	See Goal 1 Strategy 3			

Strategy #3

STRATEGY:
The school will provide professional development to support math in the general education classes.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID Professional Development for Cornell Notes in math. Dual Language Immersion for math in Kinder	Administration	Ongoing	See Goal 1 Strategy 5			

Strategy #4

STRATEGY:
The school will support the district implementation of the After School Education and Safety Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Administration, Teacher, and ASES	Ongoing			After School and Education Safety (ASES)	
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Administration and ASES Administrator	Ongoing			After School and Education Safety (ASES)	

Strategy #5

STRATEGY:
The school coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings:Coffee with the Principal to discuss how to help students with math homework	Administration	Monthly	Not Applicable			
Hold monthly Meetings to jointly develop Parent Involvement Policy that includes assistance with curriculum	SSC, ELAC, PTA, Administration	Monthly	Not Applicable			
ELAC Meetings to discuss concerns for math with EL's	Administration and ELAC	Monthly	Not Applicable			
School Site Council to discuss math curriculum	Administration and SSC	Monthly	Not Applicable			
PTA to discuss how parents can help students with math homework	Staff, Parents and administrators	Monthly	Not Applicable			

Strategy #6

STRATEGY:
The school will support the district implementation of the After School Education and Safety Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Administration, Teacher, and ASES Administrator	Ongoing			After School and Education Safety (ASES)	
-ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Administration and ASES Administrator	Ongoing			After School and Education Safety (ASES)	

Strategy #7

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
<p>A. AMAO #1: 57.5% of all English Learners will advance one level on the CELDT</p> <p>B. AMAO #2A: 21.4 % of all English Learners will attain an Early Advanced or Advanced level on the CELDT</p> <p>AMAO #2B: 47% of all English Learners will attain an Early Advanced or Advanced level on the CELDT</p> <p>C. AMAO #3:</p> <ol style="list-style-type: none">1. 89.5% of EL students and the significant sub-groups in 2nd-6th Grade will score “proficient” or “advanced” on the 2015 State Test in Math.2. 89.2% of EL students and the significant sub-groups in 2nd-6th Grade will score “proficient” or “advanced” on the 2015 State Test in Language Arts.
Data Used to Form this Goal:
California State Standards for Kindergarten and 1st Grade CELDT Data 2014-2015 CELDT Data
Findings from the Analysis of this Data:
56.5% Met AMAO 1 This is on track with the District goal of 59%. 12.8% Met AMAO 2 This is below the state goal of 22.8%.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods
- RTI
- Progress Monitoring
- SMART Goals
- Leadership Meetings
- Parents also help in evaluating this plan including School Site Council (SSC), English Learner Advisory Committee (ELAC), Title I Meetings: Coffee with the Principal, and Parent Teacher Association (PTA).

Strategy #1

STRATEGY:

The school will ensure the full implementation of the State approved ELD curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Level meetings to discuss students' progress in ELD Groups	Administration and Teachers	Bi-Monthly	Not Applicable			
Implement SIOP for EL Students	Administration and Teachers	Bi-Monthly	Not Applicable			
Monitor ELD Curriculum and instruction	Administration	Ongoing	Not Applicable			
ISP to work with 1st- 6th grades and combination class teachers	Administration	October 2013-June 2014	See Goal 1 Strategy 2			
Tutoring for Intensive EL's	Administration and Teachers	Ongoing	See Goal Strategy 2			
English Language Review Team (ELRT)	Administration and Teachers	Ongoing		0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	1000

Strategy #2

STRATEGY:
The school will implement a transition plan for students entering Kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Kinder Parent Night Meetings	Administration, ORC, Kinder Teachers	May 2015	See Goal 1 Strategy 3			
In-Coming 1st Grade Transition Parent Night Meetings	Administration, ORC, 1st Grade Teachers	May 2014	See Goal 1 Strategy 3			

Strategy #3

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement for parents of English Learners.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I Meetings and Childcare	Administration	Ongoing	See Goal 1 Strategy 4			
Translator: Conferences, Back to School Night, Parent Meetings	Administration	Ongoing	See Goal 1 Strategy 3			
Outreach Coordinator to Support Parents of English Learners	Administration and ORC	Ongoing	See Goal 1 Strategy 4			

Strategy #4

STRATEGY:
The school will support the district implementation of the After School Education and Safety Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liason: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liasons. Meets with school staff as needed 	Administration, Teacher Liason, and ASES Administrator	Ongoing			After School and Education Safety (ASES)	
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services	Site Administration and ASES Administration	Ongoing			After School and Education Safety (ASES)	

Strategy #5

STRATEGY:
The school will ensure teachers receive professional development in the area of SIOP.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SIOP Training for all Teachers and administrators	English Learner Services Director and Site Administration	Annual	Not Applicable			

Strategy #6

STRATEGY:
The school will ensure there is full implementation of State Approved ELD Curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level meetings to discuss students' progress	Administration and teachers Bi-monthly	Ongoing				
Implement SIOP for EL Students to increase English proficiency	Teachers, TOSA and Administrators	Daily				
Monitor ELD Curriculum and instruction in the classroom via classroom visitations	Administration	Weekly				

Strategy #7

STRATEGY:
The school will support the district implementation of the After School Education and Safety Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Administration, Teacher Liason, and ASES Administrator	Ongoing			After School and Education Safety (ASES)	
-ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Site Administration and ASES Administrator	Ongoing			After School and Education Safety (ASES)	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #4:
<ol style="list-style-type: none">A. Positive Behavior Plan: School will monitor and implement plan for bullying prevention and support programB. Emergency Preparedness: School will continue with implementation of school safety plan which includes disaster preparedness readiness, zero tolerance for violence and drug abuse prevention, and Migrant Health Services.C. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic.D. School goal of 97% daily attendance for grades Kinder to 8th.
Data Used to Form this Goal:
Suspensions from 2013-14 Attendance Data from 2013-2014
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Daily referrals and suspensions Parents also help in evaluating this plan including School Site Council (SSC), English Learner Advisory Committee (ELAC), Title I Meetings: Coffee with the Principal, and Parent Teacher Association (PTA). The Outreach Coordinator will review the Attendance Policy as well as the Attendance Goal for students during parent meetings.

Strategy #1

STRATEGY:
The school will ensure the ORC works with teachers to decrease student bullying.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Outreach Coordinator to Support teachers dealing with Bullying	Administration and ORC	Ongoing	See Goal 1 Strategy 4			
Implementation of Minnesota Smoking Prevention Program- 6th Grade	Administration, 6th Grade, and ORC	Annual	Not Applicable			
7th and 8th grade teachers will implement Project Alert Curriculum in science classes.	Positive Behavior Support Team	Ongoing	Not Applicable			
Leadership and Administrative Team review and update Comprehensive Safe School Plan	Administration and Leadership Team	Annual	See Goal 1 Strategy 1			
The school counselor will work with students to make positive choices in adverse situations.	Administrators	Daily				
Administrators and ORC will visit classrooms and reward students following the 3 B's.	Administration and ORC	Bi-Weekly		0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	5000
Administration and ORC will reward Perfect Attendance	Administration and ORC	Monthly		0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	2400
Administration will provide Enrichment Activities to improve school climate	Administration and teachers	Monthly		0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	12500

Strategy #2

STRATEGY:
The school will ensure there is a plan to transition students to kindergarten working with teachers and the ORC.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Night Meetings: for In-Coming Kindergarten and 1st Grade students	Administration, ORC, Kinder Teachers, and 1st Grade Teachers	May 2015	See Goal 1 Strategy 3			

Strategy #3

STRATEGY:
The school will support the district implementation of the After School Education and Safety Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liason: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liasons. Meets with School Staff as needed. 	Administration, Teacher Liason, and ASES Administrator	Ongoing			After School and Education Safety (ASES)	
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Administration and ASES Administrator	Ongoing			After School and Education Safety (ASES)	

Strategy #4

STRATEGY:
The school will implement a transition plan for students transitioning to 7th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
"Extra time" 6th grade team and 7th grade teachers to collaborate	Administrators and ORC	January 2015-May 2015	Funding See Goal 1 Strategy 1 (\$20,000.00			

Strategy #5

STRATEGY:
The school will ensure professional development in the area of bullying and restorative justice.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for teachers in the area of bullying and Restorative Justice	Staff and Administration	See Goal 1 Strategy 2				

Strategy #6

STRATEGY:
The school will ensure parents receive training on Cyber Safety.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Training on Cyber Safety to identify what is a proper Cyber Citizen	Administration and teachers	Annual	Not Applicable			

Strategy #7

STRATEGY:
The school will support the district implementation of the After School Education and Safety Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Administration, Teacher Liason, and ASES Administrator	Ongoing			After School and Education Safety (ASES)	
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Administration and ASES Administrator	Ongoing			After School and Education Safety (ASES)	

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	Discretionary	59,366.00
0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	61,650.00
	LCFF - Targeted	5,500.00
0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	53,300.00
0001-0999: Unrestricted: Locally Defined	Title I	103,028.00
0001-0999: Unrestricted: Locally Defined	Title III	44,976.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Discretionary	59,366.00
LCFF - Discretionary	61,650.00
LCFF - Targeted	58,800.00
Title I	103,028.00
Title III	44,976.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Top priorities for Kamala School are: increase English Learner proficiency levels and decrease the amount of students performing below grade level.

Identify the major expenditures supporting these priorities.

Intervention Service Providers, Tutoring, and Teacher Release Time are the main expenditures to support these top priorities.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Strategies that have been fully implemented in this SPSA: Student Study Meetings, parts for Promethean Board, collaboration among grade levels and tutoring students performing below grade level.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

N/A

What specific actions related to those strategies were eliminated or modified during the year?

N/A

Identify barriers to full or timely implementation of the strategies identified above.

N/A

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

N/A

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

N/A

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

After/ Before School Tutoring increased our number of Re-designated Fluent English Proficient students to 63 students for the 2013-2014 School Year.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
Amount of tutoring impended in the spring.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other: Personnel was not available to tutor students outside of school hours

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications:
Advertise the position outside of the school

Involvement/Governance

How was the SSC involved in development of the plan?

Input from SSC meetings was gathered and used to assist in the creation of the plan.

How were advisory committees involved in providing advice to the SSC?

The ELAC Parent Survey was reviewed and comments from the committee were considered as the plan was created.

How was the plan monitored during the school year?

Essential Literacy Skills Assessments, DIBELS Screenings, as well as publisher testing were used to monitor the plan during the school year.

Parents also help in evaluating this plan including School Site Council (SSC), English Learner Advisory Committee (ELAC), Title I Meetings, Coffee with the Principal, and Parent Teacher Association (PTA).

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Schedule meetings to review the goals and strategies each trimester with all stakeholders.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Goal 4 for school safety was met. The number of suspensions were reduced by using the Ripple Effects software with students.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

The CST Exam was not administered. There are not new progress scores for Math and ELA.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

No strategies related to this goal were not fully implemented.

Based on this information, what might be some recommendations for future steps to meet this goal?

To meet this goal in the future, early intervention in the primary grades is needed to ensure students are performing at Proficiency or beyond in ELA and math.

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
Christine McDaniels	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claudia Jimenez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kimberly Burchmore	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mario Torres	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frank Godinez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christina Bradford	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yesenia Llepez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hala Alsamaan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Corine Pinon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ezekial Angel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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.



KAMALA ELEMENTARY SCHOOL

• 634 West Kamala Street, Oxnard, CA 93033 • tel (805) 385-1548 • fax (805) 486-2893

Principal: Christine McDaniel

Assistant Principal: Jorge Mares

School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ that parents play an integral role in assisting their child's learning;

Parents are invited to attend trainings on homework assistance, reading, and math skills.

Parents are invited to attend grade level meetings to discuss CST and grade level standards.

- ✓ that parents are encouraged to be actively involved in their child's education at school;

Parents are invited to volunteer in their child's classroom.

- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Parents are part of the School Site Council and English Learner Advisory Committee.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the Kamala School Parent Involvement Form, which is distributed annually at the beginning of the school year. Teachers review the Kamala School Parent Involvement Form and policies with the students at the beginning of the year. Parents are asked to read and discuss the Kamala School Parent Involvement Form with their students and sign and return an acknowledgment form.

- ✓ Kamala School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Kamala School will make the School Parental Involvement Policy available to the local community. Kamala School Parent Involvement Form will be available on the school website, in the school office, handed out at Back to School Night in the fall, and to parents who register after the start of the school year.
- ✓ Kamala School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Kamala School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Kamala School convenes an annual and regular meeting to inform parents of the following (transportation, babysitting, flexible meeting names will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's district wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Kamala School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

- School Site Council

- English Learner Advisory Committee
- Connect Ed Messages

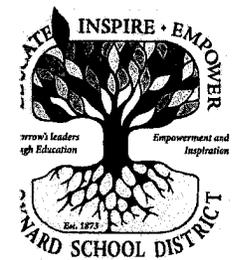
The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- School Site Council
- ELAC
- Parent Volunteers in the classroom
- Basketball games
- Parent-Teacher-Student Conferences
- PTA
- Back-to-School Night

Training for Parents:

- State Academic Standards
- CST
- CELDT
- Kindergarten Preparation
- Junior High Preparation
- Homework Assistance



KAMALA ELEMENTARY SCHOOL

• 634 West Kamala Street, Oxnard, CA 93033 • tel (805) 385-1548 • fax (805) 486-2893

Principal: Christine McDaniel

Assistant Principal: Jorge Mares

Políza Escolar de Participación de los Padres

DECLARACIÓN DE INTENCIONES:

La participación de los padres y miembros de la comunidad es un componente esencial en la crianza de los estudiantes. Todos los esfuerzos para invitar y considerar los padres y comunidad se hizo para asegurar el éxito de nuestros estudiantes. Un equipo de padres, maestros y administradores desarrollaron la siguiente políza escolar de participación de los padres/comunidad.

Participación de los padres significa la participación de los padres en comunicación regular, de dos vías, y significativa que involucre el aprendizaje académico de los estudiantes y otras actividades escolares, incluida la garantía de-

- que los padres tomen una parte integral en ayudar en el aprendizaje de sus hijos;

Los padres están invitados a asistir a cursos de formación sobre ayuda con la tarea, la lectura y las matemáticas.

Los padres están invitados a asistir a las reuniones a nivel de grado para discutir los estándares de nivel de grado y CST.

- que a los padres se les anime a participar activamente en la educación de sus hijos en la escuela;

Los padres están invitados a ser voluntarios en el salón de su hijo.

- los padres son socios plenos en la educación de sus hijos y se incluyen, en su caso, en la toma de decisiones y en comités de asesoramiento para ayudar en la educación de sus hijos;

Los padres son parte del Consilio Escolar y de Comité de Asesoramiento de Aprendizaje de Ingles (ELAC).

Información acerca de las polizas escolares y las oportunidades de participación se comunican a través del contacto directo con los padres de la siguiente manera:

- La Políza Escolar de Participación de los Padres y el Compacto de la Escuela y Padres se distribuye a los padres y estudiantes en el Formulario de Participación de Padres de la Escuela Kamala se distribuye anualmente al comienzo del año escolar. Los maestros repasan el el Formulario de Participación de Padres de la la Escuela Kamala y polizas con los estudiantes al

comienzo del año. Los padres deben leer y discutir el Formulario de Participación de Padres de la Escuela Kamala con sus hijos y firmar y devolver una forma de reconocimiento.

- La Escuela Kamala notifica a los padres acerca de la Políza Escolar de Participación de los Padres en una forma comprensible y uniforme y, en la medida de lo posible, distribuye esta política a los padres en un lenguaje que los padres puedan entender.
- La Escuela Kamala hara que la Políza Escolar de Participación de los Padres este disponible en una manera comprensible y forma uniforme y a la medida de lo posible, distribuye esta poliza a los padres en un idioma que puedan comprender los padres.
- La Escuela Kamala hara que el La Políza Escolar de Participación de los Padres esten disponibles a la comunidad local. El Formulario de Participación de Padres de la Escuela Elm en la página web de la escuela, en la oficina de la escuela, repartidos durante la Noche de Regreso a la Escuela en el otoño, y para los padres que inscriban a sus hijos después del inicio del año escolar.
- La Escuela Kamala actualiza periódicamente la Políza Escolar de Participación de los Padres para satisfacer las necesidades cambiantes de los padres y la escuela.
- La Escuela Kamala ha adoptado el Compacto de la Escuela y Padres como un componente de su Políza Escolar de Participación de los Padres.

LAS POLIZAS ESCOLARES, OPORTUNIDADES DE PARTICIPACION, Y REUNIONES

La Escuela Kamala convoca una reunión anual y regular para informar a los padres de los siguientes (transporte, cuidado de niños, dias flexibles para reuniones se discutiran):

- Que la escuela de su hijo participa en el Programa Título I,
- Acerca de los requisitos del Programa Título I,
- De sus derechos a participar, (una copia de la poliza del distrito sobre la participacion de los padres)
- Sobre la participación de la escuela en el Programa Título I (estado del programa de asistencia específica)

Además, la Escuela Kamala lleva a cabo un foro abierto para los padres y los miembros de la comunidad para involucrar más a los padres en el desarrollo y acuerdo común de su Políza de Participación de los Padres.

Los padres cuentan con una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica para medir el progreso del estudiante y los niveles de competencia que los estudiantes tienen que cumplir serán proporcionados.

- Cuaderno de los Padres y Recursos de la Comunidad tendra los siguientes:
 - Poliza Escolar de Participacion de los Padres
 - Calendario de la escuela y reuniones
 - Manual del Padre/Estudiante
 - Información sobre Evaluación
 - Descripción de plan de estudios de Artes del Lenguaje Inglés y Matemáticas y otras materias.
- Sitio Web de la escuela proporciona información sobre el personal, las actividades de las clases y recursos para padres.
- Un folleto es distribuido por cada grado que describe los estandares que se impartirán durante el año.

Si lo solicitan los padres, oportunidades para reuniones regulares para formular sugerencias y para participar, según proceda, en las decisiones relativas a la educación de sus hijos, y responder a cualquier sugerencia tan pronto como sea posible serán discutidos. Se le dará respuesta oportuna a las inquietudes y sugerencias de los padres / miembros de la comunidad.

- Concilio Escolar (School Site Council)
- Comité de Asesoramiento de Aprendizaje de Ingles (ELAC)
- Mensajes (Pre-grabados) Telefonicos (Connect Ed)

Compacto de la Escuela/Padres/Estudiantes es parte de la Poliza de Participación de los Padres. El compacto ha sido desarrollado por profesores, padres y administradores. En él se describen las responsabilidades de la escuela y los padres para mejorar el rendimiento de los estudiantes y los medios en el que hacerlo.

Creación de capacidades para la participación de padres / comunidad está incluida en la Políza de Participación de los Padres del Distrito. Las actividades específicas incluyen:

- Concilio Escolar (School Site Council)
- Comité de Asesoramiento de Aprendizaje de Ingles (ELAC)
- Padres voluntarios en el salon
- Juegos deportivos
- Conferencias de Padres-Maestros-Estudiantes
- PTA
- Noche de Regreso a la Escuela
- Cena de la Comunidad

Formación para los padres:

- Estándares Académicos del Estado
- CST
- CELDT
- Preparación para Kindergarten
- Preparación para Secundaria
- Asistencia de Tareas

Christine McDaniels
 Kamala Elementary School
 (Change Account)

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Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
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[School Site Council Membership](#) **Recommendations and Assurances** [Parent Involvement Policy](#)

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
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement

 Signature


 Signature

 Signature

 Signature

 Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

Attested:

Typed Name of School Principal

Christine McDaniels

Signature of School Principal

2/9/15

Date

Typed Name of SSC Chairperson

Claudia Jimenez

Signature of SSC Chairperson

2/9/15

Date

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School Site Council Membership

Recommendations and Assurances

Parent Involvement Policy



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The Single Plan for Student Achievement

School: Lemonwood K-8 School
CDS Code: 56725386100333
District: Oxnard School District
Principal: Ramona Villavicencio
Revision Date: February 13, 2015

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:

Contact Person: Ramona Villavicencio
Position: Principal
Phone Number: 805-385-1551
Address: 2200 Carnegie Court
Oxnard, California 93033
E-mail Address: rvillavicencio@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Lemonwood K-8 School's Vision and Mission Statements

"Learners Today, Leaders Tomorrow"

We strive to educate, inspire, and empower each student to become a successful and productive citizen in a culturally diverse 21st century.

School Profile

Lemonwood K-8 School Vision and Mission statements:

"Learners Today, Leaders Tomorrow"

We strive to educate, inspire, and empower each student to become a successful and productive citizen in a culturally diverse 21st century.

The Lemonwood K-8 School staff believes the total school community must work together to support our students achieve academic success. Our focus is to facilitate opportunities and experiences for our students to be inspired and empowered to be decision makers and ultimately be productive citizens in a diverse culture.

The Lemonwood K-8 School community involves our parents, community business owners, teachers, support staff, students and administrators. Together we promote that our students are well rounded children prepared for the 21st Century. We have a Student Study Team, School Leadership Team, School Site Council, English Language Advisory Committee, Parent-Teacher Association (PTA) and a Student Council engaged in the cultivation of a positive school culture. Our teachers, staff and parents are dedicated to supporting a school-wide program for the social development, through clubs and sports, as well as academic through before and after school tutoring.

We continue to fine tune our focus and instructional practices, implementing a district-wide Response to Intervention model to leave No Child Behind. As a recipient of Federal Title I funds (NCLB), we are working diligently in each classroom to produce no less than 20% growth for each student. Federal Adequate Yearly Progress (AYP) goals for 2012-13 were 89.2% of students proficient at grade level in English Language Arts and 89.6% proficient at grade level standards in Mathematics.

Despite our efforts to improve student achievement, results from the California Standardize Test which show a decrease of students at proficiency or better in English Language Arts and Mathematics, our students in the Below Basic and Far Below Basic level have moved toward the Basic level. It is clear that students at the intensive levels have made gains. In looking at the longitudinal data from 2010 to 2013 for Lemonwood K-8 School, we can see that students have made steady growth in English Language Arts in grades 3 (from 24%, 25% to 29%) and 4th (48%, 46%, to 54%) grade. All significant subgroups decrease in the number at proficient by 18- 26 points. The results for 2012-13 for the school show that school wide growth, without disaggregating subgroup data show increase in the percentage of students reaching proficiency over the five year period (2010-2013).

Along with an increase in moving Basic, Below Basic, and Far Below Basic to Proficient and Advanced. Students with disabilities increased by 1 percent in Language Arts. However, students with disabilities decreased significantly by 16 percent in Mathematics. Significantly, all students decrease by 4 percent school wide. The Hispanic, English Learners and Socially Economic Disadvantage (SED) subgroups decrease between 3 percent and 6 percent. Mathematics was an area of focus to maintain status from the previous year or increase students' proficiency.

Lemonwood K-8 School has a large subgroup of English Learners (ELs). In 2013, English learners did not achieve the Annual Measurable Achievement Objectives 1 (AMAO1) with a 51.4 % under the benchmark of 59.0%. The AMAO 2 goal was 22.8%, Lemonwood ELs less than 5 years scored 10.8%. The California English Language Development Test (CELDT) data demonstrates a large concentration of English learners in the early intermediate to intermediate proficiency levels. Intervention programs need to be more strategic and focus to accelerated the proficiency language levels of English learners.

Upon reviewing the data in the fall, the Leadership team revised and will continue to monitor the delivery of intervention services.

Students at the intensive levels will receive support from classroom teachers during Universal Access time for English Language Arts and Math with support from Intervention Support Providers (ISP) and the Instructional Coach. Students scoring Basic, Below Basic and Far Below Basic will have the opportunity to participate during intersession sessions as available throughout the year. English Learners in grades 3-7 at the intermediate language proficiency level will have the opportunity to participate in the English Language Development Academy to increase English fluency based on academic and content vocabulary. These interventions will be staffed by Lemonwood K-8 School staff or district teachers, as available.

The School Site Plan for Student Achievement indicates district approved assessments will be given at regular intervals for both English Language Arts and Math. Data from these assessments will be analyzed at monthly grade level meetings to identify students for intervention at the Strategic and Intensive levels. Teachers will use assessments results to guide instruction, data will be input into OARS for review by teachers, site administration and district administration. DIBELS, enVision Math Topic, and Essential Literacy Skills benchmarks will be used on a regular basis to monitor students' academic mastery of grade level Common Core State Standards (CCSS).

Student in grades 3-6th participated in 2013-14 SBAC computerized field test.

A new focus of the implementation will be taking placed throughout the year, as teachers are all trained in the Common Core State Standards assessments, Smarter Balance blueprints assessment and Depth of Knowledge (DOK) levels.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	580	582		11	10		0	0		0	0	
Growth API	741	720		782								
Base API	731	742			782							
Target	5	5										
Growth	10	-22										
Met Target	Yes	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	545	556		473	493		538	544		46	44	
Growth API	735	715		734	710		732	713		628	596	
Base API	726	736		719	735		727	733		593	628	
Target	5	5		5	5		5	5				
Growth	9	-21		15	-25		5	-20				
Met Target	Yes	No		Yes	No		Yes	No				

Conclusions based on this data:

1. All significant subgroups decrease in the number at proficient by 18- 26 points.
2. Students in grade four in the content area of English Language Arts, and students in grade three in the content area of Mathematics have shown the most growth over time in moving students out of far below basic and toward proficiency.
3. The results for 2012-13 for the school show that school wide growth, without disaggregating subgroup data show increase in the percentage of students reaching proficiency over the five year period (2009-2013).

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		--			--		
Number At or Above Proficient	238	213		5			--			--		
Percent At or Above Proficient	41.0	36.6		45.5	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		98	100	
Number At or Above Proficient	216	195		186	166		212	191		10	10	
Percent At or Above Proficient	39.6	35.1		39.3	33.7		39.4	35.1		21.7	22.7	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	No		No	No		--	--	

Conclusions based on this data:

1. All students assessed decrease by 4 percent school wide. The Hispanic, English Learners and SED subgroups decrease between 3 percent and 5 percent. English Language Arts was an areas of focus to support the development of content and academic vocabulary for English Learners.
2. Students with disabilities made a minimal increased of one percent.
3. The results for 2012-13 for the school show that school wide growth, without disaggregating subgroup data show increase in the percentage of students reaching proficiency over the five year period (2009-2013).

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		--			--		
Number At or Above Proficient	297	273		6			--			--		
Percent At or Above Proficient	51.2	46.9		54.5	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		98	100	
Number At or Above Proficient	274	254		240	220		268	250		22	14	
Percent At or Above Proficient	50.3	45.7		50.7	44.6		49.8	46.0		47.8	31.8	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. Significantly, all students decrease by 4 percent school wide in Mathematics. The subgroups Hispanic, English Learners and SED decrease between 3 and 6 percent. Mathematics was an area of focus school wide to maintain status from the previous year or increase students' proficiency in this academic area.
2. Students with disabilities decreased significantly by 16 percent in Mathematics.
3. The results for 2012-13 for the school show that school wide growth, without disaggregating subgroup data show increase in the percentage of students reaching proficiency over the five year period (2009-2013).

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			2	1	12	9	26	19	94	70	134
1			12	11	26	23	25	22	49	44	112
2			20	16	53	41	37	29	18	14	128
3	1	1	12	11	42	40	34	32	16	15	105
4	1	1	23	33	31	45	7	10	7	10	69
5	5	8	22	35	22	35	13	21	1	2	63
6	6	10	21	34	26	43	6	10	2	3	61
Total	13	2	112	17	212	32	148	22	187	28	672

Conclusions based on this data:

1. Lemonwood School has a large subgroup of English Learners (ELs). 19 percent of ELs are at or above Early Advanced (EA). 54 percentage of ELs are between Early Intermediate (EI) and Intermediate (I) levels on the CELDT.
2. The majority of the English language development appears to be taking place in Kindergarten through second grade.
3. Much of the focus needs to be around the Early Intermediate and Intermediate CELDT levels.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	540	522	535
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	540	522	535
Number Met	311	283	280
Percent Met	57.6%	54.2%	52.3%
NCLB Target	56.0	57.5	
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	557	120	543	112	549	112
Number Met	81	51	76	32	72	47
Percent Met	14.5%	42.5%	14.0%	28.6%	13.1%	42.0%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

Conclusions based on this data:

1. The number of English learners at the proficient in 2013-14 AMAO 1 CELDT level decreased from 1.9 percent from the previous year.
2. AMAO 2 students that have been in the US for less than 5 years continue to remain at a constant 1.0% percentage decrease or increase within the past three years, not meeting the AMAO benchmarks.
3. AMAO 2 students that have been in the US for more than 5 years increased significantly by 14 percent from 2012-2013.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. The total number of English learners identified that participated in the assessment under AMAO increased over the past three years the data is reviewed. Students missed the target between 3 to 7 percent over the past three years.
2. Students identified as AMAO 2 have not made adequate progress in meeting the target for the less than 5 years, as well as for those students 5 years or more of English language development instruction.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #1:

- A. Transitional Kindergarten students will meet the districts benchmarks for the grade level for kindergarten readiness by the end of 2014-15.
- B. All Kindergarten students will meet the DIBELS benchmark consisting of First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency and Essential Skills by the end of 2014-15.
- C. All 1st Grade students will meet the DIBELS benchmark consisting of First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency and Essential Skills by the end of 2014-15.
- D. All students will increase performance level by one level or maintain at grade or advanced levels in ELA using the IFAs.
- E. The percent of students scoring below proficiency on district benchmarks in ELA assessment will reduce by 20%, as these students move toward grade level standards in 2014-2015.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, and Foster Youth.

Data Used to Form this Goal:

Monitor on OARS with literacy coach:

- Transitional Kindergarten district benchmarks
- Essential Literacy Skills (grades K and 1st)
- DIBELS data (Kindergarten - through 6th grades)
- IDEL data for ELS
- Site-based Vocabulary Development Practice in Read About program.
- STAR (Accelerated Reader) diagnostic test report
- CELDT
- Grade level assessments and curriculum benchmarks (grades Transitional Kindergarten and 7th grade)

Findings from the Analysis of this Data:

- Kindergarten- 49% of the students attained the DIBELS benchmark for End of Year; same percentages on both English and Spanish tests.
- 1st grade- 59% of students attained the DIBELS benchmark for End of Year in English; 53% in Spanish.

How the School will Evaluate the Progress of this Goal:

- DIBELS and Essential Skills
- Technology based assessments through the iPads
- Teachers will meet in grade level meetings after assessment period to analyze data
- Progress Monitoring
- SMART Goals analysis
- Student Monitoring Conferences
- Assessment-driven classroom instruction and RtI interventions with Instructional Coach and ISP teachers
- Response to Intervention and Instruction system
- Smarter Balance Field Test Results (Grades 3-7)
- Interim Formative Assessment
- Standards Plus monitoring assessments grades 2-8
- STAR (Accelerated Reader) diagnostic test report

Strategy #1

STRATEGY:
Teachers will implement the ELA CCSS using the state approved Language Arts Curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Level Student Monitoring Grade level and vertical teaming meetings once monthly for at least two hours to collaborate on the implementation of CCSS ELA, plan lessons, identify strategic instructional strategies, and identify needed resources and support personnel.	Principal, Assistant Principal, Leadership Team grade level representative, Teachers	September 2014-June 2015 Facilitate, schedule and coach teachers at grade level meetings	Teacher Substitute (Extra Help)	1000-1999: Certificated Personnel Salaries	Title I	2,000.
	Classroom Teacher	Participate meaningfully in vertical teaming meetings, set schedules, share lesson plans, and engage in lesson study, discussions, and analysis of data.	Teacher Substitute (Extra Help)T	1000-1999: Certificated Personnel Salaries	Title III	9,000.
	Instructional Coach	Facilitate and support grade level meetings and vertical teaming meetings and provide diagnostic data and observation reports as requested	Teacher Substitute (Extra Help)	1000-1999: Certificated Personnel Salaries	Discretionary	8,000.00
Instructional Coach TK-8th grade	Instructional Coach: Support all grade level teachers in the implementation of CCSS, lesson planning, data analysis, and lesson modeling. The Instructional Coach guides and supports Intervention Service Providers (ISP)	August 2014-June 2015 Substitute teachers per day for a total of 8 days	District-Funded	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CCSS based instruction implementation on a daily basis from bell to bell direct, explicit teacher instruction in core curriculum areas with core content collaboration and active student engagement. Effective use of Promethean Smart boards to enhance instruction in each classroom.	Principal, Assistant Principal, Teachers, Instructional Coach Computer Technician supports the implementation of technology, applications on iPads.	August 2014-June 2015 Observation and grade level teaming monitoring		1000-1999: Certificated Personnel Salaries	None Specified	0
		August 2014-June 2015	District Funded for Computer Tech.	2000-2999: Classified Personnel Salaries	District Funded	48,384
RSP teachers and paraeducators will support general education classroom teachers as push-in/pull-out, Co-Teaching, as required per student in special education in mainstream settings.	Principal, RSP teachers, Paraeducators, an General education Teachers	August 2014-June 2015 The Resource teachers will provide support for students in the push-in or pull-out setting in Reading, Math and/or writing as scheduled in the student's IEP.	District Funded	None Specified	District Funded	0
Implement district-wide adopted SIOP	Principal, Assistant Principal, Teachers, Instructional Coach and ELD TOSA	August 2014-June 2015 Teachers implement SIOP strategies. Classroom observations made by Principal and Assistant Principal	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
<p>Use of computer lab, notebooks, iPods, iPads and teacher iPads, Promethean Board and software to enhance and expand upon classroom instruction.</p> <p>Updates for needed computers, printers, headphones, projectors etc.</p> <p>Duplo machines</p> <p>Maintenance Agreements for school copy equipment</p>	Principal, Assistant Principal and Computer Technician, Teachers	August 2014-June 2015	Technology software and applications	None Specified	Title I	5,000.	
			Technology, computer supplies, projector and software. Non-capitalized equipment	4000-4999: Books And Supplies	LCFF - Discretionary	10,000.00	
	Principal	Administration and the Computer Technician monitor the use, and working conditions of technology			None Specified	Discretionary	41,000.
		Administration, SOM and teachers monitor the use of the duplicating machine to provide supplemental materials for students.		Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	3,992.
		Ongoing			None Specified	Discretionary	3,000.
Principal							
Teachers will place publication orders for materials for students use to support the learning process.	Principal, Instructional Coach and Teachers	<p>August 2014-June 2015</p> <p>Teachers use publication services to make copies for student materials for classroom use, intervention or homework review.</p>	Publications, Materials and Supplies	None Specified	Discretionary	11,000.	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional core materials provided by the district (adopted or pilot curriculum)	Administration, Instructional Coach, Textbook Coordinator	Ongoing Implementation of curriculum to support student learning in ELA CCSS, Math CCSS, SOC, SC and ELD	District Funded	4000-4999: Books And Supplies	District Funded	0
Classroom materials and supplies for students to use for learning process.	Principal, SOM, OA, and Teachers	Ongoing Principal orders materials and supplies for students' use for learning process.	Classrrom Materials and Supplies and Warehouse supplies and materials	None Specified	Discretionary	37,524.98

Strategy #2

STRATEGY:
 All students in grade kindergarten through 8th will have the opportunity and access to academic intervention, including the opportunity to enrichment activities that will enhance learning opportunities.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ISP teachers to work with 1st grade through 8th grade students	Principal, Instructional Coach, Teachers	September 2014-June 2015 APS Essential Program Components DIBLES Essential Literacy Skills Grade Level benchmarks Interim Formative Assessments	None Specified			0
Standards Plus CCSS for students in grades 3-8th, and other supplemental RtI2 Accelerated Reader for students in grades 1-8th	Principal, Instructional Coach, Teachers Principal, Instructional Coach, Teachers, Computer Technician	August 2014-June 2015 Meetings to discuss full implementation of programs to best meet the academic needs of students	4000-4999: Books And Supplies	Title I		14,000.
			4000-4999: Books And Supplies	Title III		2,000.
			4000-4999: Books And Supplies	LCFF - Discretionary		15,000
			4000-4999: Books And Supplies	Discretionary		8,000.
Daily re-teach/ Universal Access time will be scheduled in each classroom. ISP teachers support teachers with intervention student groups using supplemental instructional materials	Instructional Coach, Teachers, RSP Teacher and ISP teachers	August 2014-June 2015 ISP teachers support teachers with intervention student groups	None Specified	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Before or after school academic instruction tutoring for academic at risk students and special populations (foster, homeless)	Principal, Teachers, Instructional Coach	October 2014-May 2015 Principal monitors time sheets and lessons for tutoring sessions submitted by teachers for tutoring students at academic risk		1000-1999: Certificated Personnel Salaries	LCFF - Targeted	8,000.
Extension of classroom experiences and activities to development language cross curricular (field trips, enrichment assemblies, enrichment materials for robotics, art supplies for students in grades 2-3).	Principal, Assistant Principal, ORC and Teachers, PTA	Sept. 2014-June 2015 Principal monitors and approves standard based aligned enrichment activities	LCFF	4000-4999: Books And Supplies	LCFF - Targeted	8,600.
Conduct Coordinated services team (COST) and Student Success Team (SST) meetings to address the needs of at risk students.	-Administration, Instructional Coach, Special Education teachers, Teachers, Psychologist, ORC and Counselor (COST Team, SST Team, IEPs)	August 2014-June 2015 Hire a substitute teacher for the general education teachers to participate in student monitoring meetings (one sub per meeting day once a month for special education meetings).	School Funded Teacher Substitute	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	3,000.
Conduct initial, annuals and triennial IEPs	Administration, Instructional Coach, Special Education teachers, General Ed. teachers, Psychologist, ORC and Counselor (COST Team, SST Team, IEPs)	August 2014-June 2015 Hire a substitute teacher for the special education teacher (RSP) to participate in student monitoring meetings (one sub per meeting day once a month for special education meetings)	District Funded for 6 days of substitute teachers for Special Education	1000-1999: Certificated Personnel Salaries	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Software Applications for (TK-8th grade students) iPads, iPods and PCs, Subscription VPP for devices	Principal, Computer Technician, Teachers	Ongoing August 2014- June 2015 Teachers will notify the Computer Technician and Principal of applications to be used by students in particular grade levels or school-wide implementation of applications and software programs. Teachers will integrate technology to assist students develop reading, phonics vocabulary and literacy skills using the iPad	School Funded	4000-4999: Books And Supplies	LCFF - Targeted	10,000.
				4000-4999: Books And Supplies	Title I	5,400.
Migrant Education Services	Director of ELS and Principal	August 2014 - June 2015 Migrant students participate in academic intervention services during weekends sessions	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	0
Library Technician	Principal and Library technician	August 2014- June 2015 The Librarian provided opportunities for student to checkout books to read during class and or home. The librarian keeps inventory of AR books.	District Funded	2000-2999: Classified Personnel Salaries	District Funded	53,576.00

Strategy #3

STRATEGY:

Kindergarten teachers will support in-coming kindergarten students by hosting meetings and workshops for their parents use that will prepare students for Kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent will be encouraged to participate in meetings/workshops for In-Coming Kindergarten students	Principal, Outreach Consultant, Instructional Coach and Kindergarten Teachers	August 2015 Kindergarten teachers present workshops to incoming kindergarten parents school readiness expectations, school norms/rules and CCSS focus	School Funded	1000-1999: Certificated Personnel Salaries	Title I	2,000
Kindergarten studnets will be invited to attend summer school to facilitate the process of becoming school ready	Principal, ORC and Teachers	August 2015 In-coming Kindergarten school preparedness and readiness with one parent orientation meeting	School Funded	None Specified	Title I	1,200.

Strategy #4

STRATEGY:
 Middle school teachers will collaborate with each other to support 6th - 8th grade students make a smooth progression through the grades while meeting the requirements for high school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
“Extra time” for 6th grade team and 7th grade teachers to collaborate and with literacy coach	6th and 7th Grade Teachers, Instructional Coach and Principal	February 2015-June 2015 Principal will provide collaboration time for middle school teachers and RSP teachers to collaborate. Teachers will be subbed out for collaboration.		None Specified		0
Special Education 6th grade students transition meeting to 8th grade	Principal, RSP teachers, Special Education teachers, Psychologist, Counselors	February 2015 – May 2015		None Specified	None Specified	0
6th and 7th grade teaching teams plan and schedule parent education sessions to articulate to parents 7th grade course requirements and CCSS and middle school grading policy and expectations	Administration, 6th and 7th grade Teachers	March 2015– May 2015 Materials and supplies for meetings, extra time for teachers Materials for meeting	School Funded for Materials and Supplies	None Specified	Title I	500.
6th grade students take the district required reading and math assessments for middle school class placement.	Principals' calendar, Assistant Principals, 6th and 7th grade Teachers	Spring 2015 Schedule date and list of students who will receive the placement assessments	Assessment District Funded	None Specified	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6th and 7th grade students take elective Inventory survey	Principal, 6th and 7th grade Teachers	January 2015 – February 2015 Teachers give 6th and 7th grade students an elective inventory survey for their academic program	School Funded for Materials and Supplies	None Specified	Title I	200.

Strategy #5

STRATEGY:
 All teachers will participate in ELA CCSS professional development sponsored by the district, county or in-service. Technology component will be part of the professional development for all teacher using the adopted curriculum and the CCSS (not less than 10% for school’s Title I budget).

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Common Core State Standards grade level specific professional development and collaboration of ELA Units	Principal, Assistant Principal, Instructional Coach, and K-7th Grade Teachers	September 2014 - June 2015	50% School Funded for Materials and Supplies	None Specified	Title I	5,000.
		Agenda kept by the Principal. Instruction provided by Administration, Instructional Coach, Teachers	LCFF School Funded for Materials and Supplies	None Specified	LCFF - Discretionary	5,000.
Two SIP days (CCSS, Accelerated Reader, Cultural Proficiency, Technology)	Principal, Assistant Principal, Instructional Coach, Teachers, Consultants	Aug. 18 & October 31, 2014	District Funded Time for Teacher Collaboration	1000-1999: Certificated Personnel Salaries	District Funded	
		Professional development in CCSS, Accelerated Reader, Cultural Proficiency, Technology	Materials and Supplies	None Specified	Title I	2,000.
P.D. provided by district for staff as needed to support student achievement	Principal, Assistant Principal, Instructional Coach, Teachers	August 2014 - June, 2015	District Funded Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
P.D. Conferences available for K-7th teachers to attend for CCSS, Technology, ELD (CUE, VCOE, CABE, OARS)	Principal, K-8 grade Teachers	July 2014 - June 2015 Principal approves and approves funding for teacher professional development	88%	None Specified	Title I	5,000.
			12%	None Specified	Discretionary	700.
			Memberships dues for teachers to the organization (CUE)	None Specified	Discretionary	480.
Technology Professional Development for K-7th grade Teachers (after school sessions)	Principal, District Personnel	July 2014-June 2015	Professional Development District Funded	None Specified	District Funded	

Strategy #6

STRATEGY:

Parents will be encouraged and will have the opportunity to participate in committees and informational meetings about the academic outcomes of our students, and become of the resources and services provided to our students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings Required: Parent Compact Parent Involvement Policy; plus other school information	Principal	Three times during the year 2014-2015 and at Back to School Night Review school wide students academic achievement results, APS Essential Components, Educational Programs (K-8 Reconfiguration), Technology implementation Agendas, minutes, and sign- in sheets	Materials and supplies	None Specified	Title I	1,000.
6 School Site Council meetings per year	Principal	September 2014 – May 2015 Materials and supplies	80% 20%	None Specified None Specified	Title I Title III	120. 30.
6 ELAC meetings per year	Principal, Assistant Principal, ORC	September 2014 – May 2015 Materials and supplies	80%	None Specified	Title III	200.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Family Nights and Day Workshops</p> <p>Parent Workshops for Kindergarten students in the development of Essential Literacy Skill,</p> <p>Grades K-3 Reading, Writing, Mathematics and vocabulary development for the grade level</p> <p>Family Nights Grades 4-7 Literacy and Mathematics</p> <p>Family Informational meetings: Technology Awareness and Safety</p>	Administration, RSP teacher, Instructional Coach and Teachers	<p>Nov. 2014- May 2015</p> <p>Staff will provide families the opportunity to participate with their student/s in hands-on literacy and mathematics activities to assist parents in supporting their student in the learning process.</p>	Materials and Supplies	4000-4999: Books And Supplies	Title I	3,000.

Strategy #7

STRATEGY:
 Qualifying 1st - 8th grade students will participate in the Oxnard Scholars After School Program on a daily basis. Students will receive assistance in homework, as well as participate in sports, and enrichment activities.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator, Principal, ASP Coordinator 	Principal, Teacher Liaison, ASES Administrator, ASP Coordinator, City of Oxnard Staff	September 2014-May 2015 Teacher Liaison supports the after school program staff with academic support, strategies and intervention groups (Grade level benchmark results, DIBELS, Essential Skills)	ASES Funding	None Specified	After School and Education Safety (ASES)	3,600
ASES Administrator meets monthly with site Principal to evaluate program and work on aligning the after school program to the day programs and services/resources	Principal, Teacher Liaison, ASES Administrator, ASP Coordinator, City of Oxnard Staff	September 2014-May 2015	N/A	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #2:

- A. Transitional Kindergarten students will count, recognize, represent, name, and order a number of objects (up to 10)
- B. Kindergarten- 89.6 percent of all students will count, recognize, represent, name, and order a number of objects (up to 30); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
- C. 1st Grade- 89.6 percent students will count, read, and write whole numbers to 100; Count and group objects in ones and tens; know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
- D. 2nd – 6th Grades- Students and the significant sub-groups in 2nd- 6th Grade will score 89.6 percent “proficient” or “advanced” in the EnVisions Math Topics or IFAs.
- E. Students and the significant sub-groups in 7-8th grade will score 85.0 percent “proficient” or “advanced” in Mathematics.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, and Foster Youth.

Data Used to Form this Goal:

- Scotts Foresman enVision topics (chapter) assessments K-6 grade
- Placement and End of year (post) tests for Scott Foresman, grades 1-6
- MathLinks unit assessments for 7th grade

Findings from the Analysis of this Data:

- Kindergarten- 75% of the students attained on the End of Year Scott Foresman test.
- 1st grade- 75% of students attained on the End of Year Scott Foresman test EnVisions.
- 2-6 grade students will attain 80% on the End of Year Scott Foresman test EnVisions.
- 7th grade students to score Proficient or Advanced based on CCSS grade level benchmarks on MathLinks

Students to attained grade level benchmarks on the End of Year Scott Foresman.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings to monitor students' Math achievements after assessment periods
- Assessment-driven classroom instruction and RtI interventions with support from the Instructional Coach and ISP teachers
- Scott Foresman K-6 Diagnosis Intervention Systems
- Use of OARS for Progress Monitoring, flexible instructional grouping, intervention responses
- Monthly grade level SMART Goals
- EnVisions Topic (chapter) assessments
- Interim Formative Assessments in Mathematics (IFA)
- MathLinks unit assessment results for 7th grade students
- OARS assessments
- Smarter Balance Field Test Blueprints
- Standards Plus monitoring assessments grades 2-8

Strategy #1

STRATEGY:

Teachers will implement the Math CCSS using the state approved Mathematics Curriculum or pilot math program.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Level Student Monitoring Collaboration grade level and vertical teaming meetings after school	Principal, Assistant Principal, Instructional Coach, Teachers	August 2014 - June 2015 EnVision Math Topic assessments and MathLinks unit assessments, IFAs Collaboration between teachers at grade and vertical teaming for students intervention groups	See Goal 1 Teaching and Learning for Teacher Substitute funding			
The Instructional Coach provides teacher support for students grades K-8 needing intervention in mathematics	Instructional Coach	August 2014-June 2015 The Instructional Coach and teachers collaborate to provide students academic intervention and monitoring their progress in math.	See Goal 1	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ISPs to work with grades K-8 using approved EnVisions Math Curriculum and MathLinks intervention resources	Principal, Instructional Coach , ISP teachers, teachers	September 2014 - June 2015 ISP teachers with support of the Instructional Coach and regular classroom teachers using SMART GOALS provide support to students at risk.	See Goal 1	None Specified		0
School-wide focus on developing math academic core vocabulary	Instructional Coach, Teachers and ISP teachers	August 2014 - June 2015 Monitored by grade level teams and Instructional Coach		None Specified		0
Assessment-driven rigorous, grade level standards-based (CCSS) daily bell to bell direct, explicit teacher instruction in core curriculum areas with active student engagement, implementation of CCSS Units and fidelity to adoptions.	Principal, Assistant Principal, Teachers	August 2014 - June 2015 Grade level student monitoring progress and implementing SMART Goals (IFAs, OARS, Scott- Foresman, MathLinks)		None Specified		0
Daily Universal Access/ re-teach time provided in each classroom. Teachers provide students a math vocabulary focus wall in their classroom.	Principal and Assistant Principal, Instructional Coach, Teachers, ISP teachers,	August 2014 - June 2015 Daily differentiated instruction provided by the teachers and ISP teachers		None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of computer labs, notebooks, iPods, iPads and Promethean Board and software to enhance and expand upon classroom instruction. Updates for needed technology equipment for students's use (computers, headphones, etc.)	Principal, Assistant Principal, Computer Lab Technician, Teachers	August 2014-June 2015 Teachers use technology to support basic mathematics and problem solving skills		None Specified		0
Use of applications, computer lab software to enhance and expand upon classroom instruction to include iPads and iPods for student use. Focus on the development of strong academic math vocabulary.	Principal, Assistant Principal, Computer Lab Technician and Teachers	August 2014 - June 2015 Teachers integrate math technology applications (MobyMax, Math Cards and others to support the lesson review of skills)	See Goal 1	None Specified		0
Use of portable technology (SM, Brainpop, Online EnVisions). iPad applications (MobyMax, Splash Math, NearPod, others as requested by each grade level)	Principal, Assistant Principal, Computer Lab Technician, Teachers	August 2014 - June 2015 Teachers integrate technology in their daily lesson cross disciplinary subjects.	See Goal 1	4000-4999: Books And Supplies		0

Strategy #2

STRATEGY:
 All students in grade kindergarten through 8th will have the opportunity and access to Mathematics academic intervention, including the opportunity to enrichment activities that will enhance learning opportunities.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental RtI2 materials (CAMS and STAMS, Intervention Box from Scott Foresman) to be used as math intervention program; Touch Math and Math Coach for RSP students, Standards Plus CCSS Math	Principal, Assistant Principal, Instructional Coach, Teachers, RSP Teachers, ISP teachers	August 2014-June 2015 Intervention support provided to all students (challenge to at risk students)	See Goal 1			0
Daily re-teach/ Universal Access time will be scheduled in each classroom.	Instructional Coach, ISP Teachers, Teachers	August 2014 - June 2015 Minimum 30 minutes in Math of UA time provided differentiated instruction to students by the general teachers, and/or ISP teachers.	See Goal 1			
ISP Teachers provide intervention services to 1st -8th grade students using Standards Plus, EnVisions intervention or challenging activities, including supplemental math materials .	Principal and Instructional Coach, ISP Teachers and General Education teachers	January - April 2015 Teachers provide minimum 30 minutes of Universal Access differentiated academic intervention targeting specific skills.	See Goal 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School-wide focus on developing basic computation skills, memorization of basic facts to be discussed during grade level meetings. Students utilize iPads applications to facilitate instruction in math	Principal, Assistant Principal, Computer Lab Technician, Teachers	August 2014 - June 2015 Grade level teachers agree on iPad and computer software and applications for student use to support mathematics. Principal approves funding.	N/A See Goal 1 for software and computer applications funding			
After school academic instruction tutoring for targeted students.	Administration, Instructional Coach and Teachers	October 2014 - June 2015 Before or after school tutoring provided by teachers	See Goal 1 for Teacher Extra Help funding			
Intervention program sessions for students in Math that are performing below grade level standards	Principal, Assistant Principal, Instructional Coach and Teachers	November 2014 -May 2015 Identify students that need the Rtl intervention support in grade level math skills and provide support and monitoring.	See Goal 1 for intervention sessions funding.			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7th grade students will have the opportunity to participate in after school Math Club and Robotics. Both programs will support 7th-8th grade students in the application of Mathematical terms and functions. Students will use their critical and logical thinking to solve problems (enrichment materials and supplies)	Principal, Computer Lab Technician, Math Teacher	November 2014-June 2015 Math teacher, Robotics advisor will work with students to apply skills and strategies learned in the class related to mathematics that can be applied to constructing robots.	See Goal 1 for funding			

Strategy #3

STRATEGY:
Kindergarten teachers will support in-coming kindergarten students by hosting meetings and workshops for their parents use that will prepare students for Kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent will be encouraged to participate in meetings/workshops for In-Coming Kindergarten students	Principal, Outreach Consultant, Instructional Coach and Kindergarten Teachers	August 2015 Kindergarten teachers present workshops to incoming kindergarten parents school readiness expectations, school norms/rules and CCSS focus	See Goal 1			

Strategy #4

STRATEGY:
 Middle school teachers will collaborate with each other to support 6th - 8th grade students make a smooth progression through the grades while meeting the requirements for high school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
“Extra time” for 6th and 7th grade teachers to collaborate	Administration, 6th-8th grade teachers, Instructional Coach	February 2015-June 2015	See Goal 1			
Special Education 6th grade students transition meeting to 8th grade	Principal, Special Education teachers, Psychologist, Teachers	February 2015 – June 2015				
6th and 7th grade teams time to plan and schedule two parent education sessions to support the transition between elementary and intermediate school.	Administration, 6th-8th grade Teachers	January 2015 – June 2015 Materials and supplies for the meetings, extra time for teachers	See Goal 1			
6th grade students take the math placement assessments for Intermediate school class placement.	Principal, Assistant Principal, Instructional Coach and Middle School Teachers	Spring 2015 Schedule date for collaboration, develop list of students who will take the placement assessment for future placement	See Goal 1			

Strategy #5

STRATEGY:
 All teachers will participate in Math CCSS professional development sponsored by the district, county or in-service. Technology component will be part of the professional development for all teacher using the adopted curriculum and the CCSS (not less than 10% for school’s Title I budget).

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Two SIP days (SIOP, CCSS and, Cultural Proficiency, technology)	Principal, Assistant Principal, Instructional Coach, Teachers	Aug. 18, 2014 & October 31, 2014 See goals and task from Goal 1; Professional Development	See Goal 1 for funding source Materials and supplies			
P.D. for staff as needed and required in CCSS Math to support student achievement (district and county provided)	Principal	July 2014 - June 2015	District Funded Professional Development		District Funded	
Teachers participate in conferences, workshops to improve the integration of technology and core Mathematics.	Principal, Teachers, Instructional Coach	August 2014 - June 2015 Principal approves funding and professional development registration provided by the county and other professional development providers	See Goal 1 Professional Development			

Strategy #6

STRATEGY:

Parents will be encouraged and will have the opportunity to participate in committees and informational meetings about the academic outcomes of our students, and become of the resources and services provided to our students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings Required: -Parent Compact, Parent Involvement Policy and school information	Principal, Assistant Principal	Meetings are scheduled four times a year including the Back to School Night meeting	See Goal 1			
6 School Site Council meetings per year	Principal, Assistant Principal	Sept. 2014 – May 2015	See Goal 1			
6 ELAC meetings per year (almost monthly)	Principal, Assistant Principal	Sept. 2014 – May 2015	See Goal 1			
Family Night Grades K-3 Math focus Family Night Grades 4-7 Math focus	Administration, RSP Teachers, Instructional Coach, and Teachers	Nov. 2014- May 2015 Teachers provides families the opportunity to participate with their student in hands on activities in developing skills in mathematics	See Goal 1			

Strategy #7

STRATEGY:
Qualifying 1st - 8th grade students will participate in the Oxnard Scholars After School Program on a daily basis. Students will receive assistance in homework, as well as participate in sports, and enrichment activities.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator, Principal and ASP Coordinator 	Principal, ASES Administrator, ASP Coordinator and City of Oxnard Staff	September 2014 - May 2015	See Goal 1 ASES Funded			
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services	Principal, ASES Administrator, ASP Coordinator and City of Oxnard Staff	September 2014-May 2015	See Goal 1 ASES Funded			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Learners

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #3:

- A. AMAO 1: 51.4% of all English Learners met the benchmark of one Proficiency level increase on the CELDT.
- B. AMAO 2: The indicator is for students to have reached Early Advanced or Advanced on the CELDT. This is divided into students who have been here for:
 - 5 years or less (the goal is 20.3 %)
 - More than 5 years (0%)
- C. AMAO 3:
 - 89.5% EL students in 3-7 will score Proficient or Advanced on the 2014-15 CAASPP English Language Arts State Test.
 - 89.5% EL students in 3-7 will score Proficient or Advanced on the 2014-15 CAASPP English Math State Test.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, and Foster Youth.

Data Used to Form this Goal:

- Monitor monthly ELD progress in individual classes
- Monitor HMR skills assessments
- Monitor school-wide 5 Star Writing program progress using student work samples.
- CELDT AMAOs
- DIBELS/IDEL
- Star (AR) Placement

Findings from the Analysis of this Data:

- 2014 EOY DIBELS/IDEL
- Kindergarten- 1st grades 49%of the students attained the DIBELS benchmark for End of Year on the English and Spanish tests.
- 2014-15 CELDT results
- Progress Monitoring Standards Plus monitoring assessments grades 2-8

How the School will Evaluate the Progress of this Goal:

- DIBELS/IDEL and Essential Literacy Skills
- Technology based assessments through the iPads
- Teachers will meet in grade level meetings after assessment period to analyze data
- Progress Monitoring Standards Plus monitoring assessments grades 2-8
- SMART Goals analysis
- Assessment-driven classroom instruction and RtI interventions with Instructional Coach and ISP teachers
- Response to Intervention and Instruction system
- Smarter Balance Field Test Results (Grades 3-7) CAASPP
- Interim Formative Assessment
- STAR (Accelerated Reader) diagnostic test report

Strategy #1

STRATEGY:
 Teachers will implement the ELA/ELD CCSS using the state approved Language Arts and ELD approved curriculum for each grade level.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ELD instruction provided daily minimum 30 minutes for each English learner student in grades K-8.</p> <p>ELD teaming at each grade level so that not more than 2 language proficiency levels are in each ELD group.</p>	Principal and Assistant Principal, Instructional Coach, Teachers and ELD TOSA	<p>August 2014 – June 2015</p> <p>Classroom observations and monitor the implementation of ELD Standards within the required ELD instructional time and SIOP strategies implemented</p>	N/A	1000-1999: Certificated Personnel Salaries	None Specified	0
<p>1st-3rd grade Transitional Bilingual Education (TBE) classes will follow the District Board policy regarding (Bilingual) daily instructional time in English Language.</p>	Administration, Instructional Coach and ELD TOSA, Teachers	<p>August 2014– June 2015</p> <p>Classroom observations and monitoring instructional for ELD</p>	N/A	1000-1999: Certificated Personnel Salaries	None Specified	0
<p>SIOP Model implementation school-wide in each classroom to support ELA/ELD CCSS</p>	Administration, Instructional Coach and ELD TOSA and Teachers	<p>District scheduled Professional development 2014-2015</p> <p>Classroom observations and monitor the implementation of ELD Standards within the required ELD instructional time and SIOP strategies implemented</p>	Centralized Funding See Goal 1; Professional Development	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers at the different grade levels implement the use of SIOP instructional strategies and vocabulary building bulletin boards in each classroom for ELA, Math, Science and Social Studies and ELD (Core Vocabulary Handbook).	Principal, Assistant Principal Instructional Coach and Teachers	August 2014 – June 2015 Administration, Instructional Coach, and ELD TOSA model ELD-SIOP lessons	N/A	None Specified	None Specified	0
Teachers in grades 6th-7th trained in Academic Tool Kit	Principal, ELD TOSA, Instructional Coach, Teachers	August 2014- June 2015 Observation of implementation District Scheduled Professional Development 2014-15 and follow-up with SIOP consultant	District Funded Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Dual Language Immersion Educational Program for Transitional Kindergarten and Kindergarten students (option available fall 2014) and 1st grade	Principal, Director of ELS, ELD TOSA and DLI Teachers	August 2014 - June 2015 District to provide Professional Development to new DLI teachers in educational program standards, objectives and curriculum.	District Funded	1000-1999: Certificated Personnel Salaries		
Imagine It! DLI district adopted curriculum and staff development	Principal, Director of ELS, ELD TOSA, Teachers	July 2014- June 2015	District Funded materials			
Estrellitas (Spanish phonics and syllable development program) to be implemented in DLI classes	Principal, Director of ELS, ELD TOSA, Teachers	October 2014- June 2015 Dual language Immersion Teachers implement Estrellitas to support vocabulary and word recognition	District Funded materials and staff professional development			
Words Their Way, Step Up to Writing programs	Principal, Instructional Coach,	September 2014 - June 2015 Teachers have available different supplemental materials to utilize during Respond to Intervention instruction	See Goal 1 for funding supplies and materials			0
			District funded materials	4000-4999: Books And Supplies		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Tool Kit (6th and 7th grade)	Principal, Instructional Coach, and Teachers	September 2014 - June 2015 Academic Tool Kit implemented by 6-7th grade teachers with English Learners	District Funded	4000-4999: Books And Supplies	District Funded	

Strategy #2

STRATEGY:
 All students in grade kindergarten through 8th will have the opportunity and access to English Language Development academic intervention, including the opportunity to enrichment activities that will enhance learning opportunities. Reclassified Fluent English Proficient and ELRT students have the opportunity to participate in ELD.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide primary language intervention support to Kindergarten classroom through ISP teachers	Principal, Assistant Principal, Instructional Coach, Teachers	August 2014 – June 2015 Meeting with Kindergarten teachers, Instructional Coach and administration	See Goal 1 for Funding			
Use of supplemental materials to supplement English learners during intervention support (ELD Academy)	Principal, Instructional Coach, Teachers, and Computer Technician	Ongoing August 2014 – June 2015	Materials for ELD academy intervention group	4000-4999: Books And Supplies	LCFF - Discretionary	2,000.
		Administration and Instructional Coach monitor and observe the implementation of the program as intervention supplemental material for Kindergarten-8 students	Materials for ELD academy intervention group	4000-4999: Books And Supplies	Title III	2,000.
		Purchase intervention ELD resources as needed to use with below grade level ELs including, iPad applications	See Goal 1 Materials and Supplies for funding	4000-4999: Books And Supplies	Title I	10,000.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All Sheltered English Immersion (SEI) classroom teachers will have completed district ELPD, ELD SIOP, and SDAIE training.	Principal, ELD TOSA, Teachers	Ongoing August 2014-June 2015 Classroom observations	District Funded ELD TOSA Services for P.D. support	1000-1999: Certificated Personnel Salaries	District Funded	0
Intervention services for English Learners in English Language Arts and Math	Principal and Assistant Principal, Instructional Coach, Teachers	November 2014 - June 2015 Administration and Instructional Coach and Teachers set up intervention classes for at risk students	See Goal 1	None Specified	None Specified	0
Intervention support for English learners RFEP monitoring and ELRT student monitoring	Principal, Assistant Principal, Instructional Coach and ELD TOSA	November 2014 – June 2015 Intervention for RFEP students at risk for academic failure are given intervention support and monitoring for two years (Catch-Up Plan) ELRT students are provided intervention under a "Catch-Up" plan to support students to move to early advance on their language proficiency English language development	86% 14%	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title III LCFF - Discretionary	9,460.00 1,540.00

Strategy #3

STRATEGY:
 Kindergarten teachers will support in-coming kindergarten students by hosting meetings and workshops for their parents use that will prepare students for Kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent will be encouraged to participate in meetings/workshops for In-Coming Kindergarten students	Principal, Outreach Consultant, Instructional Coach and Kindergarten Teachers	August 2015 Kindergarten teachers present workshops to incoming kindergarten parents school readiness expectations, school norms/rules and CCSS focus	See Goal 1 for Funding			

Strategy #4

STRATEGY:
 Middle school teachers will collaborate with each other to support 6th - 8th grade students make a smooth progression through the grades while meeting the requirements for high school. English learners will have academic support in English Language Development to become Reclassified prior to transitioning to high school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration time for 6th-7th grade teachers	Principal, 6th -8th grade teachers and Instructional Coach	February 2014-June 2015 Teachers collaborate	See Goal 1 for funding			
Special Education 6th-8th grade students transition meeting	Principals, Special Education teacher, Counselors and Psychologist, General Education teacher	February 2014 – May 2015 Articulation for new student				
Collaboration between elementary school and middle school to plan and schedule two parent education sessions to support the transition between elementary and middle school.	Principal, Assistant Principal , Teachers, Instructional Coach	Spring 2015 Parent informational meetings	See Goal 1 for funding			Materials and supplies
6th grade student take reading assessment for Intermediate school class placement	Principal, Assistant Principal, 6th grade teachers and Instructional Coach	Spring 2015 Principals' calendar meeting, schedule date and list of students taking the placement assessments	See Goal 1 for funding			
Spanish course of study for 7th grade students	Principal, ELS Director, Spanish Teacher	August 2014 - June 2015 One middle school Spanish Teacher to implement curriculum	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Spanish teacher will implement the Spanish Curriculum provided by the district (year one Spanish)	Principal, Spanish Teacher	August 2014-June 2015 Full implementation of the Foreign Language Spanish curriculum.	District Funded	4000-4999: Books And Supplies	District Funded	

Strategy #5

STRATEGY:

All teachers will participate in ELA/ELD CCSS professional development sponsored by the district, county or in-service. Technology component will be part of the professional development for all teacher using the adopted curriculum and the CCSS (not less than 10% for school's Title I budget).

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Two SIP Days (CCSS, SIOP, Culture Proficiency and Technology)	Principal, Assistant Principal, Instructional Coach, Consultant, Teachers	Aug. 18 & October 31, 2014 Teachers participate in in-house professional development. Teachers present technology application for the iPad use.	See Goal 1 for funding			
P.D. for staff as needed to support student achievement (district and county provided)	Principal, Teachers	August 2014 - June, 2015	District Funded Professional Development See Goal 1	1000-1999: Certificated Personnel Salaries	District Funded	
P.D. Conferences for teachers to support student academic achievement	Principal	July 2014 - June, 2015 Principal approves registration and funding for professional development provided by the county or outside the district PD providers (CUE/CABE)	See Goal 1 for funding			

Strategy #6

STRATEGY:
 Parents will be encouraged and will have the opportunity to participate in committees and informational meetings about the academic outcomes of our students, and become of the resources and services provided to our students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6 ELAC meetings per year	Principal	Sept. 2014 – May 2015	See Goal 1	None Specified	None Specified	0
Parent ESL and technology classes	Principal, Assistant Principal, ELS Director	December 2014 - June 2015 Three teachers to provide Adult ESL instruction. One teacher to provide technology instruction for parents	Adult ESL Literacy evening class	1000-1999: Certificated Personnel Salaries	Title III	8,000.
			Adult ESL instruction two teachers paid by the district Adult ESL (1T) and technology (1T) instruction two teachers to be school funded			
			Materials and Supplies	4000-4999: Books And Supplies	Title III	3,234.58
School Site Council Meetings	Principal	September 2014 - May 2015 Principal to provide information to parents about school plans to improve students' academic progress, services and resources	School Funded Materials and Supplies			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Family Nights for content and academic vocabulary development.	Administration, Instructional Coach, and general education teachers	November 2014 - May 2015 Sessions are scheduled four times a year	See Goal 1			
Title I Meetings	Principal and Assistant Principal	Four times a year, including Back to School Night meeting Principal provides academic results and students progress in ELA, MATH and ELD, provides an overview of services and resources available to English learners	See Goal 1 for Funding			

Strategy #7

STRATEGY:
 Qualifying 1st - 8th grade students will participate in the Oxnard Scholars After School Program on a daily basis. Students will receive assistance in homework, as well as participate in sports, and enrichment activities.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator collaborative meetings 	Principal, ASES Administrator, ASP Liaison, ASP Coordinator, City of Oxnard staff	September 2014-May 2015 Monthly meetings to discuss ways to support students who academic at risk	See Goal 1 ASES Funded			
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services	Principal, ASES Administrator, ASP Coordinator, City of Oxnard	September 2014 - May 2015				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Safety

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #4:

At Lemonwood K-8 School, our goal is to provide a safe and clean learning environment for all students and staff. In achieving this goal, we will implement School Safety Plan (updated yearly) with frequently monitored emergency drills. Our teachers and school wide staff will continue to receive professional development on the implementation School-wide Positive Behavior Plan the Three B's.

At Lemonwood K-8 School all students and staff will participate in a school-wide implementation of role model and peer mediation partnering middle school students with primary grade level students.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, and Foster Youth.

Data Used to Form this Goal:

- In comparison from 2013-14 to this year we have improved our attendance rate from 98.30% in month two to 98.43% in the same month. The annual average for Attendance in 2013-14 was 97.43% . On the average the tardy rate is approximately 2.12%.
- Number of discipline referrals to the office for 2013-14 was on average 7 a month.
- Suspension rate for 2013-2014 was 36.
- Expulsion rates for 2013-2014 was zero percent.
- Accidents and injuries involving students and/ or staff reported in 2013-2014 was approximately 15 cases.

Findings from the Analysis of this Data:

In analyzing the data, we found that our students and their families often need additional support such as counseling, dental, medical, and other resources that the Outreach consultant brings in from the community for our students.

The following support is provided by the Out Reach Consultant

- Networks with community based organizations to bring into our school resources and services (dental, medical, vision, counseling, etc.) to our students and their families.
- Provides support in organizing COST and SST meetings and ensuring that the team follows through with the recommendations made for each student's academic; social/emotional well being.
- Schedules in-house SARB meetings with parents, and sets up attendance contracts.
- Advises the Student Council, TUPE, Tobacco Bus, Perfect Attendance, Red Ribbon Week and other activities for students

How the School will Evaluate the Progress of this Goal:

- Reduction the discipline referrals to see administration.
- Reduction in tardies and absences
- Reduction in suspensions/expulsions
- Reduction in accidents and injuries

Strategy #1

STRATEGY:
Teachers will introduce sixth grade students to curriculum and activities that are design to discourage students from tobacco use.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of the Minnesota Smoking Prevention Program to all sixth grade students	6th Grade Teachers, Outreach Counsultant, Principal	January 2015 – May 2015	TUPE Grant District Funded	None Specified	None Specified	

Strategy #2

STRATEGY:

Students are provided with resources and services that support their social-emotional well being. Students are rewarded and recognized throughout the school year for positive behavior, attendance and academics. Students are encouraged to make positive choices using the 3Bs (Be Respectful, Be Responsible and Be Safe).

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
City Impact provide Triple P Parenting classes to parents of students with social, emotional and behavior needs.	Adminstration, ORC and Community agency	Ten sessions one a week in the year.	Outside source MOU with the district	None Specified	None Specified	0
		ORC responsible for taking recommendation and making parent contact for their participation in the Triple P Program	Outside source MOU with the district	None Specified		0
Oxnard Police Department provide Parent Project classes to parents of students with social, emotional and behavior needs.	Adminstration, ORC and Community agency	Ten sessions one a week in the year. January -March 2015	Childcare	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1,000.
Childcare Provided	Principal, childcare providers (campus supervisors)	January 2015-June 2015 Principal to fund childcare				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Outreach Consultant makes contact with families and provides resources for services provided by district and or community agencies (City Impact, Interface, Oxnard Police Department, etc.)	Principal, Outreach Consultant	August 2013 – June 2014 Perform duties to support families, students and staff with school, district and community services and resources (counseling, medical, dental, clothing, food etc.)	District Funded	2000-2999: Classified Personnel Salaries	District Funded	56,743.
Big Smiles provides free dental screenings and treatment.	Principal and ORC	Fall 2014 – Summer 2015 ORC monitors records of student referrals to and schedules for BS services. Date schedule with Principal	Outside source MOU with the district	None Specified	None Specified	0
City Impact and Interface Children & Family Services provide individual and group counseling	Principal, Assistant Principal and ORC (community services)	As needed referral made by ORC SST team, ORC and Principal monitors records of student referrals to counseling services	Outside Resource	None Specified	None Specified	0
Salad Bar Implementation and healthy eating choices instruction	CNS Director, Kitchen Lead and Principal	Sept. 2014- June 2015 Healthy eating choices, Students have the choice of vegetables and fruits for lunch in addition to a hot entree.	District Funded	None Specified	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fresh Fruit and Vegetables Nutrition Program	Principal, CNS Director, Kitchen Lead	September 2014- June 2015 Students Kinder through 7th grade are offered (free of charge) a healthy snack three times during the week	CNS/District Funded	None Specified	District Funded	0
Positive Behavior School-wide Plan (Incentive cards for positive behavior and student prizes)	Administration, ORC, Leadership Team, all staff	August 2014 – June 2015 Students are recognized every trimester for positive behavior using the 3Bs. Students are given a reward every Friday for showing school spirit and names are draws from the Caught You Being Great tickets for a reward.	Materials and Supplies rewards and certificates	4000-4999: Books And Supplies	LCFF - Targeted	2,500.
			Materials and Supplies	4000-4999: Books And Supplies	Title I	2,000.
Mixteco families have access to MICOP services, translation, and parenting workshops	Administration, NfL Director,	October 2014 – June 2015	District Funded	None Specified	District Funded	0
Comprehensive Safe School Plan including Fire Drills, Lockdown Drills, Earthquake and Evacuation	Principal, Assistant Principal, Safety Committee Team	September 2014 – June 2015 All school personnel, students and guest participate in school emergency drills one a month for fire, bi-monthly lock-downs, and earthquake 3-4 times a year.	Materials and supplies Equipment supplies and materials for emergency bins and backpacks	None Specified	Discretionary	1,000.00
					LCFF - Discretionary	1,000.05

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Red Ribbon Week Anti Drug Awareness Week	Principal, Assistant Principal and ORC	Last week in October 2014 School staff participate in school wide focus of encouraging and motivating students to 'Say No to Drugs' during Red Ribbon Week.	Materials and Supplies rewards and certificates	None Specified	LCFF - Discretionary	2,000.
Read Across America	Principal, Assistant Principal and ORC, Instructional Coach	Staff participates Staff and students participate in school wide reading, students receive incentives for their participation.	Materials and Supplies rewards and certificates	None Specified	Discretionary	1,000.
Counselor	Principal, Counselor	October 2014-June 2015 The principal works closely with the counselor to identify students needing emotional and psychological support. The counselor works with students in small groups to facilitate socialization and teach acceptable behavior in different situations, including conflict.	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	100,932.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Incentives	Administration and Teachers	August 2014-June 2015 Students are recognized every trimester for academic achievement, AR, Essential Skills mastery and mastery of standards per teacher recommendations and benchmarks results.	Materials and Supplies rewards and certificates	None Specified	LCFF - Targeted	2,000.
					Title I	3,000.38
Attendance Incentives	Administration, ORC and Attendance Technician	August 2014-June 2015 Students are recognized for perfect attendance at a special attendance assembly. Students must be at school everyday and on time. Students with attendance will be referred to Mini SARB (school level) or SARB (district level).	Materials and Supplies	None Specified	LCFF - Targeted	2,500.
Peer Mentor Program	Administration, Peer Mentor Adviser	February 2015-June 2015 Principal will provided funding for students to be trained to be peer mentors to younger students. Middle school students will mentor students in grades 2nd through 6th.	Site Funded Materials and Supplies	4000-4999: Books And Supplies	Title I	500.
					LCFF - Discretionary	500.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Peer Mediator	Administration, Peer Mediator Adviser	February 2015-June 2015 Principal will provided funding for middle school students to be trained to be peer mediator and assist younger students with conflict resolution.	Site Funded Materials and Supplies	4000-4999: Books And Supplies	Title I LCFF - Discretionary	500. 500.
Student Council	Principal, Student Council Adviser	February 2015-June 2015 Principal and Adviser will work with students in the council to plan and execute school wide student activities to encourage academics, positive behavior, school spirit, and outstanding citizenship. Student Council will encourage student involvement at all grade levels in sports, clubs and other student groups for social development.	Site Funded Materials and Supplies	4000-4999: Books And Supplies	Title I LCFF - Discretionary	1,000. 1,000.
Students will utilize playground equipment during organized play.	Principal, Teachers	Winter 2015 Teachers will have available equipment for organized play at recess and additional equipment for physical education.	Equipment (materials and supplies)	None Specified	Title I	14,785.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Nine playground staff to assist in the supervision of students in grades TK-8	Principal, Assistant Principal and Playground Aids	August 2014-June 2015 Playground staff will supervise students during recess and lunch breaks		2000-2999: Classified Personnel Salaries	Discretionary	78,619.90

Strategy #3

STRATEGY:
 In-coming kindergarten students will have the option to participate in summer school prior to the beginning of the school year.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-coming kindergarten students will participate in summer school session for kinder readiness.	Principal, Assistant Principal, Teachers	August 2015	Site Funded	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2,000.
		Principal and teachers will provide in-coming kindergarten students the opportunity to participate in summer school for school readiness preparation	Site Funded Supplies and Materials	4000-4999: Books And Supplies	LCFF - Discretionary	3,000.
Students will use material that will prepare them for kindergarten	Principal, Assistant Principal, Instructional Coach Teachers					

Strategy #4

STRATEGY:
 Middle school teachers will collaborate with each other to support 6th - 8th grade students make a smooth progression through the grades while meeting the requirements for high school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration of 6th-7th grade teachers to articulate students academic needs	Administration, Instructional Coach, RSP Teachers and General Education Teachers	April 2015 Principal and Teachers will provide informational meetings to parents about middle school expectations.	N/A	None Specified	None Specified	0
Academic and Behavior Expectation Assemblies for Middle School Students	Administration, ORC, Counselor, Teachers	Three times a year students are recognized for academic achievement at awards assemblies (1 orientation before the beginning of the school year, upon the return of winter and spring breaks)	Materials and Supplies for certificates and rewards	None Specified	Title I	5,000.

Strategy #5

STRATEGY:
Teachers will participate in professional development

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Two SIP days Teachers participate in professional development in Culture Proficiency, technology	Principal and Assistant Principal, Instructional Coach, Teachers and Consultant	Aug. 18 & October 31, 2014 Principal will schedule the professional development staff. Teachers present technology application to the school staff.	District Funded work days	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #6

STRATEGY:

Parents have the opportunity to participate in committees to become informed of services, resources and outcomes for student achievement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6 School Site Council meetings	Principal and School Site Council Members	Sept. 2014 – May 2015 Principal makes presentations for approval of the Comprehensive School Safety Plan.	See Goal 1	None Specified	None Specified	0
6 ELAC meetings per year	Principal	Sept. 2014 – May 2015 Principal makes presentations for suggestions and recommendation of the Comprehensive School Safety Plan and other student activities, services and resources	See Goal 1	None Specified		0
Parents are invited to be part of our Safe School Committee to plan needed emergency supplies and conduct at least once yearly emergency dismissals.	Administration, ORC, Safety Committee	August 2014 – June 2015 Principal provides informational meetings to parents about the school safety.	Site Funded Materials and Supplies	4000-4999: Books And Supplies	Discretionary	200.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent and Student Meetings about the Rules and Expectation for iPad use (Technology) Safety Meetings	Principal and Computer Technician	October 2014, January and April 2015 Principal to approve funding for the materials and supplies, and also for childcare	Materials and supplies	None Specified	Discretionary	200.

Strategy #7

STRATEGY:
Qualifying students in grades 1-8 participate in the Oxnard Scholars After School Program

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison	Principal, ASES Director, Liaison	September 20124 - June 2015	See Goal 1 for Funding			
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services	Principal, and ASES Administrator, City of Oxnard Oxnard Scholars staff	September 2013 - June 2014	See Goal 1 for funding	None Specified	None Specified	0

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies		0.00
None Specified		0.00
None Specified	After School and Education Safety (ASES)	3,600.00
1000-1999: Certificated Personnel Salaries	Discretionary	8,000.00
2000-2999: Classified Personnel Salaries	Discretionary	78,619.90
4000-4999: Books And Supplies	Discretionary	8,200.00
None Specified	Discretionary	95,904.98
1000-1999: Certificated Personnel Salaries	District Funded	100,932.00
2000-2999: Classified Personnel Salaries	District Funded	158,703.00
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
	LCFF - Discretionary	3,000.05
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	6,540.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1,000.00
4000-4999: Books And Supplies	LCFF - Discretionary	33,992.00
None Specified	LCFF - Discretionary	7,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	8,000.00
4000-4999: Books And Supplies	LCFF - Targeted	21,100.00
None Specified	LCFF - Targeted	4,500.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
	Title I	3,000.38
1000-1999: Certificated Personnel Salaries	Title I	4,000.00
4000-4999: Books And Supplies	Title I	36,400.00
None Specified	Title I	39,805.00
1000-1999: Certificated Personnel Salaries	Title III	26,460.00
4000-4999: Books And Supplies	Title III	7,234.58
None Specified	Title III	230.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School and Education Safety (ASES)	3,600.00
Discretionary	190,724.88
District Funded	259,635.00
LCFF - Discretionary	51,532.05
LCFF - Targeted	33,600.00
None Specified	0.00
Title I	83,205.38
Title III	33,924.58

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

1. Explicit and rigorous implementation of ELA/ELD CCSS and Math CCSS along with Interim Formative Assessments
2. Dual Language Immersion at the K-8 schools (roll-out system beginning with Kindergarten)
3. Implementation of services and resource brought to students by the school counselor
4. Implementation of iPad devices and LCFF funding for applications for student use and instructional purposes

Identify the major expenditures supporting these priorities.

1. Professional development provided by district and VCOE for teachers and administration on ELA/ELD CCSS and Math CCSS (District funded as well as school site funded TitleI, TitleIII, LCFF)
2. Dual Language Immersion teachers starting with Kindergarten and rolling-out to the next grade level (District funded)
3. Full time employed social-emotional counselor for every school (District funded)
4. Purchase of iPads for all students in the district (District funded), applications for the iPads purchased through VPP (school site funding LCFF, TitleI and Discretionary)

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

The district in collaboration with VCOE have provided an overwhelmingly amount of professional development to teachers with an emphasis on ELA and Math CCSS, technology and other PD opportunities.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Assessments to support in a timely manner the implementation of the ELA/ED CCSS, Math CCSS

The amount of PD has been too close to each session that teachers are not given the opportunity to fully collaborate for implementation.

What specific actions related to those strategies were eliminated or modified during the year?

Teachers at Lemonwood School are subbed out once a month for a two hour collaboration, in addition to two to three additional hours every week/other week.

Identify barriers to full or timely implementation of the strategies identified above.

There are not sufficient substitute teachers to cover the needs of the district in addition to the school when providing professional development and collaboration opportunities. Teachers are not able to attend professional development or are called back to class from a workshop due to the lack of substitute teachers.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

District superintendents and school administrators are collaborating to solve the situation with the lack of substitute teachers and the amount of professional development available.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Lack of teacher collaboration to implement the ELA CCSS units with fidelity, and the assessments. Interim Formative Assessments (resembling the CAASPP) were not administered until January instead of October/November.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Teachers and Intervention Service Providers collaborate to form groups of students and provide academic intervention and monitoring of students' mastery of the CCSS standards.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

The utilization of the the Intervention Service Providers was not as effective as it could have been because they were constantly being pulled from their assignment to be substitutes in the classrooms (lack of substitutes district /county wide). In 2014-15, the employment of ISP teachers has been difficult because there is a limited number of qualified ISP providers.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

Provide limited professional development that is tied to a district focus with follow-up opportunities for collaboration.

Involvement/Governance

How was the SSC involved in development of the plan?

School Site council was involved in reviewing, revising and provided feedback regarding the SPSA. Members are involved in looking at the budget and have the opportunity to make adjustments and recommendations per students' needs. School Site Council votes for school site funding allocations to services, programs, resources and personnel for student achievement.

How were advisory committees involved in providing advice to the SSC?

Leadership Team (teacher representatives from each grade level) reviewed and helped create the actions, tasks and allocated budget for the services, resources and personnel to be paid through school site funds.

ELAC is presented with the SPSA goals, strategies, actions and funds allocated and reviewed. Members have the opportunity to voice their opinions, suggestions, concerns, and make recommendations to improve student academic achievement. The ELAC members understand that they do not have the legal rights to vote for the SPSA, but can provide recommendations that are shared with SSC for review, consideration and approval.

How was the plan monitored during the school year?

Implementation of the actions were discussed with the Leadership Team teachers, School Site Council and ELAC, and the Instructional Coach and put into action per timelines specified.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes? SPSA in Spanish translation and available on the school's webpage for quick access. Frequent review of the plan with teachers, parents and stakeholders.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Based on this information, what might be some recommendations for future steps to meet this goal?

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
Ramona Villavicencio	[X]	[]	[]	[]	[]
Jesus Cahue	[]	[X]	[]	[]	[]
Michelle Robledo	[]	[X]	[]	[]	[]
Heidi Llamas	[]	[X]	[]	[]	[]
Pam Pond	[]	[]	[X]	[]	[]
Maria Mejia	[]	[]	[]	[X]	[]
Leticia Romero	[]	[]	[]	[X]	[]
Jazmine Galindo	[]	[]	[]	[X]	[]
Mayra Plascencia	[]	[]	[]	[X]	[]
Susana Avila	[]	[]	[]	[X]	[]
Numbers of members of each category:	1	3	1	5	

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
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):

Signature



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 December 10, 2014.

Attested:

Ramona Villavicencio

Typed Name of School Principal



Signature of School Principal

12/10/2014

Date

Jesus Cahue

Typed Name of SSC Chairperson



Signature of SSC Chairperson

12/10/14

Date



Lemonwood K-8 School

Home of the Lions



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School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy.

Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—that parents play an integral role in assisting their child's learning;

- ✓ that parents are encouraged to be actively involved in their child's education at school;
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the Lemonwood K-8 School Parent Involvement form, which is distributed annually at the beginning of the school year. Teachers review the Lemonwood K-8 School Parent Involvement form and policies with the students at the beginning of the year. Parents are asked to read and discuss the Lemonwood K-8 School Parent Involvement form with their students and sign and return an acknowledgment form.
- ✓ Lemonwood K-8 School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Lemonwood K-8 School will make the School Parental Involvement Policy available to the local community.
- ✓ Lemonwood K-8 School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Lemonwood K-8 School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.



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SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Lemonwood K-8 School convenes annual and regular meetings to inform parents of the following (transportation, babysitting, flexible meeting names will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's district wide Parental Involvement Policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Lemonwood K-8 School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters provide information and parent feedback.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. Lemonwood K-8 School will communicate with parents via ConnectEd telephone call, School pamphlet, marquis, information display case, flyers and Principal's news letter.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include: Participation in parent committees such as English Lerner Advisory Committee, School Site Council, and Parent Teacher Association.



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Normas de Política Acerca de la Participación de los Padres en la Escuela

En apoyo al fortalecimiento del rendimiento académico del alumnado, cada escuela que reciba fondos del Título I, Sección A debe de presentar y redactar conjuntamente con los padres de los niños participantes y aprobada por ellos mismos una Norma de Política acerca de la Participación de los Padres en la Escuela que detalle la información requerida por el artículo 1118(b) del Decreto de Escuela Primarias y Secundarias (ESEA, por sus siglas en inglés). La norma de política establece las expectativas de la escuela acerca de la participación de los padres de familia y describe cómo la escuela implementará un número específico de actividades en relación a la participación de los padres. El convenio entre la escuela y los padres de familia está incorporado a la norma de política acerca de la Participación de los Padres de Familia en la Escuela.

Las escuelas, en consulta con los padres de familia, se les incitan a que incluyan otras actividades y acciones pertinentes y establecidas así como también que apoyen positivamente la participación de los padres de familia y fortalezcan el rendimiento académico del alumnado.

* * * * *

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos;
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos;
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos;

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de política acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el Forma Participación Paternal Escolar de la Escuela Lemonwood, el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Forma Participación Paternal Escolar de la Escuela Lemonwood y las normas de política con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Forma Participación Paternal Escolar de la Escuela Lemonwood con sus estudiantes, firmar y devolver el acuse de recibo.
- ✓ La escuela Lemonwood notifica a los padres sobre las normas de política acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La escuela Lemonwood verificará que las normas de política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local.
- ✓ La escuela Lemonwood periódicamente actualizará las normas de política acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La escuela Lemonwood ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de política acerca de la participación de los padres en la educación formal de sus hijos.



Lemonwood K-8 School

Home of the Lions



2200 Carnegie Street, Oxnard, California 93033 • (805)385-1551 • FAX (805) 487-7293

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Lemonwood convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Acerca del transporte escolar, cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito),
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Lemonwood debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de política acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

La carpeta de recursos para los padres de familia y la comunidad debe incluir:

- Normas de política acerca de la participación escolar,
 - Calendario escolar y calendario de reuniones,
 - Manuel para padres de familia y alumnos,
 - Solicitud para registrarse como voluntario e información,
 - Información sobre las evaluaciones académicas,
 - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido.
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del aula y los recursos para padres.
 - ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.
 - ✓ Los boletines mensuales del director proveerán información y las sugerencias presentadas por parte de los padres.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible.

La Escuela Lemonwood se comunicará con los padres a través llamada telefónica, folleto escolar, el marco de información, volantes, boletín de información.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de política acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

Los padres pueden participar en Comités de Padres como el Comité de Asesores de Aprendices de Ingles (ELAC), el Comité del Concilio Escolar (SSC), y la Asociación de Padres y Maestros (PTA).

The Single Plan for Student Achievement

School: Marina West Elementary School
CDS Code: 56725386055347
District: Oxnard School District
Principal: Anna Thomas
Revision Date:

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

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

Contact Person: Anna Thomas
Position: Principal
Phone Number: 805.385.1554
Address: 2501 Carob Street
Oxnard, CA 93035
E-mail Address: athomas@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Marina West Elementary School's Vision and Mission Statements

At Marina West School, we believe all students deserve an education that incorporates a meaning-centered, integrated curriculum, requiring critical thinking and the use of educational technology in a safe learning environment. We believe students should be actively involved in a respectful, caring, cohesive educational community.

School Profile

At Marina West, we are constantly striving to improve our instructional program and our service and support to children and families. We are currently implementing the Common Core State Standards (CCSS), preparing our students for the Smarter Balanced Assessments (SBAC), integrating technology into instruction and developing our Strategic Academic Focus in order to prepare students for the middle school and beyond. Our school has been reconfigured to a Kindergarten through 5th grade model. The 6th graders have moved on to the Middle Schools.

The staff at Marina West is constantly at work ensuring that our instructional program benefits the students and meets their needs. Teachers meet in grade level teams three times a month in order to plan together. They analyze data to drive instruction, use adopted materials, some supplemental materials and plan lessons which address the standards, the requirements of state assessments and the necessary skills needed in order for students to move forward with their learning. The staff participates in professional development in order to improve instructional practice. This is sometimes provided by the county, the district or the principal and the coach. The instructional coach is critical in supporting teachers with new information, strategies, assessment and data analysis.

We have instituted a Strategic Academic Focus of Environmental Science and Creative Arts. Most of our students feed into Haydock Middle School which has the same focus. We are developing lessons and units based on these themes in order to expand opportunities for student learning and engagement. Teachers can be innovative and creative in their approaches to this instruction. This focus also allows students to feel success in a variety of ways.

Marina West offers Transitional Bilingual Programs in Kindergarten, First, Second and Third grades in order to support English Language Learners. These students receive support in the Spanish language in order to make the transition to English. In all other classes which contain English Language Learners, ELD instruction is a priority. The ELD standards are the guide. ELD teaming groups students according to their CELDT levels in order to ensure that their ELD instruction is targeted to their needs. These students are closely monitored through the ELRT process established through the district's EL Services Department and during grade level meetings and student monitoring conferences. Teachers have received specific professional development in strategies (SIOP) which are designed to assist students in their acquisition of English.

We use additional programs and tools in order to provide our students with various learning opportunities. Accelerated Reader helps students to hone their comprehension skills and encourage a love of reading. The Excel Math Program provides additional opportunities for students to constantly revisit critical math skills. The computer lab is utilized by all classes for research, word processing and use of the software programs including Waterford (Grades Kindergarten and First) which is designed to allow students time to practice reading and math skills. Every student has received an iPad for use at school and at home. Teachers continue to receive training on the use of iPads and share ideas with each other. They also teach digital citizenship to students. Parents are informed of the benefits of the technology.

We have instituted an instructional and intervention program, using the RtI model, which revolves around ensuring that students are readers. All students receive differentiated instruction in reading in all grades levels on a daily basis. We have hired Intervention teachers in order to support this program. The student groups are small and the instruction is targeted to specific reading needs based on DIBELS assessment results. Our Special Education teachers are also involved and special education students are mainstreamed with the general education population through this model. Intervention materials are used, as well as supplemental materials for students who need to be more academically challenged. It has proven to be highly successful, which is evidenced by the diminishing number of upper grade students who have difficulty decoding for the past four years. Teachers focus on comprehension skills and strategies during regular classroom instruction.

We have extended this program to include math. Students who need extra assistance in math according to the assessments in our

math adoption, Envisions, and teacher created assessments, receive additional math instruction on a daily basis with intervention teachers using intervention materials. Students receive this instruction during computer lab time in order to avoid missing any critical "first instruction."

Our RtI model includes processes to identify and assist students who are not making necessary academic gains and/or are having social-emotional issues. We have regular CoST (Coordinated Services Team) and SST (Student Success Team) meetings which include the principal, the instructional coach, the school psychologist, special education staff, classroom teachers, the Outreach Consultant and parents, when necessary.

In order to provide students with a safe learning environment and to instill necessary life skills so they can continue to be productive citizens beyond their attendance at Marina West, our positive behavior program is Lesson One. All staff has been trained in and implements this program which focuses on teaching students specific skills such as, self-control, responsibility, self confidence and cooperation in order for them to be able to make safe and rational decisions concerning their conduct. It has been extremely successful as evidenced by our ever diminishing discipline referrals and suspension rates. A full time counselor has been added to our staff. The counselor works with individual students and small groups in order to provide any additional social-emotional support they may need in order to be successful.

We have regularly scheduled drills for fire, earthquake and lock downs in order for students and staff to be adequately prepared in case of emergency situations.

Parents are partners in their children's educations. We involve and inform them in a variety of ways. There are several parent meetings, such as School Site Council, English Learner Advisory Council, Title 1 Meetings, and Coffee with the Principal, during which parents receive information and have input into critical decisions. Our website is constantly updated. School newsletters and calendars are sent home and posted on the website on a monthly basis. Teachers regularly inform parents of student progress through phone calls, conferences, progress reports, and behavior charts (if necessary). Our Outreach Consultant offers support by connecting families with necessary services to address social-emotional needs. We participate in the Triple P Parenting Program. We hold transitional meetings and workshops in order to assist parents whose children may be transitioning into Kindergarten or out to the middle schools.

At Marina West, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one's academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive for excellence, which is recognized and celebrated on a continual basis.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	477	467		33	34		13	13		3	1	
Growth API	719	704		719	703		843	730				
Base API	699	720		700	722		815	843				
Target	5	5										
Growth	20	-16										
Met Target	Yes	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	415	405		257	256		420	374		57	54	
Growth API	715	702		698	698		713	695		585	529	
Base API	692	716		681	697		689	714		534	587	
Target	5	5		6	5		6	5				
Growth	23	-14		17	1		24	-19				
Met Target	Yes	No		Yes	No		Yes	No				

Conclusions based on this data:

1. We do not have state assessment results for 2014. We expect reported results this school year to establish a baseline.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		98	95		100	100		100	100	
Number At or Above Proficient	175	154		16	15		8	6		--		
Percent At or Above Proficient	36.8	33.3		50.0	46.9		61.5	46.2		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		97	95	
Number At or Above Proficient	142	126		79	70		148	110		13	8	
Percent At or Above Proficient	34.3	31.3		30.9	27.5		35.3	29.7		23.6	15.4	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1. We do not have state assessment results for 2014. We expect reported results this school year to establish a baseline.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	205	209		16	16		7	7		--		
Percent At or Above Proficient	43.1	44.8		48.5	47.1		53.8	53.8		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	175	178		105	114		174	164		9	9	
Percent At or Above Proficient	42.3	44.0		40.9	44.5		41.5	43.9		15.8	16.7	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		Yes	Yes		No	No		--	--	

Conclusions based on this data:

1. We do not have state assessment results for 2014. We expect reported results this school year to establish a baseline.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					7	15	12	25	29	60	48
1	2	4	8	17	20	42	15	31	3	6	48
2			5	9	31	53	17	29	5	9	58
3	1	2	7	15	22	46	9	19	9	19	48
4			15	33	22	49	5	11	3	7	45
5	2	5	15	36	19	45	3	7	3	7	42
6	2	9	8	36	7	32	3	14	2	9	22
Total	7	2	58	19	128	41	64	21	54	17	311

Conclusions based on this data:

1. We have a small percentage of students who scored in the advanced range.
2. The majority of our students scored in the intermediate range. Our efforts in ELD are designed to move this group to EA and Adv.
3. We need to move the students in the B and EI to Adv., EA and I.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	276	278	253
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	276	278	253
Number Met	130	157	132
Percent Met	47.1%	56.5%	52.2%
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	290	60	282	57	236	71
Number Met	37	16	52	20	33	28
Percent Met	12.8%	26.7%	18.4%	35.1%	14.0%	39.4%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	

Conclusions based on this data:

1. Our percentage of meeting AMAO 1 decreased by 4.5% from last year.
2. For AMAO 2, for students in the "less than 5 years" category, we decreased by 4.4 %. However, in the "more than 5 years" category, we did make a gain of 4.4% from last year.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. In AMAO 1 and 2, the district seems to be stagnant in its growth.
2. In AMAO 3, the district is not meeting the goals for proficient or above.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #1:

Language Arts

- A. Kindergarten- All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency as indicated on the DIBELS assessment.
- B. 1st Grade- All students will exit 1st grade at benchmark on Nonsense Word Fluency and Oral Reading Fluency as indicated on the DIBELS assessment.
- C. 2nd – 5th Grades: Student scores on the reading Interim Formative Assessment will increase by 10% or more between the Winter and Spring assessments.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic and Foster Youth.

Data Used to Form this Goal:

- DIBELS data (Kindergarten -5th grades)
- Essential Literacy Skills Benchmarks (Kindergarten and 1st grades)
- Interim Formative Assessments (grades K-5)

Findings from the Analysis of this Data:

The percentage of students attaining benchmark in DIBELS at the end of the 13-14 year:

- Kindergarten - 72%
- 1st grade - 40%
- 2nd grade - 37%
- 3rd grade - 31%
- 4th grade - 39%
- 5th grade - 32%

The percentage of students attaining benchmark in Essential Skills at the end of the 13-14 year:

- Kindergarten - 33%
- 1st grade - 41%

How the School will Evaluate the Progress of this Goal:

- Essential Skills (Kindergarten and 1st grades)
- HM assessment (K-5)
- DIBELS assessment (K-5)
- Interim Formative Assessments
- INSPECT tests
- Teachers will meet in grade level meetings after assessment periods to analyze data
- RTI
- Progress Monitoring
- SMART Goals analysis

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure the full implementation of the state approved language arts curriculum and support the Common Core State Standards for language arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Instructional Coach will support teachers in implementing the adopted curriculum.	Instructional Coach	August 2014-June 2015	Certificated Salaries: TOSA salary	1000-1999: Certificated Personnel Salaries	District Funded	105416
Implementation of systematic instruction of Language Arts using district adopted curriculum materials.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
District adopted Language Arts curriculum maps will be used to guide instruction and assessment.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Instructional materials will be duplicated as needed to support Language Arts instruction.	District Graphic Services	August 2014-June 2015	Graphic Services	5000-5999: Services And Other Operating Expenditures	Discretionary	4000
Implementation of Kindergarten through 3rd grade Transitional Bilingual Education classes following district board policy.	Teachers K-3	August 2014-June 2015	District Funded	None Specified	None Specified	0
Staff will input all formative assessment results into OARS, evaluate and analyze results and use information to inform instructional decisions.	Teachers K-5, Instructional Coach	August 2014-June 2015	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The DIBELS assessment team will screen all students three times a year.	Teachers K-5, Substitutes, Instructional Coach	September 2014, December 2014, May 2015	District Funded	None Specified	None Specified	0
			Certificated Salaries: Teacher Substitutes (15 days)	1000-1999: Certificated Personnel Salaries	Title I	887
				1000-1999: Certificated Personnel Salaries	Title III	1451
				1000-1999: Certificated Personnel Salaries	Discretionary	887
Once students are screened with the DIBELS assessment, teachers will progress monitor targeted students to monitor effectiveness of interventions.	Teachers K-5, Instructional Coach	August 2014-June 2015	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will use the DIBELS data system to monitor student progress and create student reports.	Teachers K-5, Instructional Coach	August 2014-June 2015	District Funded	None Specified	None Specified	0
Principal will conduct data conferences with teachers at least twice a year to discuss assessment results.	Teachers K-5, Principal, Instructional Coach, teacher substitutes	August 2014-June 2015	District Funded	None Specified	None Specified	0
			Certificated Salaries: Teacher Substitutes (4 subs x 4 days)	1000-1999: Certificated Personnel Salaries	Title I	660
				1000-1999: Certificated Personnel Salaries	Title III	1080
				1000-1999: Certificated Personnel Salaries	Discretionary	660
Implementation of systematic instruction on writing process (K-5) based on writing standards.	Teachers K-5, Instrucitonal Coach	August 2014-June 2015	District Funded	None Specified	None Specified	0
Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	August 2014-June 2015	Classified Salaries: Technology Technician	2000-2999: Classified Personnel Salaries	District Funded	49124
Continue to monitor and implement Accelerated Reader program.	Teachers K-5, Library Technician	August 2014-June 2015	Classified Salaries: Library Technician	2000-2999: Classified Personnel Salaries	District Funded	27508
Materials and supplies will be purchased to support the core instructional program.	All Staff	August 2014-June 2015	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	25729

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Programs, materials, supplies will be purchased in order to support the Strategic Academic Focus of Environmental Science and Creative Arts.	Teachers K-5	August 2014-June 2015	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	16505
Teachers will have use of the laminator, Duplo copy machines and Xerox copy machines in order to make necessary copies of instructional materials.	Teachers K-5	August 2014-June 2015	Maintenance Agreement for Duplo machines	5000-5999: Services And Other Operating Expenditures	Discretionary	2659
			Maintenance Agreement for Xerox machines	5000-5999: Services And Other Operating Expenditures	District Funded	13577
Extra clerical support will be provided to support the school.	All staff	August 2014-June 2015	Classified Salaries	2000-2999: Classified Personnel Salaries	Discretionary	11482

Strategy #2

STRATEGY:

The school will ensure opportunity and equal educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Service Provider will provide necessary interventions for targeted services for students in grades K-5.	ISP teachers	September 2014-June 2015	Certificated Salaries: (2.5 ISPs for ELA, 1 for Math, for 135 days)	1000-1999: Certificated Personnel Salaries	Title I	48993
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	6856
				1000-1999: Certificated Personnel Salaries	Discretionary	42135
Implementation of Waterford for Kindergarten.	Kindergarten Teachers, Site Technology Technician	August 2014-June 2015	District Funded Classified Salaries: See Goal #1, Strategy #1, Action #12.	None Specified	None Specified	0
Annual site license for Waterford (with updates) will be renewed.	Kindergarten Teachers	August 2014-June 2015 License renewal	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Before and After School tutoring in Language Arts for targeted students, including Foster Youth.	Teachers K-5	September 2014-April 2015	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	1185
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5695
				1000-1999: Certificated Personnel Salaries	Discretionary	11389
Purchase of Intervention Materials for before and after school tutoring.	Principal	September 2014-April 2015	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	15000
Implementation of Language! Reading Intervention program for eligible students in SDC classes.	SDC teacher	August 2014-June 2015	District Funded	None Specified	None Specified	0
Implementation of Universal Access (K-5) targeted to all groups to reinforce standards-based instruction.	Teachers K-5, Instructional Coach, ISP Teachers	August 2014-June 2015	District Funded	None Specified	None Specified	0
			Certificated Salaries: See Goal 1, Strategy 2), Action #1.			
Staff will monitor at-risk students through the RtI process, grade level meetings and analysis of data.	Teachers K-5, Instructional Coach	August 2014-June 2015	District Funded	None Specified	None Specified	0
Student Response Systems and Active Whiteboards will be utilized to improve student engagement and achievement.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student progress will be monitored using formative and summative assessments. Intervention strategies will be based on results.	Teachers K-5, Instructional coach	August 2014-June 2015	District Funded	None Specified	None Specified	0
Students will have opportunities to access technology for intervention or enrichment (i.e. iPods, iPads, applications, software).	Teachers K-5, Site Technology Technician	August 2014-June 2015	Subscriptions and applications	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	10000
Intervention and enrichment materials will be utilized during Universal Access.	Teachers K-5,ISPs, Instructional Coach	August 2014-June 2015	Materials and Supplies	4000-4999: Books And Supplies	Title I	7253
Students will participate in field trips and enrichment activities.	Teachers, K-5	August 2014-June 2015	Cost of transportation	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	1360
			Admission Fees	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	5360
Academic incentives will be provided to motivate and engage students.	Teachers K-5, Principal, Instructional Coach	August 2014-June 2015	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	1272

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kindergarten readiness will be provided for students without pre-school experience via the Ready, Set, Go program.	Teachers	May-June 2015	District Funded (Neighborhoods for Learning)	None Specified	None Specified	0
Parent workshop will be provided for families of in-coming Kindergarten students.	Principal, Instructional Coach, Teachers	March-June 2015	District Funded	None Specified	None Specified	0
Collaboration between site Kindergarten Teachers and site Pre-school Teachers.	Preschool & Kindergarten teachers	August 2014-Jun 2015	District Funded	None Specified	None Specified	0

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade teachers will articulate with 6th grade teachers regarding instruction and individual student progress during regular grade level meetings.	5th & 6th grade teachers, Instructional Coach	August 2014-June 2015	District Funded	None Specified	None Specified	0
Transition meetings will be held for Special Education Students in grade 5 who will enter Middle schools.	RSP teachers	April-June 2015	District Funded	None Specified	None Specified	0
Middle School placement assessment administered to 5th grade students.	Middle School Staff	March 2015	District Funded	None Specified	None Specified	0

Strategy #5

STRATEGY:

The school will provide professional development to support language arts instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development will be provided for teachers for Language Arts.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Instructional Coach will support teachers (in the classroom) in implementing curriculum, analyzing data and instructing in best practices.	Instructional Coach, Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Instructional Coach will present professional development to teachers to improve instructional practice in Language Arts.	Instructional Coach, Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Teachers will meet in grade level teams 2-3 times a month (in after school grade level meetings) to analyze data, monitor student progress and plan for the regular instructional program as well as interventions.	Instructional Coach, Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Leadership Team will meet to discuss, plan and monitor school improvement.	Principal, Instructional Coach, Teachers K-5, Substitutes	August 2014-June 2015	District Funded	None Specified	None Specified	0
			Certificated Salaries: Teacher Substitutes (1 day x 6 subs)	1000-1999: Certificated Personnel Salaries	Title I	248
				1000-1999: Certificated Personnel Salaries	Title III	405
				1000-1999: Certificated Personnel Salaries	Discretionary	248

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings will be held to inform parents of school goals, programs and activities.	Principal, Parents	August 2014-June 2015	District Funded	None Specified	None Specified	0
The Parent Compact will be developed at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2014-June 2015	District Funded	None Specified	None Specified	0
The Parent Involvement Policy will be developed at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2014-June 2015	District Funded	None Specified	None Specified	0
Parent workshops which focus on parenting skills will be conducted by City Impact and supported by the OutReach Consultant (ORC).	ORC, Parents	August 2014-June 2015	Classified Salaries	2000-2999: Classified Personnel Salaries	District Funded	67000
Parent/Teacher conferences will be held to inform families of student progress.	Teachers K-5	November 2014, February 2015	District Funded	None Specified	None Specified	0
Coffee w/Principal meetings will be held so parents learn how they can assist their child at home in Language Arts and learn about school goals.	Principal, Parents	August 2014-June 2015	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	300
SST/IEP meetings will be held to plan individual student support.	Teachers K-5, Teacher Substitutes	August 2014-June 2015	Certificated Salaries: (3 half day subs x 9 days)	1000-1999: Certificated Personnel Salaries	Title I	660
					Title III	540
					Discretionary	660
NfL/FRC Parent Advisory Committee Meetings will be held.	Principal, NfL/FRC staff	August 2013-June 2014	District Funded (NfL funds)	None Specified	None Specified	0

Strategy #7

STRATEGY:

The school will support the district implementation of the ASES (After School Education and Safety) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Teacher liaison , ASP Staff, Teachers K-5	August 2014-May 2015	Certificated Salaries	1000-1999: Certificated Personnel Salaries	ASES	3600
ASES Administrator meets monthly with site Principal, Site Coordinator and Teacher Liaison to evaluate program and work on correlating the after school program to the regular school day programs and services.	ASES Administrator, Principal, Site Coordinator, Teacher Liaison	August 2014-June 2015	District Funded	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #2:

Mathematics

- A. Kindergarten- All students will count, recognize, represent, name, and order a number of objects (up to 30); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
- B. 1st Grade- All students will count, read, and write whole numbers to 100; Count and group objects in ones and tens; Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
- C. 2nd – 5th Grades: Student scores on the math Interim Formative Assessment will increase by 10% or more between the Winter and Spring assessments.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic and Foster Youth.

Data Used to Form this Goal:

- Envisions Topic Tests (grades K-5)
- Envisions End of Year tests (grades K-5)
- Interim Formative Assessments (grades K-5)

Findings from the Analysis of this Data:

The percentage of students attaining benchmark on the Envisions End of Year test for the 13-14 year:

- Kindergarten - 10%
- 1st grade - 37%
- 2nd grade - 26%
- 3rd grade - 20%
- 4th grade - 10%
- 5th grade - 20%

How the School will Evaluate the Progress of this Goal:

- Envisions Topic Tests
- Envisions End of Year tests
- Interim Formative Assessments
- INSPECT tests
- Teachers will meet in grade level meetings after assessment periods to analyze data
- RTI
- Progress Monitoring
- SMART Goals analysis

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure the full implementation of the state approved math curriculum and support the Common Core State Standards for math.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Instructional Coach will support teachers in implementing the adopted curriculum.	Instructional Coach	August 2014-June 2015	Certificated Salaries: See Goal #1, Strategy #1, Action #1			
Implementation of systematic instruction of Math using district adopted curriculum materials.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
District adopted Math curriculum maps will be used to guide instruction and assessment.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Implementation of Kindergarten through 3rd grade Transitional Bilingual Education classes following district board policy.	Teachers K-3	August 2014-June 2015	District Funded			
Staff will input all formative assessment results into OARS, evaluate and analyze results and use information to inform instructional decisions.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Principal will conduct data conferences with teachers at least twice a year to discuss assessment results.	Teachers K-5, Principal, Instructional Coach, Teacher Substitutes	August 2014-June 2015	Certificated Salaries: See Goal #1, Strategy #1, Action #1 Certificated Salaries: See Goal #1, Strategy #1, Action #10			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	August 2014-June 2015	Classified Salaries: See Goal #1, Strategy #1, Action #12	None Specified	None Specified	0
Materials and supplies will be purchased to support the core instructional program.	All staff	August 2014-June 2015	Materials and supplies: See Goal #1, Strategy #1, Action 14			
Programs, materials, supplies will be purchased in order to support the Strategic Academic Focus of Environmental Science and Creative Arts.	Teachers K-5	August 2014-June 2015	Materials and Supplies: See Goal #1, Strategy #1, Action #15			
Teachers will have use of the laminator, Duplo copy machines and Xerox copy machines in order to make necessary copies of instructional materials.	Teachers K-5	August 2014-June 2015	Maintenance Agreements: See Goal #1, Strategy #1, Action #16			
Extra clerical support will be provided to support the school.	All staff	August 2014-June 2015	Classified Salaries: See Goal #1, Strategy #1, Action #17			

Strategy #2

STRATEGY:
The school will ensure opportunity and equal educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Service Provider will provide necessary interventions for targeted services for students in grades K-5.	ISP teachers	September 2014-June 2015	Certificated Salaries: See Goal #1, Strategy #2, Action #1			
Implementation of Waterford for Kindergarten	Kindergarten teachers, Site Technology Technician	August 2014-June 2015	District Funded	None Specified	None Specified	0
Annual site license for Waterford (with updates) will be renewed.	Kindergarten teachers	August 2014-June 2015	District Funded (License Renewal)	None Specified	None Specified	0
Implementation of Before and After School tutoring in Math for targeted students, including Foster Youth.	Teachers K-5	September 2014-April 2015	Certificated Salaries: See Goal #1, Strategy #2, Action #4			
Purchase of Intervention Materials for before and after school tutoring.	Principal	September 2014-April 2015	Materials and Supplies: See Goal #1, Strategy #2, Action #5			
Staff will monitor at-risk students through the RtI process, grade level meetings and analysis of data.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Student Response Systems and Active Whiteboards will be utilized to improve student engagement and achievement.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Student progress will be monitored using formative and summative assessments. Intervention strategies will be based on results.	Teachers K-5, Instructional Coach	August 2014-June 2015	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will have opportunities to access technology for intervention or enrichment (i.e. iPods, iPads, applications, software).	Teachers K-5, Site Technology Technician	August 2014-June 2015	District Funded	None Specified	None Specified	0
Intervention and enrichment materials will be utilized during Universal Access.	Principal, Instructional Coach	August 2014-June 2015	Materials and Supplies: See Goal #1, Strategy #2, Action #12			
Academic incentives will be provided to motivate and engage students.	Teachers K-5, Principal, Instructional Coach	August 2014-June 2015	Materials and Supplies: See Goal #1, Strategy #2, Action #14			

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kindergarten readiness will be provided for students without pre-school experience via the Ready, Set, Go program.	Teachers	May-June 2015	District Funded (NfL)	None Specified	None Specified	0
Parent workshop will be provided for families of in-coming Kindergarten students	Principal, Instructional Coach, Teachers	March-June 2015	District Funded	None Specified	None Specified	0
Collaboration between site Kindergarten Teacher and site Pre-school Teachers.	Preschool & Kindergarten teachers	August 2014-Jun 2015	District Funded	None Specified	None Specified	0

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade teachers will articulate with 6th grade teachers regarding instruction and individual student progress during regular grade level meetings.	5th & 6th grade teachers, Instructional Coach	August 2014-June 2015	District Funded	None Specified	None Specified	0
Transition meetings will be held for Special Education Students in grade 5 who will enter Middle schools.	RSP Teachers	April-June 2015	District Funded	None Specified	None Specified	0
Middle School placement assessment administered to 5th grade students.	Middle School Staff	March 2015	District Funded	None Specified	None Specified	0

Strategy #5

STRATEGY:
The school will provide professional development to support math instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development will be provided for teachers for Math.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Instructional Coach will support teachers (in the classroom) in implementing curriculum, analyzing data and instructing in best practices.	Instructional Coach, Teachers K-5	August 2014-June 2015	District Funded Certificated Salaries: See Goal #1, Strategy #1, Action #1	None Specified	None Specified	0
Instructional Coach will present professional development to teachers to improve instructional practice in Math.	Instructional Coach, Teachers K-5	August 2014-June 2015	District Funded Certificated Salaries See Goal #1, Strategy #1, Action #1	None Specified	None Specified	0
Teachers will meet in grade level teams 2-3 times a month (after school) to analyze data, monitor student progress and plan for the regular instructional program as well as interventions.	Instructional Coach, Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Leadership Team will meet to discuss, plan and monitor school improvement.	Principal, Instructional Coach, Teachers K-5, Substitutes	August 2014-June 2015	District Funded Certificated Salaries: See Goal #1, Strategy #5, Action #5	None Specified	None Specified	0

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings will be held to inform parents of school goals, programs and activities.	Principal, Parents	August 2014-June 2015	District Funded	None Specified	None Specified	0
The Parent Compact will be developed at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2014-June 2015	District Funded	None Specified	None Specified	0
The Parent Involvement Policy will be developed at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2014-June 2015	District Funded	None Specified	None Specified	0
Parent workshops which focus on parenting skills will be conducted by City Impact and supported by the OutReach Consultant (ORC).	ORC, Parents	August 2014-June 2015	Classified Salaries: See Goal #1, Strategy #6, Action #4			
Parent/Teacher conferences will be held so parents can learn how they can assist their child at home in Math and learn about school goals.	Teachers K-5	November 2014, February 2015	District Funded	None Specified	None Specified	0
Coffee w/Principal meetings will be held so parents learn how they can assist their child at home in Math and learn about school goals.	Principal, Parents	August 2014-June 2015	Materials And Supplies: See Goal #1, Strategy #6, Action #6			
SST/IEP meetings will be held to plan individual student support.	Teachers K-5, Teacher Substitutes	August 2014-June 2015	Certificated Salaries: See Goal #1, Strategy #6, Action #7			
NfL/FRC Parent Advisory Committee Meetings will be held.	Principal, Nf/L/FRC staff	August 2014-June 2015	District Funded	None Specified		0

Strategy #7

STRATEGY:
The school will support the district implementation of the ASES (After School Education and Safety) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed 	Teacher liaison , ASP Staff, Teachers K-5	September 2014-May 2015	Certificated Salaries: See Goal #1, Strategy #7, Action #1			
ASES Administrator meets monthly with site Principal, Site Coordinator and Teacher Liaison to evaluate program and work on correlating the after school program to the regular school day programs and services.	ASES Administrator, Principal, Site Coordinator, Teacher Liaison	August 2014-June 2015	District Funded	None Specified		0

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #3:

English Learners

- A. AMAO #1: 100% of all English Learners will advance one level on the CELDT.
- B. AMAO #2: 24% of all EL students who have been in language instruction educational programs for less than five years will reach English Proficient Level on CELDT. 50% of all EL students who have been in language instruction educational programs for more than five years will reach English Proficient Level on CELDT.
- C. AMAO #3: Student scores on the reading and math Interim Formative Assessment will increase by 10% or more between the Winter and Spring assessments.
 1. EL students in K-5th grade will score at benchmark on the DIBELS assessment.
 2. EL students in K-5th grade will score at benchmark on the Envisions End of Year test.

Data Used to Form this Goal:

- CELDT
- AMAO data
- ELD Continuum
- DIBELS assessment
- Envisions tests
- Interim Formative Assessments

Findings from the Analysis of this Data:

CELDT data

- AMAO #1 - 52.2%
- AMAO #2 - a. less than 5 years - 14%
- b. more than 5 years - 39.4%

How the School will Evaluate the Progress of this Goal:

- ELD Continuum
- Teachers will meet in grade level meetings after assessment periods
- RTI
- Progress Monitoring
- SMART Goals

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure the full implementation of the state approved ELD curriculum and support the Common Core State Standards for ELD.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will implement ELD teaming daily.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Teachers will implement the district-adopted ELD curriculum.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Students will be assessed to determine their proficiency levels (CELDT) and receive instruction according to their proficiency levels.	Teachers K-5, District Assessment Team	August 2014-June 2015	District Funded	None Specified	None Specified	0
Staff will implement the District EL Master Plan.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Teachers will use SIOP strategies to teach academic subjects.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Waterford will be used to facilitate the acquisition of English.	Teachers K-5, Site Technology Technician	August 2014-June 2015	District Funded Classified Salaries: See Goal #1, Strategy #2, Action #2	None Specified	None Specified	0
Students will participate in the Accelerated Reader program which is managed by the Library Technician.	Teachers K-5, Library Technician	August 2014-June 2015	District Funded Classified Salaries: See Goal #1, Strategy #1, Action #13	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL student progress will be monitored in student monitoring conferences, data meetings and grade level meetings.	Teachers K-5, Instructional Coach, Substitutes	August 2014-June 2015	District Funded Certificated Salaries: See Goal #1, Strategy #1, Action #1 Certificated Salaries: See Goal #1, Strategy #1, Action #11	None Specified	None Specified	0
Materials and supplies will be purchased to support the core instructional program.	All staff	August 2014-June 2015	Materials and Supplies: See Goal #1, Strategy #1, Action #15			

Strategy #2

STRATEGY:
The school will ensure opportunity and equal educational access for all EL students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intermediate proficiency CELDT level English Language Learners in grades 4-5 will participate in before/after school intensive tutoring.	Teachers K-5	August 2014-June 2015	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title III	6264
District summer school will be offered to targeted EL students for both Language Arts and Math when funding is available.	Teachers K-5	June-August 2015	District Funded	None Specified	None Specified	0
Intervention Service Provider will provide necessary interventions for targeted services.	ISP, Instructional Coach	September 2014-June 2015	Certificated Salaries: See Goal #1, Strategy #2, Action #1 Certificated Salaries: See Goal #1, Strategy #1, Action #1			
EL students who require additional support will be identified and monitored through the ELRT process.	Principal, Instructional Coach, Teachers	August 2014-June 2015	ELRT meetings	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1000
Intervention materials will be utilized to support EL students during ELD instruction, summer school and/or tutoring.	Principal	August 2014-June 2015	Materials and Supplies	4000-4999: Books And Supplies	Title III	7502
Academic incentives will be provided to motivate and engage students.	Teachers K-5, Principal, Instructional Coach	August 2014-June 2015	Materials and Supplies: See Goal #1, Strategy #2, Action #14			

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kindergarten readiness will be provided for students without pre-school experience via the Ready, Set, Go program.	Teachers	May-June 2015	District Funded (NfL)	None Specified	None Specified	0
Parent workshop will be provided for families of in-coming Kindergarten students	Principal, Instructional Coach, Teachers	March-June 2015	District Funded	None Specified	None Specified	0
Collaboration between site Kindergarten Teachers and site Pre-school Teachers.	Preschool & Kindergarten teachers	August 2014-June 2015	District Funded	None Specified	None Specified	0

Strategy #4

STRATEGY:

The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade teachers will articulate with 6th grade teachers regarding instruction and individual student progress during regular grade level meetings.	5th & 6th grade teachers, Instructional Coach	August 2013-June 2014	District Funded	None Specified	None Specified	0
Transition meetings will be held for Special Education Students in grade 5 who will enter Middle schools.	RSP Teachers	April-June 2015	District Funded	None Specified	None Specified	0
Middle School placement assessment administered to 5th grade students.	Middle School Staff	March 2015	District Funded	None Specified	None Specified	0

Strategy #5

STRATEGY:
The school will provide professional development to support ELD instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will take advantage of district provided professional development as needed (ELPD, SIOP).	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
EL Specialist will provide instructional support to teachers and grade level teams.	Teachers K-5, EL Services personnel	August 2014-June 2015	District Funded	None Specified	None Specified	0

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELAC will give input to the School Site Council on materials and implementation of programs specifically for ELs.	Principal, ELAC governing board, parents	August 2014-June 2015	District Funded	None Specified		0
Parent options meeting will be held to inform ELL parents of instructional programs	Principal, EL Services personnel, Teachers	August 2014-June 2015	District Funded	None Specified	None Specified	0
Reclassification meetings will be held with parents.	Principal	August 2014-June 2015	District Funded	None Specified	None Specified	0
NfL/FRC Parent Advisory Committee Meetings will be held.	Principal, NfL/FRC staff, parents	August 2014-June 2015	District Funded (NfL)	None Specified		0

Strategy #7

STRATEGY:
 The school will support the district implementation of the ASES (After School Education and Safety) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Teacher liaison , ASP Staff, Teachers K-5	August 2014-May 2015	Certificated Salaries: See Goal #1, Strategy #7, Action #1			
ASES Administrator meets monthly with site Principal, Site Coordinator and Teacher Liaison to evaluate program and work on correlating the after school program to the regular school day programs and services.	ASES Administrator, Principal, Site Coordinator, Teacher Liaison	August 2014-June 2015	District Funded	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #4:

A. Positive Behavior Plan:

- All students will be educated in learning environments that are safe, drug-free and conducive to learning.
- Students will be supported in attending school on time on a daily basis.

B. Emergency Preparedness:

- All students and staff are aware of emergency plans and participate in regular safety drills.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic and Foster Youth.

Data Used to Form this Goal:

- Office referrals
- Discipline files
- Suspension report
- Attendance reports
- Review of School Safety Plan
- Review of OSD Crisis Intervention/Emergency Operations Plan

Findings from the Analysis of this Data:

- Behavior referral data shows that overall referrals to office were reduced.
- Attendance data shows that attendance is in the 95% range.
- Staffing changes require review of Safety Plan to ensure all staff are aware of procedures
- Regular drill debriefings provide information regarding follow up for individuals or classes.

How the School will Evaluate the Progress of this Goal:

- RtI
- Review and analyze behavior data
- Review and analyze attendance data
- Debrief after regularly scheduled drills
- Safety Committee meetings

Strategy #1

STRATEGY:
 The school's Positive Behavior Support Plan, General Safety Plan and Attendance Program will support the core curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will fully implement Lesson One in all grade levels using all components of the program.	Teachers K-5 Lesson One personnel	August 2014-June 2015	Consultation Services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	5000
School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.	School Counselor	August 2014-June 2015	Classified Salaries	1000-1999: Certificated Personnel Salaries	District Funded	86472
Student discipline data will be monitored at intervals throughout the year.	Principal, Teachers K-5, ORC, Counselor	August 2014-June 2015	Classified Salaries: ORC-See Goal #1, Strategy #6, Action #4 Counselor- See Goal #4, Strategy #1, Action #2	None Specified	None Specified	0
Staff will follow the Rtl pyramid for behavior and social-emotional issues..	All staff	August 2014-June 2015	District Funded	None Specified	None Specified	0
All staff and students will participate in monthly fire drills and bi-monthly earthquake drills.	All staff (Certificated and Classified)	August 2014-June 2015	District Funded	None Specified	None Specified	0
All staff and students will participate in lockdown drills at least twice a year.	All staff (Certificated and Classified)	August 2014-June 2015	District Funded	None Specified	None Specified	0
A schoolwide evacuation drill will be conducted annually.	All staff (Certificated and Classified)	August 2014-June 2015	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Safety Committee will monitor the Safety Plan and make revisions as necessary.	Teachers K-5	August 2014-June 2015	District Funded	None Specified	None Specified	0
Student attendance will be monitored. Rewards for good attendance will be provided to individual students and classes. Support to all students and families will be provided.	Teachers K-5, Principal, ORC, Attendance Technician	August 2014-June 2015	District Funded Materials and Supplies: Incentives	None Specified 4000-4999: Books And Supplies	None Specified LCFF - Targeted	0 1272
Campus Supervisors will monitor students before school, at lunch and recesses.	Campus Supervisors	August 2014-June 2015	Classified Salaries	2000-2999: Classified Personnel Salaries	Discretionary	57008

Strategy #2

STRATEGY:
The school will ensure opportunity and equal educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students requiring additional assistance with behavior may be referred to COST and/or SST.	Teachers K-5, Principal, ORC, Counselor, School Psychologist	August 2014-June 2015	District Funded ORC: See Goal #1, Strategy 6, Action #4 Counselor: See Goal #4, Strategy #1, Action #2	None Specified	None Specified	0
Students and families requiring additional assistance with behavior and family issues may be referred to Triple P/City Impact.	Teachers K-5, Principal, ORC, Counselor, School Psychologist, Triple P personnel	August 2014-June 2015	District Funded (Mental Health Grant funds the Triple P program) Classified Salaries: ORC-See Goal #1, Strategy 6, Action #4 Counselor-See Goal #4, Strategy #1, Action #2	None Specified	None Specified	0
Families will be connected with NfL/FRC resources as necessary.	School staff, ORC, NfL/FRC staff	August 2014-June 2015	District Funded (NfL funds) Classified Salaries: See Goal #1, Strategy 6, Action #4	None Specified	None Specified	0

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Preschool will participate in all fire, earthquake and lockdown drills.	All staff and students	August 2014-June 2015	District Funded	None Specified	None Specified	0

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff from the Middle School meets with 5th grade students in order to inform them of rules, expectations and academic and social opportunities at the Junior High.	Principal, Instructional Coach, Middle School Staff	April-June 2015	District Funded	None Specified	None Specified	0

Strategy #5

STRATEGY:
The school will provide professional development to support the school's Positive Behavior Support Plan, General Safety Plan and Attendance Program

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Lesson One training will be provided to all teachers and students by the principal and consultant.	Principal, staff, students, Lesson One Consultant	August 2014-June 2015	Consultation Services: See Goal #4, Strategy #1, Action #1			
Staff will participate in training for Disaster Preparedness	All staff	August 2014-June 2015	District Funded	None Specified	None Specified	0

Strategy #6

STRATEGY:
 The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will be informed of Lesson One goals and objectives at ELAC, SSC, PTA, Coffee w/Principal meetings and special presentations.	Principal, Teachers K-5, Parents	August 2014-June 2015	District Funded	None Specified	None Specified	0
Parent workshops will be offered regarding social skills, behavior/discipline and academics.	Principal, Parents, ORC, Counselor, Triple P Personnel	August 2014-June 2015	District Funded Classified Salaries: ORC- See Goal #1, Strategy 6, Action #4 Counselor- See Goal #4, Strategy #1, Action #2	None Specified	None Specified	0 0
Outreach and support will be provided for students and families who experience hardships.	Principal, ORC, Parents	August 2014-June 2015	District Funded Classified Salaries: See Goal #1, Strategy 6, Action #4	None Specified	None Specified	0
Counseling will be offered for students and families in need.	Principal, ORC, Counselor, Parents	August 2014-June 2015	District Funded Classified Salaries: ORC- See Goal #1, Strategy 6, Action #4 Counselor- See Goal #4, Strategy #1, Action #2	None Specified	None Specified	0 0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
NfL/FRC Parent Advisory Committee Meetings will be held.	Principal, NfL/FRC staff	August 2014-June 2015	District Funded (NfL funds)	None Specified	None Specified	0

Strategy #7

STRATEGY:

The school will support the district implementation of the ASES (After School Education and Safety) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Teacher liaison , ASP Staff, Teachers K-5	August 2014-May 2015	Certificated Salaries: See Goal #1, Strategy #7, Action #1	None Specified	None Specified	0
ASES Administrator meets monthly with site Principal, Site Coordinator and Teacher Liaison to evaluate program and work on correlating the after school program to the regular school day programs and services.	ASES Administrator, Principal, Site Coordinator, Teacher Liaison	August 2014-June 2015	District Funded	None Specified	None Specified	0

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified		0.00
1000-1999: Certificated Personnel Salaries	ASES	3,600.00
	Discretionary	660.00
1000-1999: Certificated Personnel Salaries	Discretionary	55,319.00
2000-2999: Classified Personnel Salaries	Discretionary	68,490.00
4000-4999: Books And Supplies	Discretionary	26,029.00
5000-5999: Services And Other Operating	Discretionary	6,659.00
1000-1999: Certificated Personnel Salaries	District Funded	191,888.00
2000-2999: Classified Personnel Salaries	District Funded	143,632.00
5000-5999: Services And Other Operating	District Funded	13,577.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	13,551.00
4000-4999: Books And Supplies	LCFF - Targeted	34,049.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	1,360.00
5800: Professional/Consulting Services And	LCFF - Targeted	20,360.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	52,633.00
4000-4999: Books And Supplies	Title I	7,253.00
	Title III	540.00
1000-1999: Certificated Personnel Salaries	Title III	9,200.00
4000-4999: Books And Supplies	Title III	7,502.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,600.00
Discretionary	157,157.00
District Funded	349,097.00
LCFF - Targeted	69,320.00
None Specified	0.00
Title I	59,886.00
Title III	17,242.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

The top priorities are Goals 1 and 2. These are instructional goals for English/Language Arts and Math. We are constantly striving to ensure our instructional programs to meet student needs. Students need these basic skills in order to further their academic careers and be ready for the workplace.

Identify the major expenditures supporting these priorities.

The major expenditures in these areas are personnel. We allocate funds to hire Intervention Service Providers (intervention teachers) in order to create small groups of students, so that instruction can more directly meet specific student needs.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

All strategies in the SPSA were implemented as outlined in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

All strategies in the SPSA were implemented as outlined in the plan.

What specific actions related to those strategies were eliminated or modified during the year?

None.

Identify barriers to full or timely implementation of the strategies identified above.

There were no barriers.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

No actions were needed.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

No impact.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Our RtI model of intervention has resulted in fewer and fewer students who can not decode in each grade level. When we look at 5th grade, there is a very small percentage of students who can't read. Since we have implemented RtI for almost 5 years, it is reasonable that there is a correlation. Critical to the success of this model is our Instructional Coach and the Intervention Teachers. The Coach organizes and monitors the program. The Intervention Teachers keeps the groups at small and manageable numbers in order to ensure that students are given the individual attention they need.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

All employed strategies had a positive effect on student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other: No strategies/activities were ineffective. All had a positive effect on student outcomes.

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications:
We will continue the plan.

Involvement/Governance

How was the SSC involved in development of the plan?

The SPSA is explained in detail to the SSC. They asked questions for clarification. They are provided ample opportunity to make suggestions to the plan. All reasonable suggestions are considered and added once the benefits to students have been discussed.

How were advisory committees involved in providing advice to the SSC?

The ELAC is provided an opportunity at every meeting to provide recommendations to the SSC regarding the SPSA. Recommendations are part of every ELAC agenda and an ELAC report is part of every SSC meeting.

How was the plan monitored during the school year?

The plan is monitored by regular review and by the completion of the APS. The staff and the SSC complete the APS in reference to the SPSA.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
Attendance at parent meetings could improve in order to get a broader range of input. We are exploring different ways to get parents to attend meetings and increase parent involvement.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

For ELA, our Kindergartners surpassed our expectations of meeting benchmarks on DIBELS at 72%.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

None.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
All strategies had some positive effect.

Based on this information, what might be some recommendations for future steps to meet this goal?

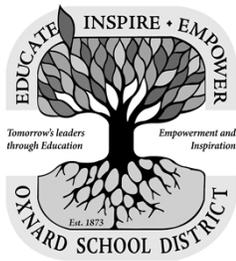
While we may have missed the percentage goals for math, our students did make progress. We will continue to focus on providing math intervention.

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
Anna Thomas	[X]	[]	[]	[]	[]
Laura Fabila	[]	[]	[]	[X]	[]
Marily Garcia-Reyes	[]	[]	[]	[X]	[]
Gabriela Ramirez-Villalobos	[]	[]	[]	[X]	[]
Katherine Castillo	[]	[]	[]	[X]	[]
Irma Manriquez	[]	[]	[]	[X]	[]
Lisa Baird-Mayeda	[]	[X]	[]	[]	[]
Maribel Williams	[]	[X]	[]	[]	[]
Lenissa Garcia	[]	[X]	[]	[]	[]
Alfonso Rivera	[]	[]	[X]	[]	[]
Numbers of members of each category:	1	3	1	5	0

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



Marina West School

2501 Carob Street, Oxnard, CA 93035 • tel (805) 385-1554 • fax (805) 984-5494

Principal: Anna Thomas

School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ that parents play an integral role in assisting their child's learning;
 - Parents receive information about how they can assist their child instructionally at Parent/Teacher conferences and during monthly Coffee with Principal meetings.
- ✓ that parents are encouraged to be actively involved in their child's education at school;
 - Parents are invited to volunteer in their child's classroom according to district procedures.
 - Parents are invited to assist the PTA with organizing special educational opportunities.
 - Parents are invited to attend Family Nights for Reading and Math which are sponsored by grade level teachers.
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - Parents are part of the School Site Council, site English Learner Advisory Committee and District English Learner Advisory Committee.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the informational packet which is distributed annually at the beginning of the school year. Teachers review the Marina West School Compact and policies with the students at the beginning of the year. Parents are asked to read and discuss the Marina West School Compact with their students and sign and return an acknowledgment form.
- ✓ Marina West School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Marina West School will make the School Parental Involvement Policy available to the local community. The Compact and Involvement Policy will be available on the school website, in the school office, handed out at Back to School Night in the fall, and to parents who register after the start of the school year.
- ✓ Marina West School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Marina West School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Marina West School convenes an annual and regular meeting to inform parents of the following:

- ✓ That their child's school participates in Title I
- ✓ About the requirements of Title I
- ✓ Of their rights to be involved, (a copy of the district's district-wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Marina West School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ Monthly Principal Newsletters and calendars provide information on school activities and events.

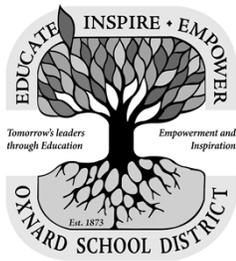
If requested by parents, opportunities at regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

- ✓ School Site Council
- ✓ English Learner Advisory Committee
- ✓ Coffee With Principal

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Elections for School Site Council and ELAC members.
- ✓ Requests for PTA Volunteers at parent meetings and through the monthly newsletter.
 - Appointments of PTA Board Members at PTA meetings.
- ✓ Participation of a parent on the Superintendent's Parent Advisory Council.
 - This parent reports back to Coffee With Parents.
- ✓ Notifications of all parent meetings, special events and activities via the monthly school calendar and newsletter and through Connect Ed phone messages.
- ✓ Holding Family Math and Literacy Nights to provide parents with information on grade level standards, curriculum and ways to help their children at home.
- ✓ Providing appropriate opportunities for parent education through various agencies and programs including the Parent Project and Triple P. All classes are available in English and Spanish.



Marina West School

2501 Carob Street, Oxnard, CA 93035 • tel (805) 385-1554 • fax (805) 984-5494

Directora: Anna Thomas

Póliza de Involucramiento de Padres

DECLARACION DE PROPOSITO:

El involucramiento de padres y miembros de la comunidad es un componente esencial para nutrir a nuestros estudiantes. Se hicieron todos los esfuerzos para invitar y considerar a padres y la participación de la comunidad para asegurar el éxito de nuestros estudiantes. Un equipo de padres, maestros y administradores desarrollo las siguientes pólizas de involucramiento de la escuela/padres/comunidad.

El involucramiento de padres significa la participación de padres en comunicación constante de dos vías y participar en el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo asegurar

- ✓ que los padres juegan un papel integral en el aprendizaje de sus hijos;
 - Los padres recibirán información de cómo pueden ayudar educativamente a sus hijos en las conferencias de padre/maestro y durante la reuniones de cada mes con la directora.
- ✓ que se les anima a los padres para que participen activamente en la educación de sus hijos en la escuela.
 - Se invita a los padres a ayudar en el salón de sus hijos de acuerdo con las pólizas del distrito.
 - Se invita a los padres a ayudar a la PTA en la organización de oportunidades educativas especiales.
 - Se invita a los padres a asistir a las Noches Familiares de lectura y matemáticas que son patrocinadas por los maestros de nivel de grado.
- ✓ que los padres son socios de pleno derecho en la educación de sus hijos y se incluyen, en su caso, en tomar decisiones, y en los comités asesores para ayudar en la educación de sus hijos.
 - Los padres son parte del Consejo Escolar y el Comité Asesor de Aprendices al Ingles

Información sobre pólizas escolares y oportunidades de involucramiento se comunican a través de contacto directo de padres de las siguientes maneras:

- ✓ Las Pólizas de Involucramiento de los Padres/de la Comunidad y el Contrato de Escuela-Padre se distribuyen a los padres y estudiantes en el paquete informativo que se distribuye anualmente al inicio del año escolar. Los maestros revisan el Acuerdo y las pólizas con los estudiantes de la Escuela Marina West al inicio del año escolar. Los padres deben leer y discutir el Contrato entre la Escuela Marina West con sus hijos y firmar y devolver el formulario de reconocimiento
- ✓ La escuela Marina West notifica a los padres acerca de la Póliza de Involucramiento de Padres en un formato comprensible y uniforme y, de medida posible, distribuye las pólizas a los padres en un idioma que los padres puedan entender.
- ✓ La escuela Marina West hará las Pólizas de Involucramiento de Padres a la disposición de la comunidad local. Las pólizas de Acuerdo e Involucramiento estará disponible en el de la escuela, en la oficina de la escuela, se entregara en el otoño durante La Noche de Regreso a la Escuela, y para los padres que se inscriban después del inicio del año escolar.
- ✓ La escuela Marina West actualiza periódicamente la Póliza de Involucramiento de Padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- ✓ La escuela Marina West ha adoptado el contrato de la escuela de Escuela-Padre como un componente de su Póliza de Involucramiento de Padres.

POLIZAS DE LA ESCUELA, OPORTUNIDADES DE INVOLUCRAMIENTO Y REUNIONES

La escuela Marina West tiene reuniones anualmente y regularmente para informar a los padres de lo siguiente:

- ✓ Que la escuela de sus hijos participe en el Título 1
- ✓ Acerca de los requisitos del Título 1
- ✓ Acerca de sus derechos de participar (una copia de la Póliza de Involucramiento de los Padres del distrito)
- ✓ Acerca de la participación de la escuela en el Título I (estado del programa de ayuda específica)

Además, la escuela Marina West lleva a cabo un foro abierto para los padres y miembros de la comunidad para involucrar más a los padres en el desarrollo y el acuerdo en común de la Póliza de Involucramiento de los Padres en la escuela.

Los padres son proporcionados con una descripción y explicación del plan de estudios en uso en la escuela, acerca de las formas de evaluación académica para medir el progreso del estudiante, y los niveles de competencia que los estudiantes deben cumplir.

- ✓ El Cuaderno de Recursos de Padres y de la Comunidad incluirá:
 - Póliza de Involucramiento de Padres
 - Calendario de la Escuela/Reuniones
 - Guía de Padres/Estudiantes
 - Aplicaciones / Información acerca de Voluntarios
 - Información de Evaluación
 - Descripciones del plan de estudios para Artes del Lenguaje Inglés y Matemáticas y otras áreas de contenido.

- ✓ El sitio Web de la escuela proporciona información acerca del personal, actividades en el salón y recursos para los padres.

- ✓ El boletín y calendario mensual de la directora proporciona información de actividades y eventos en la escuela.

Si los padres solicitan, se les dará la oportunidad en las reuniones regulares formular sugerencias y participar, según corresponda, en decisiones relacionadas a la educación de sus hijos, y se tratará de responder a cualquier sugerencias tan pronto se posible. A los padres y miembros de la comunidad se les dará respuestas oportunas a sus inquietudes y sugerencias.

- ✓ Consejo Escolar
- ✓ Comité Asesor de Aprendices al Inglés
- ✓ Café con la Directora

El Acuerdo de la Escuela/Padres/Estudiantes es una parte de la Póliza de Involucramiento de los Padres. El Acuerdo fue desarrollado por maestros, padres y administradores. En el se describen las responsabilidades de la escuela y los padres para mejorar el desempeño de los estudiantes y los medios de como hacerlo.

Desarrollo de capacidades para la participación de los padres y la comunidad se muestra en la Póliza de Involucramiento de Padres del distrito. Incluyendo las siguientes actividades específicas:

- ✓ Elecciones para el Consejo Escolar y miembros de ELAC.
- ✓ Peticiones de voluntarios para la PTA durante las reuniones y a través del Boletín mensual.
 - Nombramiento de miembro de la junta de PTA en las reuniones de la PTA.
- ✓ La participación de los padres en el Consejo Asesor de Padres del Superintendente.
 - El padre da el informe durante la reunión de Café con la Directora.
- ✓ Las notificaciones de todas las reuniones de padres, eventos y actividades especiales a través del calendario y un boletín mensual y a través de mensajes de teléfono de conexión ed.
- ✓ Tener Noches Familiares de Matemáticas y Lectura para proporcionar información a los padres acerca de las normas de nivel de grado, plan de estudios y maneras de como puede ayudar a sus hijos en casa.
- ✓ Brindar oportunidades adecuadas para la educación de los padres a través de agencias y programas que incluye el Proyecto de Padres y Triple P. Todas las clases están disponibles en Inglés y español.

The Single Plan for Student Achievement

School: Thurgood Marshall Elementary School
CDS Code: 5672380100362
District: Oxnard School District
Principal: Marlene Breitenbach
Revision Date: February 20, 2015

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:

Contact Person: Marlene Breitenbach
Position: Principal
Phone Number: 805-385-1557
Address: 2900 Thurgood Marshall Drive
Oxnard, CA 93036
E-mail Address: mbreitenbach@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Thurgood Marshall Elementary School's Vision and Mission Statements

Thurgood Marshall School's Mission is a partnership of families, community, and educators that celebrates our cultural diversity, and guarantees that all students will be academically competitive, successful life-long learners, and digital citizens. The school community provides a safe, nurturing, success-oriented learning environment, which implements a rigorous curriculum that aligns Common Core Standards, instruction, and assessment while fostering self-esteem and mutual respect. Each child will develop higher level thinking skills: make progress in acquisition of Common Core State Standards, use interactive technology, develop their creative talents, and develop good health and fitness. Students will demonstrate an understanding of cultural differences and will make world wide connections to their learning. Students will practice tolerance and will honor of differences. Students will learn the historical significance of Thurgood Marshall and his contributions to our country's history.

Staff members at Thurgood Marshall School commit to the following:

- Ensure students are instructed in a nurturing and safe atmosphere
- Analyze data that drives differentiated lessons to ensure that each student is given learning opportunities in all content areas
- Communicate and collaborate in teams and grade levels
- Ensure all students have access to the curriculum
- Provide positive behavior support for all students
- Creating an environmentally responsible campus

The focus at Thurgood Marshall School is optimal student learning for every student. We frequently reflect on best practices to identify weak areas in student achievement. We currently supplement the state standards-based curriculum of Houghton Mifflin Reading and Scott Foresman, and Envision for Mathematics with Common Core materials and units in Language Arts and Mathematics. We collaborate to align instruction to the Common Core Standards. District created Common Core Units for English Language Arts and guide for Mathematics are regularly implemented within the instructional program. The staff references district pacing guides to ensure that curricular areas are covered in a timely manner and that all children are taught at a proficient level. Differentiation is a focus in each classroom. The principal monitors instruction through classroom visitations and student monitoring conferences with individual teachers/grade level teams on an ongoing basis.

Thurgood Marshall School staff is proficient at using data to guide their teaching and student learning. Throughout the year, teachers participate in regularly scheduled staff development. Grade level teams collaborate on the essential standards in Language Arts, Mathematics, and English Language Development (ELD). Teachers share grade level data to plan lessons which embed instructional strategies and differentiate for students' individual needs. PLC teams analyze data from various district and school-based assessments. Data analysis allows teachers, parents, and students to monitor progress toward academic goals, determine which strategies and interventions are working, identify when students need tutoring, and target specific needs of individual students.

Intervention is a high priority for students that have not attained proficiency at 80% or higher in mathematics and/or reading comprehension. Our initial interventions include: Language! Intervention Support Providers (K –5), Waterford program (K - 2nd), after school tutoring, including Oxnard Scholars (after school program), and educational technology. The Intervention Committee continues to implement and refine our Response to Intervention (RtI) model. Marshall conducts regular Coordinated Services Team (COST) and Student Success Team (SST) meetings with a panel of staff members to address the needs of at risk students.

Thurgood Marshall offers Transitional Bilingual Programs in Kindergarten, First and Second grades in order to support English Language Learners. These students receive support in the Spanish language in order to make the transition to English. In all other classes which contain English language Learners, ELD instruction is a priority. The ELD standards are the guide and teachers use Avenues curriculum and core subject matter to develop student understanding. Through ELD teacher teaming according to student CELDT levels, teachers ensure that their ELD instruction is targeted to student levels of English acquisition. Students have daily required ELD time to practice academic vocabulary, acquire English language skills, and become proficient in English. EL students are closely monitored through the ELRT process established through the district's EL Services Department. Grade level meetings and student monitoring conferences are held to track student progress and plan strategies to address student needs.

The acquisition of academic English Language skills continues to be an important goal for Thurgood Marshall School students, especially for our English Language Learners (ELL). For our EL students who are identified ELRT, we provide intervention to focus on areas of weakness as determined by their CELDT data. To help build this strong academic base, we begin Scott Foresman Mathematics instruction in English in first grade with Spanish support. We continue to build upon this fundamental instruction through the 6th grade. Students coming from the Houghton Mifflin Lectura Spanish reading series transition to instruction in English

language arts gradually from K through second grade, which provides them maximum instructional opportunities to become proficient in English. English Language Development (ELD) instruction is a top priority for all grade levels. To refine implementation of the ELD standards, Marshall staff collaborates to review ELD and SIOP strategies.

Additional programs are used in order to provide our students with various learning opportunities. Accelerated Reader (AR) helps all students to hone their comprehension skills and encourage a love of reading. The Excel Math Program provides additional opportunities for students to constantly revisit critical math skills. Technology is accessed by all classes for research, use of software programs, Waterford (Grades Kindergarten through Second) to allow students additional time to practice and develop their skills in Reading and Mathematics.

Thurgood Marshall School's highly qualified Teachers meet the guidelines of No Child Left Behind (NCLB). Common Core and SIOP training in the areas of Reading/Language Arts and Mathematics empower our staff to be effective instructional leaders. The staff regularly participates in high quality, district approved training in all core disciplines including technology. We have an on-site Instructional Coach to support K-5 teachers and students in implementation of the Common Core across the curriculum.

Parent involvement is a key element for the continued academic success at Marshall School. Teachers regularly communicate with parents by phone, written notes, e-mails, and conferences. Parents are invited to a variety of general parent meetings, principal coffees, family nights, and classroom activities. Opportunities to volunteer are made available throughout the year. Teachers use standards based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Parenting classes share knowledge and practice that benefits families and helps parents to better support their children's learning.

School Profile

Situated along a beautiful stretch of Pacific coastline, Oxnard is the largest city in Ventura County. Oxnard is a rare combination of relaxed seaside atmosphere and a thriving business environment. Oxnard is an international city enjoying an ethnically diverse population of over 193,000 residents. Marshall School was established in 2003 and is one of 20 schools in the Oxnard Elementary School District. The school prides itself on its foundation of rich culture and values. Demographically, Marshall school is comprised of approximately 81% Hispanic or Latino, 8% White, 4% African American, 4% Asian, and 3% other student ethnicities. In the 2014-2015 school year, Marshall School serves approximately 585 TK, K – 5th grade students on a traditional schedule.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	429	458		61	49		24	22		12	15	
Growth API	790	769		871	824		773	821		917	848	
Base API	752	789		844	872		662	773		884	917	
Target	5	5										
Growth	38	-20										
Met Target	Yes	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	313	353		157	177		259	299		30	51	
Growth API	764	749		731	724		760	751		759	745	
Base API	729	764		702	730		725	759		755	757	
Target	5	5		5	5		5	5				
Growth	35	-15		29	-6		35	-8				
Met Target	Yes	No		Yes	No		Yes	No				

Conclusions based on this data:

1. Reflecting on the current data, the number of students increased in our Hispanic, EL students, SED, and SWD subgroups which could possibly affect the level of proficiency, however most of our groups stayed above or at our 2011 score.
2. We will continue to monitor and evaluate the strategies that enable these subgroups to make significant academic growth.
3. One of our main focuses will continue to be Hispanic and English Learner subgroups to ensure that they are given the same access to learning as our other students.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	98		97	100		100	96		100	100	
Number At or Above Proficient	209	205		45	29		13	13		10	11	
Percent At or Above Proficient	49.5	45.8		75.0	59.2		54.2	61.9		83.3	73.3	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	98		99	97		98	98		82	84	
Number At or Above Proficient	128	137		49	56		107	116		13	25	
Percent At or Above Proficient	41.7	39.8		31.6	32.6		42.0	39.6		50.0	59.5	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1. Our percentage of white students decreased at Marshall which was our largest drop in students being proficient or advanced.
2. Even though the percentage of students above proficient decreased, the number of proficient students increased in all our subgroups.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	253	257		45	33		11	17		11	11	
Percent At or Above Proficient	59.1	56.1		73.8	67.3		45.8	77.3		91.7	73.3	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		99	100		100	100		100	100	
Number At or Above Proficient	174	182		75	85		143	162		22	33	
Percent At or Above Proficient	55.8	51.6		48.1	48.0		55.2	54.2		73.3	64.7	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1. Reflecting on the data, we increased the number of proficient students with all students and the number of proficient students increased in the groups for African American, Hispanic, English Learners, SED, and Students with Disabilities subgroups.
2. We will continue to monitor and evaluate the strategies that enable our targeted subgroups to make significant academic growth.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					9	13	20	29	39	57	68
1	2	5	7	16	16	37	11	26	7	16	43
2			7	14	21	43	16	33	5	10	49
3			9	20	18	39	11	24	8	17	46
4			5	24	12	57	2	10	2	10	21
5	1	5	14	67	4	19			2	10	21
6	4	21	8	42	7	37					19
Total	7	3	50	19	87	33	60	22	63	24	267

Conclusions based on this data:

1. The data shows the efforts we have made to move our students CELDT band by one level each year.
2. The focus is to move our third and fourth grade students at least one band in 2014 - 2015 by using an ISP for extra time on language acquisition.
3. The data demonstrate that as students mature there is a strong general trend for them to be achieve intermediate proficiency, or higher, while earlier grades have larger amounts of students at beginning and early intermediate.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	178	196	203
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	178	196	203
Number Met	92	118	111
Percent Met	51.7%	60.2%	54.7%
NCLB Target	56.0	57.5	
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	188	50	219	45	228	35
Number Met	18	23	32	28	34	20
Percent Met	9.6%	46.0%	14.6%	62.2%	14.9%	57.1%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

Conclusions based on this data:

1. Our English Learner students have been a strong focus at Marshall. This data demonstrates that some years AMAOs have been met some years, and other years they have not been met. We will continue to monitor and focus on this specific subgroup with the goal that all AMAOs will be met and exceeded.
2. Based on this data it is apparent that EL students need to receive strong English Language Development throughout their instructional day, as well as during their EL focused instruction.
3. Based on this data, teachers plan their instruction to give addition support to their EL students in vocabulary building, explanation of concepts, and extra practice with themes being taught. Students who are struggling receive extra support within their school day and in targeted after school tutoring.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. The District shows that student acquisition of English for AMAO 1 and AMAO 2 needs to be increased so that students will achieve adequate progress towards being fully proficient in English.
2. There was a slight increase between 2012-13 and 2013-14 in students who met AMAO 1 and AMAO 2. AMAO 3 was met for Mathematics in these years, but was not met for Language Arts.
3. The District's Master Plan for English Learners focuses our schools on the importance of English Proficiency with our students. Daily instruction in classrooms throughout the District supports EL students in understanding of subject matter and eventual achievement of Fully English Proficient levels of learning. Multiple measures and supplemental instruction support English Learners to increase their achievement as measured by CELDT and other measures.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #1:

By June 2015

- A. Kindergarten- 60% of students will exit kindergarten at DIBELS benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency and 70% of the students will pass the Essential Literacy Skills.
- B. 1st Grade- 60% of students will exit 1st grade at Composite Benchmark for DIBEL Nonsense Word Fluency and Oral Reading Fluency and 70% of the students will pass the Essential Literacy Skills.
- C. 2nd - 5th grade: the percentage of students scoring below proficiency will reduce by 10% based on the 2014 - 2015 Language Arts assessments.

Data Used to Form this Goal:

School used DIBELS Benchmark data to set goals for upcoming year.
During 2013-14 school year, K and 1st grade students were tested in all three testing windows.
Not all of the 2-6 grade students were tested during all three testing windows for DIBELS during 2013-14.
Grade cohort beginning of the year scores from 2013-14 year are compared with grade cohort scores for beginning of 2014-15 year for students in grades 2-5 during 2014-15 school year.
With Kindergarten and 1st grade classes the Essential Literacy Skills test data was also used to set goals for the upcoming year.
Language Arts Unit assessments
Teacher created formative and summative assessments.

Findings from the Analysis of this Data:

Kindergarten (SEI): 30% of students attained the benchmark at the beginning of the 2013-14 year; 48% of students attained the benchmark at the end of the year.

Kindergarten (TBE): 38% of students attained the benchmark at the beginning of the year; 50% of students attained the benchmark at the end of the year.

First Grade (SEI): 49% of students attained the benchmark at the end of the year; 58% of students attained the benchmark at the end of the year.

First Grade (TBE): 9% of students attained the benchmark at the beginning of the year; 20% of students attained the benchmark at the end of the year.

Cohort scores grades 2-5:

2013-14 2014-15

Beginning of Year 2013-14 2nd Grade: 67% reached benchmark. Beginning of Year 2014-15 3rd Grade: 45% reached benchmark.

Beginning of Year 2013-14 3rd Grade: 51% reached benchmark. Beginning of Year 4th Grade: 36% reached benchmark.

Beginning of Year 4th Grade: 40% reached benchmark. Beginning of Year 5th Grade: 30% reached benchmark.

Beginning of Year 5th Grade 22% reached benchmark.

The DIBELS data suggests the percentage of students reaching benchmark overall did not show growth from one year to the next. One possible factor to cause this could be that not the same students were enrolled from one year to the next. Another factor could be that students needed more instruction in decoding strategies, as well as more time to practice reading fluency.

To receive more accurate data of how grade levels achieve DIBELS benchmarks, all students K-5 are assessed in the three DIBELS windows during the 2014-15 school year.

Considering these factors, during the 2014-15 school year all students practice reading fluency. Daily classroom instruction and intervention increase student understanding of decoding strategies. Across the curriculum teachers use multiple methods to enable students to increase their understanding of word identification, word meaning and word connection to concepts.

How the School will Evaluate the Progress of this Goal:

- Essential Literacy Skills for K and 1st grades
- Interim Formative Assessments
- DIBELS assessment (K-5)
- Teachers will collect and use group data to measure academic gains on a regular basis
- Teacher created assessments that align with Common Core standards
- HM Tests/Standards Assessments
- Language! Assessments for student's receiving intervention
- Waterford reports for K-2 Students
- Student Monitoring Conferences
- Progress Monitoring with Response to Intervention

Strategy #1

STRATEGY:
 Marshall will provide full implementations of the State adopted and recommended Language Arts curriculum with a focus on differentiated instruction, writing across the curriculum, and ELA Common Core Standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Instructional Coach will support teachers in implementing the adopted curriculum.	Instructional Coach, Classroom Teachers	August 2014-June 2015	Not applicable	None Specified		0
Focus on ELA Common Core Standards to plan lessons that provide critical and creative thinking opportunities for all students.	Principal, Classroom Teachers, and Literacy Coach Principal will do regular walk throughs to ensure implementation of ELA Common Core Standards in lessons.	August 2014 - June 2015	Not applicable	None Specified		0
District adopted Language Arts pacing guides will be used to guide instruction and assessment.	Teachers K-5	August 2014 - June 2015	Not applicable	None Specified		0
TK-K through 2nd Grade Transitional Bililingual Education classes following District Board policy	Teachers TK-2	August 2014 - June 2015	Not applicable	None Specified		0
Differentiated instruction will be provided to students by classroom teachers. Resource Teacher, Coach and ISP will work with specific grade levels to implement differentiation in formats that include instructional teaming during common Universal Access times.	All Teachers, Literacy Coach, Resource Teacher and ISP	September 2014-June 2015	Not applicable	None Specified None Specified	None Specified	
Conduct Coordinated Services Team (COST) and Student Success Team (SST) meetings to address the needs of at risk students	Principal, ORC, COST and SST teams	Hire substitutes per day/one day/month for two general ed and RSP teachers	Teacher substitutes	1000-1999: Certificated Personnel Salaries	Title I	2448.15

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will input all formative assessment results into OARS, evaluate and analyze results and use information to inform instructional decisions.	All Teachers and Instructional Coach	August 2014-June 2015	Not applicable	None Specified		0
DIBELS assessments will screen all students three times a year and results will be analyzed in PLC meetings.	All Teachers, Instructional Coach, Substitues, Principal	August 2014-June 2015	(Teachers and Coach) Teacher Substitutes	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded Title I Title III	0 3276. 1764.
Once students are screened with the DIBELS assessment, teachers will progress monitor targeted students to monitor effectiveness of interventions.	Teachers K-5, Instructional Coach	August 2014 - June 2015	District Funded	None Specified		0
Principal will conduct data conferences with teachers mid-year and spring to discuss assessment results.	Teachers K-5, Principal, Instructional Coach Teacher Substitutes	Aug. 2014- June 2015	Not applicable Teacher Substitutes	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I Discretionary	0 482 180
Accelerated Reader and Star will used to support student literacy across all grades.	Teachers K-5, Library Technician	December 2014-June 2015	Renaissance Learning	5800: Professional/Consulting Services And Operating Expenditures	Title I	6200

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and Staff will have use of the xerox machines, laminator and Duplo copy machine for support in duplicating instructional materials.	Teachers and Staff	August 2014-June 2015	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Discretionary	16009.
District and Teacher created interim Formative Assessments, as well as summative assessments, will be used to support progress monitoring of students in Language Arts. Student progress monitoring will give teachers tools that will be analyzed to plan targeted instruction aimed at increasing student achievement.	Teachers, Instructional Coach, Principal	August 2014-June 2015	Not applicable			0
			None Specified		None Specified	

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ISP Teacher to work with 1st – 5th grade students who are not meeting benchmarks.	Instructional Coach, Principal, Teachers and Intervention Service Provider(s)	October 2014 - June 2015	Intervention Service provider(s)	1000-1999: Certificated Personnel Salaries	Title I	2396.
ISP Teacher to give additional instructional support during the school day to small groups of EL students.			1000-1999: Certificated Personnel Salaries	Title III	2764.	
			1000-1999: Certificated Personnel Salaries	Discretionary	4936.	
			1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	8243.	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement after school tutoring for EL students and other students who are identified as not making benchmarks in Language Arts and Mathematics, Grades 1-5.	Classroom Teachers	December 2014-June 2015	Certificated hourly	1000-1999: Certificated Personnel Salaries	Discretionary	10500.
				1000-1999: Certificated Personnel Salaries	Title I	2700.
				1000-1999: Certificated Personnel Salaries	Title III	2000.
Conduct Coordinated Service Team (COST), RTI, IEP, and SST meetings to address the needs of students –need substitutes to cover classrooms for Teachers who are released to be part of SST and IEP meetings. COST is done with Principal, ORC, Psychologist, Coach and Counselor. RTI is part of our management system.	Principal, ORC, Literacy Coach, and COST and SST teams	September 2014 -June 2015	Not Applicable See Goal 1, Strategy 1		District Funded	0
Language! Reading Intervention program for eligible students in General Ed and SDC classes	Resource Teacher, SDC Teacher	August 2014-August 2015			District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
DIBEL Testing three times per year for K-5 (3) subs for four days	Teachers and Instructional Coach	September 2014, January 2015, and June 2015	Substitute Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2500.
			Substitute Teachers	1000-1999: Certificated Personnel Salaries	Title I	2000.
PLC/Common Core Meetings in lieu of staff meetings will monitor student progress of at risk students and EL students, as well as all students.	Grade Level Teams Teacher Substitutes to release teachers for grade level meetings	August 2014 - June 2015	See Strategy 1	None Specified	None Specified	0
			Teacher Substitutes	None Specified	None Specified	
				None Specified	None Specified	
Purchase books and instructional materials to be used to support all students in literacy mastery.	AR/Library Committee, Library Technician, Instructional Coach, Principal	September 2014 - June 2015	Materials/Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	1500.
				4000-4999: Books And Supplies	Title I	800.
				4000-4999: Books And Supplies	Discretionary	4000.
				None Specified		0
Intervention and enrichment materials will be utilized during Universal Access	Principal, Coach, and Classroom Teachers	September 2014 - June 2015	Cost of Materials	4000-4999: Books And Supplies	Title I	3147.21
Staff will monitor at-risk students through the RtI process, grade level meetings and analysis of data.	Teachers K-5, Instructional Coach	August 2014-June 2015	Centralized Services			0
Student Response Systems and Active Whiteboards will be utilized to improve student engagement and achievement.	All Teachers	August 2014-June 2015	Centralized Services	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers in classes where DHH students are mainstreamed will wear microphones to project sound. Leaders (Principal/Others) at assemblies will wear microphone.	Teachers, Staff		Centralized services			0
TOSA and Coach to give training and assistance to teachers to support English language development for EL students.				None Specified		0
Conduct Coordinated Services Team (COST) and Student Success Team (SST) meetings to address the needs of at risk students.	Principal, ORC, COST and SST Teams	Hire substitutes per day/one day/month, as needed, for two general ed teachers and RSP teacher	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	5000.00

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS (Elementary Schools)

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Night Meetings Parents are given orientation to K Program by K Teachers and Principal.	Principal, K Teachers	August 2014- June 2015	Not applicable			0
TK Transition TK Parents receive information on K Programs offered by our District at the TK Transition Meeting.	Principal, TOSA	December 2014	District Funded			0
Kindergarten readiness will be provided for TK and K students without pre-school experience via varied methods.	Kindergarten Teachers	August 2014-June 2015	Not applicable			0

Strategy #4

STRATEGY:
Transitions to middle school

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Hold Vertical meetings between 5th and 6th grade teachers with middle school teachers</p> <p>Coach and Principal will attend meetings to continue articulation with feeder middle school</p>	Principa, Instructional Coach, 5th Grade Teachers, Middle School Personnal	January 2015 - June 2015	Teacher Substitutes		Title I	400
Middle School placement assessments will be administered to 5th grade students.	Middle School Staff	Spring, 2015	Not applicable			0
5th Grade parents will be given opportunities to consider Middle School options through parent meetings at the Middle Schools and brochures describing school programs.	Middle School Personnel and Parents of 5th Graders	November 2014-Spring, 2015	Not Applicable			0

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development in Technology, Common Core, GATE Thinking, Writing, Assessment and Differentiation, Physical Education and Performing Arts.	Teachers, Instructional Coach, Principal, Consultants	September 2014 -June 2015	Conferences and Institutes	5800: Professional/Consulting Services And Operating Expenditures	Title I	1600
				5800: Professional/Consulting Services And Operating Expenditures	Discretionary	1200
Leadership will meet once a month to work on best practices, make decisions about programs, and review school wide plans such as SPSA and our Safe School Plan.	Teacher Representatives Principal	October 2014 - June 2015	Not applicable			0
Provide Grade Level Planning time at least 1X a month in lieu of staff meeting with an emphasis on integrating Common Core Standards.	Teachers, Instructional Coach, Principal	September 2014- June 2015	Not applicable			0
Instructional Coach will support teachers (in the classroom) in implementing curriculum, analyzing data and instructing in best practices.	Instructional Coach, Teachers K-5	August 2014-June 2015	District funded			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Coach will present professional development to teachers to improve practices in Language Arts and related topics including assessment and data analysis.	Instructional Coach, Teachers K-5	August 2014-June 2015	District funded			0
Professional Development will include Writing across the Curriculum and instruction strategies to support student writing.	Consultant(s), Instructional Coach, Teachers		Consultants	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	1000.

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I meetings, School Site Council, ELAC, PTA Parent Compact Parent Involvement Policy	Principal, ORC, Teachers, Staff, Parents	September 2014 - May 2015	Not applicable			0.
Review student assessment data at parent conferences	Teachers	November 2014 and February 2015	Not applicable			0.
Parents are invited to be part of Back to School Night, Coffee with the Principal, Family Nights, PTA, Title I meetings, Student Performances	Principal, Teachers, Parents	September 2014 - June 2015	Supplies	4000-4999: Books And Supplies	Title I	1200
Parent workshops which focus on parenting skills will be conducted. Interested parents will have the opportunity to attend PPP and other trainings which increase parent understanding of how to support their students in school and at home.	ORC, Parents, Community Agencies	November 2014-June 2015	Not applicable			0
SST/IEP Meetings	Principal, Instructional Coach, Teachers K-5, Resource Teacher, School Psychologist	August 2014 - June 2015	District funded			0
			Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	3500
					LCFF - Discretionary	2000

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison will meet monthly with ASES Administrator and other Liaisons. Teacher Liaison will share after school program with teachers and will share aspects of school program with after school program.	Liaison	September 2013- June 2014	Not applicable			0
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services	Principal, Liaison, ASES Coordinator	September 2013 – May 2014	Not applicable			0
Coaching is provided for student athletic teams that practice and play games after school hours.	After School Liaison Teacher, Campus Assistants	February 2015-June 2015	Hourly rate	2000-2999: Classified Personnel Salaries	Discretionary	1100
After school music clubs are available for upper grade students	After School Liaison Teacher, Campus Assistants	February 2015-June 2015	Hourly rate	2000-2999: Classified Personnel Salaries	Discretionary	800

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #2:

- A. Kindergarten - All students will count, recognize, represent, name, and order a number of objects (up to 20); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
- B. 1st Grade - All students will count, read, and write whole numbers to 100; Count and group objects in ones and tens; Know addition facts with sums up to 10 and the corresponding subtraction facts and commit them to memory.
- C. 2nd – 5th Grades: 80% of students achieve grade level benchmarks

Data Used to Form this Goal:

Data will be used from Envision Assessments and from Language Arts Unit Assessments.
Formative assessments will contribute to data.

Findings from the Analysis of this Data:

- Kindergarten – 70% at benchmark or above on Envision Math End of Year assessment
- 1st grade – 70% at benchmark or above on Envision Math End of Year assessment
- 2nd grade: 45% scored Proficient or Advanced.
- 3rd grade: 67% scored Proficient or Advanced.
- 4th grade: 62% scored Proficient or Advanced.
- 5th grade: 41% scored Proficient or Advanced.

How the School will Evaluate the Progress of this Goal:

- Implement APS Essential Program Components
- Teachers will collect and use group data to measure academic gains every six weeks
- School generated Pre and Post assessments that align with Common Core standards
- Pearson Topic Assessments
- Student Monitoring Conferences
- Progress Monitoring with Response to Intervention
- Summative and formative assessments that align with Common Core
- January 2015 and March 2015 Interim Formative Assessments

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full Implementation of State Approved Math Curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)					
			Description	Type	Funding Source	Amount		
PLC Team Meetings and grade level meetings to plan instruction for Mathematics and new CCSS standards and assessments	Principal and Coach, Classroom Teachers	September 2014-June 2015	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I		5000	
				1000-1999: Certificated Personnel Salaries			LCFF - Discretionary	2000
				1000-1999: Certificated Personnel Salaries			Title III	1000
							Discretionary	1500
Common Core Standards will be used to plan lessons and identify strategic instructional strategies to increase student conceptual thinking.	Coach, Principal, and All Teachers	August 2013-June 2014	Not applicable	None Specified			0	
Continue to implement Scott Foresman and Envision Mathematic lessons that align with the Common Core Standards. Ensure the appropriate time for mathematics instruction at each grade level through monitoring daily classroom schedules and observations.	Coach, Principal, and PLC teams	September 2014-June 2015	Not applicable					

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue Implementation of Successmaker school wide (K through 3rd grades)	Teachers and Coach	September 2014 - June 2015	Not applicable	4000-4999: Books And Supplies	LCFF - Discretionary	550
Recognize students' growth and/or Proficient/Advanced on formative assessments, through Dibels and CCSS Unit Assessments. Distribute incentives to students making considerable growth.	Coach, Teachers, Principal	January 2014 - June 2015	Purchase student incentives	4000-4999: Books And Supplies	Title I	500
Integrate new technology as a tool for teachers when implementing Common Core Standards. The Computer Lab Technician will maintain equipment and software to support student learning through technology.	Media Tech, All Teachers, Technology Committee, Coach, and Principal	September 2014 - June 2015	See Goal #1			0
The Instructional Coach will support teachers in implementing the adopted curriculum for math using District adopted materials and materials which contain student outcomes which correlate with Common Core Standards.	Classroom Teachers and Coach	August 2014-June 2015	Not applicable			0
K through Grade 2 Transitional Bilingual Education classes follow District board policy.	Teachers K-2	August 2014 - June 2015	Not applicable			0
Staff ;will put formative assessment results into OARS, evaluate and analyze results and use information to inform instructional decisions.	Teachers K-5	August 2014 - June 2015	Not applicable			0
Principal will conduct data conferences with teachers 2 to 3 times a year to discuss assessment results.	Teachers K-5, Principal, Instructional Coach, Teacher Substitutes	August 2014-June 2015	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	800

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and Staff will have use of the xerox machines, laminator and Duplo copy machine for support in duplicating instructional materials.			See Goal 1, Strategy 1, Action Step 12			
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services						

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS AND ENRICHMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Service Provider will provide necessary interventions for targeted services for students K-5	ISP Teacher(s), Instructional Coach, Principal	December 2014 – June 2015	See Goal #1			
Annual site license renewal for Waterford with updates	Teachers K-5	August 2014-June 2015	License Renewal	5800: Professional/Consulting Services And Operating Expenditures	Title III	350
					Title I	550
Teachers will provide after school tutoring in small groups in Math for targeted students.	Teachers K-5	November 2014-June 2015	Hourly Teacher Rate	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1500
Intervention materials for during school and after school intervention and tutoring will target student needs in Math acquisition.	Principal, Instructional Coach, ISP, Teachers	August 2014-June 2015	See Goal #1, Intervention Materials	4000-4999: Books And Supplies	Discretionary	9500
Staff will monitor at-risk students through the Rti process, grade level meetings and the analysis of data.	Teachers K-5, Instructional Coach	August 2014-June 2015	Centralized Services	None Specified		0
Student Response Systems and Active Whiteboards will be utilized to improve student engagement and achievement.	Teachers K-5	August 2014-June 2015	Centralized Services	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student progress will be monitored using formative and summative assessments; intervention strategies will be based upon results.	Teachers K-5, Instructional Coach	August 2014-June 2015	Centralized Services	None Specified		0

Strategy #3

STRATEGY:
PRE-SCHOOL TRANSITION (Elementary Schools)

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kindergarten readiness will be provided for students without pre-school experience.	K Teachers, Instructional Coach	May - June 2015	Not applicable			0
Parent night meetings will be held for parents of incoming K students	K Teachers, Principal	April to June 2015	Not applicable			0

Strategy #4

STRATEGY:
Professional Development and Implementation of the use of Technology in the Mathematics instruction program

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meetings in Grade Levels will support planning for Mathematics and Technology instruction to be planned following Common Core standards. Professional Learning Teams will meet to review common assessments to focus on student progress towards attainment of benchmarks in Mathematics and Technology.	Coach, Principal, and PLC teams	August 2014 - May 2015	See Goal #1, Strategy 2 Action Step 6			0
Leadership will meet once a month to work on best practices implementing the Common Core. Best practices and instructional strategies will be implemented throughout the school to increase student achievement in Mathematics.	Principal and Leadership Team	September 2014 - June 2015	Not applicable			0
Staff Meetings will contain planned Professional Development in Technology and Instructional Strategies for Mathematics.	Principal, Coach, and Teachers	September 2014 - June 2015	Not applicable			
	PLC teams, Coach and Principal	September 2014 - June 2015	See Goal #1			
Purchase Apps and computer equipment/supplies will be purchased or Math instruction. Student learning will be supported through Technology.	Principal, Instructional Coach, Media Tech and Classroom Teachers	September 2014-June 2015	Computer Equipment	4000-4999: Books And Supplies	LCFF - Targeted Title III	4000. 1000.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development will be available for Teachers, Principal and Instructional Coach to attend conferences such as CUE, OARS, and other technology based conferences	Principal, Coach, and Classroom Teachers	September 2014-June 2015	Travel and Conferences See Goal #1			
Purchase computers and accompanying cables for classrooms without computers, for the Library and for any additional classes added this year.	Teachers, Instructional Coach, Media Tech, Principal	October 2014-June 2015	Computers	4000-4999: Books And Supplies	LCFF - Targeted	4000
				4000-4999: Books And Supplies	Title III	1000.

Strategy #5

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title 1 meetings, Coffee with the Principal, Family Nights, SSC, and ELAC Parent Compact Parent Involvement Policy	Principal, Coach, Committee Members, and Teachers	September 2014 - June 2015	Not Applicable			0
Review assessments data at parent conferences	Teachers K-5	November 2014 and February 2015	Not Applicable			0
Parents are invited to take part in meetings – Back to School Night, Principal’s Coffee, Family Night, PTA, Student Programs such as Grade Level Programs and Performing Arts and Arts student presentations.	Parents, Teachers, Principal and Instructional Coach	August 2014 - June 2015	Not applicable			0
Parents influence budget and school program decisions for Title III and other budgets through ELAC and School Site Council.	Parents, School Site Council Members, Principal	August 2014-June 2015	Not applicable			0

Strategy #6

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison acts as a bridge to facilitate communication and coordination between the after school program and regular school program.	Teacher Liaison, After School Director	September 2014 - May 2015	Not applicable			0
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services	After School Teacher Liaison and Principal	September 2014 – May 2015	Not applicable			0

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #3:

School Goal #3 - English Learners

A. AMAO #1: 100% of all English Learners will advance one level on the CELDT.

B. AMAO #2 The percentage of English Learners who transition to Fully English Proficient with less than 5 years will increase to 57% and the percentage of English Learners who transition to English with more than 5 years instruction in English acquisition will increase to 60%.

Data Used to Form this Goal:

- CELDT data
- DIBELS data
- Essential Literacy Skills Checklist (K & 1)
- School generated Common Core Pre and Post assessment
- Language! Benchmarks
- Interim Formative Assessments

Findings from the Analysis of this Data:

- AMAO #1: 54.7% of EL students in 2013-2014 year met AMAO #1
- AMAO # 2 14.9% of EL students with less than 5 years in 2013-14 became Fully English Proficient.
57.1% of EL students with more than 5 years in 2013-14 became Fully English Proficient.

AMAO #1 was met in 2013-14.

AMAO #2 was not met for EL students with less than 5 years instruction in English.

AMAO #2 was met for EL students with more than 5 years instruction in English.

How the School will Evaluate the Progress of this Goal:

- ELD instruction will focus on CELDT bands
- ELD continuum
- Progress Monitoring
- Essential Literacy Skills Checklist (K&1)
- Teachers meet in Grade Levels to review EL students' progress after assessment periods
- Progress Monitoring using DIBELS
- Progress on meeting AMAO goals

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full Implementation of State Approved ELD Curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the District Master Plan for English Learners. Teachers will daily implement ELD instruction at EL students' levels as identified by CELDT.	Instructional Coach, Principal, and Teachers	September 2014 - June 2015	Not applicable			0
Avenues instruction in K - 5th grades supplemented by Common Core Content Instruction with student placed in proficiency CELDT levels	Instructional Coach, Principal, and Teachers	August 2014 - June 2015	Not applicable			0
Provide time, through staff development and release time for teachers to analyze assessments from ELD standards. Develop and review goals for each specific EL students to focus on their areas of need.	Principal, Coach, and Classroom Teachers	September 2014- June 2015	Substitute Teachers	1000-1999: Certificated Personnel Salaries	Title I	400
					Title III	100
					Discretionary	2200
Students will be assessed to determine their proficiency levels (CELDT) and receive instruction according to their proficiency levels	Teachers, District Assessment Team	November 2014 - June 2015	Not applicable			0
Continue to refine implementation of Avenues through PD for teachers. Ensure that appropriate time in ELD instruction is done on a daily basis through teacher schedules and observations.	Principal, Instructional Coach, and Teachers	September 2014 - June 2015	Not applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Team as grade levels to differentiate instruction by student need and EL levels.	Principal, Instructional Coach, and Teachers	August 2014 - June 2015	Not applicable			0
Students will participate in the Accelerated Reader program which is managed by the AR/Library Committee and Library Technician.	Teachers K-5, Library Technician	January 2015-June 2015	Not applicable			0
Recognize student growth on CELDT via annual assembly/dinner	Principal, Coach, and Teachers	Spring 2015	Food		Discretionary	1000
			Supplies	4000-4999: Books And Supplies	Discretionary	2500
EL Student progress will be monitored in student monitoring conferences, data meetings and grade level meetings	Teachers K-5, Instructional Coach, Principal	August 2014-June 2015	Not Applicable			0
EL students not making benchmark progress in Mathematics and Language Arts are eligible for intervention through before and after school tutoring.	Teachers, ISP, Instructional Coach, Principal	November 2014-June 2015	Not Applicable		Centralized Services	0
			Teacher Hourly Rate for Teacher Tutors		Title III	1000
					Discretionary	5000
EL students will receive help during the school day in English acquisition and core subjects as provided by ISP.	Teachers, ISP, Coach, Principal		ISP Teacher	1000-1999: Certificated Personnel Salaries	Discretionary	6976
					Title III	1485

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplementary materials and books will provide EL students with additional practice to foster English language acquisition.	Teachers, Coach, Principal		Instructional materials and books	4000-4999: Books And Supplies	Title I	1200
				4000-4999: Books And Supplies	Title III	0
				4000-4999: Books And Supplies	Discretionary	9500
Teachers and Staff will have use of the xerox machines, laminator and Duplo copy machine for support in duplicating instructional materials.	Teachers and Staff		See Goal 1, Strategy 1, Action Step 12			

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS and ENRICHMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ISP teacher(s) will work with EL students and students who are not meeting Grade Level benchmarks in classrooms and in small groups 50% of each day	Principal, ISP, Instructional Coach, and Teachers	December 2014 - June 2015	See Goal #1			
Use data to target specific educational needs and provide appropriate support and/or intervention for EL students during the school day.	Principal, Instructional Coach, ISP and Teachers	September 2014 – June 2015	See Goal #1			
Implement before and after school tutoring lead by classroom teachers for targeted EL students.	Principal, Coach, and Teachers	November 2014-June 2015	Hourly Certificated rate	1000-1999: Certificated Personnel Salaries	Title III	500
					Discretionary	4000
Conduct Coordinated Service Team (COST), RTI, and SST meetings to address the needs of students - 3 subs	Outreach, Psychologist, Principal, Coach, Resource teacher, and Teachers	August 2014 - June 2015	See Goal #1			
Intervention materials will be utilized to support EL students during ELD instruction and/or tutoring.	Teachers, Instructional Coach, ISP, Principal	August 2014-June 2015	Materials	4000-4999: Books And Supplies	Title III	500.
					Title I	4050.
					Discretionary	8500
Purchase and use appropriate apps for instruction to support English acquisition for EL students K-5.	Teachers, Instructional Coach, Media Tech, Principal.	December 2014-June 2015	Purchase of computer supplies and software.	4000-4999: Books And Supplies	Title III	500.
					Discretionary	3000.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase enrichment curriculum for EL students to support them in English Language Development.	Teachers, Coach, Principal	September 2014-June 2015	Purchase enrichment materials	4000-4999: Books And Supplies	Title III	500
					Discretionary	3500

Strategy #3

STRATEGY:
IN-COMING PRE-SCHOOL TO KINDERGARTEN TRANSITIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Night Meetings lead by K Teachers will explain K program and expectations to K parents.	Kindergarten Teachers, Principal, Coach, K Parents	August 2014	Not applicable			0
TK Transitional Meeting will offer TK parents information on program options for K.	Principal, Coach and TOSA	December 2014	Not applicable			0
Collaboration and articulation between Preschool Teachers and Kindergarten Teachers	Preschool and K Teachers	January 2015-June 2015	Not applicable	None Specified		0

Strategy #4

STRATEGY:
TRANSITION to Middle School for our 5th and 6th grade students

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold vertical meetings for 5th grade and 6th grade teachers to facilitate collaboration with Middle School teachers	Upper grade teachers, Coach, and Principal	January 2015 - June 2015	Not applicable			0
Host informational meetings for 5th grade students to hear about the programs at Middle Schools and K-8 schools.	Principal, 5th Grade Teachers, Principals and Representatives from Middle Schools and K-8 Schools	January 2015-June 2015	Not applicable			0

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PD in Writing, Technology, ELD instruction and monitoring will be offered to Teachers K-5.	Principal, Instructional Coach, TOSSA and Teachers	October 2014 - June 2015	Not applicable			0
Principal will continue to monitor the implementation of the best practices for instruction for EL, including SIOP model.	Principal and Teachers	August 2014 - June 2015	Not applicable			0
Leadership will meet once a month to work on best practices for the classroom to increase all students' learning. Leadership will receive additional release time to receive training for Rtl, to receive training for Cultural Relevancy, and to do school wide planning.	Principal, Instructional Coach, and Leadership Team		Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	1325.64
					Discretionary	4086
Teachers K-5 will receive Professional Development in Physical Education and Arts strand.	Principal, Teachers	December 2014-June 2015		5800: Professional/Consulting Services And Operating Expenditures	Discretionary	6000.
				5800: Professional/Consulting Services And Operating Expenditures	Title I	1000.
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	250

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers K-5 will receive Professional Development in the Common Core in Staff Meetings, TLC and through conferences.	K-5 Teachers, Instructional Coach, Principal, VCOE	August 2014-June 2015	Conference expenses	5000-5999: Services And Other Operating Expenditures	Title I	2200.
Teachers will attend conferences such as CUE and OARS for Professional Development.	Principal, Coach, Teachers	August 2014-June 2015	Conference expenses	5000-5999: Services And Other Operating Expenditures	Discretionary	10000.
Professional Development for Teachers and Staff on Student Behavior School Wide plans such as CHAMPS.	Principal, Coach, Teachers, Staff	August 2014-June 2015	Presenter and Trainer costs	5000-5999: Services And Other Operating Expenditures	Discretionary	8000.
Materials to support implementation of strategies covered in Professional Development. For example, manuals and books that support focus of training.	Principal, Coach, Teachers	August 2014-June 2015	Materials, manuals and books	4000-4999: Books And Supplies	Discretionary	8000.

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I meetings ELAC meetings Parent Compact Parent Involvement Policy Coffee with the Principal	Committee members, Principal, Parents, Instructional Coach, and Teachers	August 2014 - June 2015	Not applicable			0
Review assessment data at parent conferences	Classroom Teachers and Parents	November 2014 February 2015	Not applicable			0
Parent communication will be provided through our one to one iPads. Connect Ed, letters, flyers and newsletters	Principal, Parents, Teachers, Office Staff	September 2014-June 2015	Not applicable			0
Parents are invited to take part in meetings – ELAC meetings, Back to School Night, Coffee with the Principal, PTA and Family Nights	Principal, Parents, Instructional Coach, TOSSA and Teachers	August 2014 –June 2015	Not applicable			0
Plan to honor Parent Volunteers through end of year brunch.	Principal, Coach, Teachers, Parents	August 2014-June 2015	Purchase food.	4000-4999: Books And Supplies	Discretionary	3000.
			Purchase materials for event.	4000-4999: Books And Supplies	Discretionary	2000.

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison will update staff on Oxnard Scholars After School Program.	Principal and After School Director	September 2014 - May 2015	See Goal #1`			0
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services	Principal, Liaison, and After School Director	September 2014 – May 2015	Not applicable			0
Facilitate after school clubs such as Ukelele Club, Mouse Squad and Music Club.	Principal, After School Liaison, Oxnard Scholars Director, Teachers, Support Staff	October 2014-June 2015	Musical instruments and supplies	4000-4999: Books And Supplies	Discretionary	5500.
			Hourly classified rate	2000-2999: Classified Personnel Salaries	Discretionary	4300.
			Hourly certificated rate	1000-1999: Certificated Personnel Salaries	Discretionary	5000.

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #4:

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.

A. School-Wide Positive Behavior Interventions and Support will be developed by Student Behavior Committee, Principal, Counselor and all Teachers

- Students will attend school every day and be on time for 176 out of 180 days for 2014-2015
- Office referrals and suspensions will be reduced for 2014-2015 as compared to the same in 2013-2014

B. Emergency Preparedness:

- Safety and Disaster Plan will be updated yearly.
- All staff and students are aware of emergency plans and participate in regular safety drills.

Data Used to Form this Goal:

- Office referrals
 - Suspension report
 - Attendance report
 - Review of School Safety
- Review of OSD Crisis Intervention/Emergency Operations Plan

Findings from the Analysis of this Data:

- Behavior referral data
- Attendance data
- Staffing changes require review of School Safety Plan
- Updated disaster plan and emergency preparedness

How the School will Evaluate the Progress of this Goal:

- RTI
- Review and analyze behavior data
- Review and analyze attendance data
- Debrief after regularly scheduled emergency drills
- Safety Committee Meetings will analyze effectiveness of safety plans

Strategy #1

STRATEGY:
SUPPORT TO STUDENTS TO FULLY ACCESS THE CORE CURRICULUM: SCHOOL ENVIRONMENT, STUDENT HEALTH, SELF ESTEEM, BEHAVIOR INTERVENTION, ENRICHMENT, STUDENT MOTIVATION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students requiring additional assistance with behavior may be referred to COST and/or SST.	Principal, Coach, Outreach Coordinator, Teachers, School Psychologist	August 2014 - June 2015	Not applicable			0.
Implement tardy/attendance incentives program. Student attendance will be monitored. Rewards for good attendance will be provided to individual students and classes. Support for positive attendance will be provided to all students and families	Outreach, Attendance Clerk, and Principal	August 2014-June 2015	Supplies, Certificates, Juice Bars	4000-4999: Books And Supplies	LCFF - Targeted	1109
Hold student recognition assemblies a minimum of 4xs a year. Award certificates and recognition to students who show high academic achievement, strong development of interpersonal skills, and also improvement in academic and social aspects.	Principal, Coach, Office Support Staff and Teachers	November 2014 February 2015 April 2015 June 2015	N/A			LCFF - Targeted 800.
Provide positive behavior support to students with behavior challenges. Using COST, SST, teacher and parent referral, identified students will benefit from PBS and behavior plans.	Teachers, Principal, Outreach Coordinator, Counselor and ALL Staff	August 2014- June 2015	Not applicable			0
Provide drug, alcohol, and tobacco prevention education (e.g. Red Ribbon Week, imbedded in health instruction)	All staff (Certificated and classified)	September 2014 - May 2015	Health and Drug Prevention	None Specified	LCFF - Targeted	1000.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement small group supports for students on topics such as Divorce, Anger Management and Friendship.	Counselor	October 2014 - June 2015	Not applicable			0.
Student discipline data will be monitored at intervals throughout the year. Part of this monitoring will include refinement and revision of RTI pyramid for behavior and social-emotional issues.	Principal, Teachers, ORC, all Staff	August 2014 - June 2015	Not applicable			0.
The Safety Committee will monitor the Safety Plan and make necessary revisions and updates.	Safety Committee and Principal	August 2014 - June 2015	Not applicable			0.
All staff and students will participate in lock down drills at least twice a year.	All staff (certificated and classified)	August 2014-June 2015				
All staff and students will participate in monthly fire drills and bi-monthly earthquake drills.	All staff (certificated and classified)	August 2014-June 2015	N/A	None Specified	Centralized Services	0
School positive student behavior program will be supported by implementation and use of materials and programs which support positive student outcomes. Incentives will be given to students to promote positive student behavior.	Teachers, Principal, Counselor, ORC	August 2014-June 2015	Incentives and Materials	4000-4999: Books And Supplies	LCFF - Targeted	1000.
Enrichment activities like field trips, or school presentations will support student understanding and attainment of CCSS.	Teachers, Staff, Principal	August 2014-June 2015	Field Trips and School Presentations-Assemblies	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	5540.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic incentives will be earned by students for goals met in school wide programs such as AR. Incentives will be given to students for attainment of benchmark grade level goals like completion of Writing assignments, assigned projects or mastery of facts. Academic progress, attainment of goals and excellence for all students will be supported.	Teachers, Instructional Coach, Principal	August 2014-June 2015	Certificates, ribbons, books, awards	4000-4999: Books And Supplies	LCFF - Targeted	1338.

Strategy #2

STRATEGY:
SPECIFIC INTERVENTIONS to ENABLE STUDENTS TO ACCESS CORE CURRICULUM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Big Smiles provides free dental screenings and treatment	Outreach Coordinator and Teachers	August 2014-June 2015	N/A	None Specified		0
Students and families requiring additional assistance with behavior and family issues may be referred to Triple P.	Teachers K-5, Principal, ORC, Counselor, School Psychologist, Triple P Personnel	October 2014-June 2015	N/A	None Specified		0
Families will be connected with NFL/FRC resources as necessary.	School staff, ORC, NFL/FRC staff	August 2013-June 2014	N/A	None Specified		0

Strategy #3

STRATEGY:
SUPPORT FOR STUDENT TRANSITIONS from 5th to 6th GRADE, TK-K

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Meetings for TK, K parents will inform parents of rules and expectations for social and academic development	Principal, Outreach, Coach, Kindergarten Teachers	August 2014-June 2015	Not applicable			0
TK Transitional Parent Meeting will inform TK parents of District options for K placement.	Principal and TOSA		Not applicable			0
Staff from the Middle School meets with 5th Grade parents and students to inform them of program strands, Middle School expectations and academic and social opportunities at the Middle School.	Principal, Instructional Coach, 5th Grade Teachers, Middle School Teachers and Principal		Not applicable			0

Strategy #4

STRATEGY:
5TH TO 6TH TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
-Hold vertical meetings between 5th and 6th teachers to facilitate transition.	Upper grade teachers, Coach, and Principal	December 2014 - June 2015	See Goal #1			

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff is provided opportunities for professional development on classroom management and school wide behavior plan.	Principal, Coach, and Teachers	August 2014 - June 2015	Not applicable			0
Plan 2X to 4X month training for playground supervisors in effective ways to support positive student behavior.	Principal, ORC and Counselor support	September 2014 - June 2015	Not applicable		District Funded	0
Staff Training for Disaster Preparedness	All staff	August 2014-June 2015	Not applicable		District Funded	0
Staff training for RTI, Student Behavior Programs, ways to support positive student behavior	All staff, Principal, Student Behavior Committee	August 2014-June 2015	Not applicable		District Funded	0

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents are updated on school activities monthly during ELAC, PTA, and School Site Council, along with the website.	Principal, Coach, and Media Tech	August 2014 - June 2015	Not applicable		District Funded	0
Back to School Night, Coffee with the Principal, Parent Workshops, Math, Student Performances, other programs are provided through the year	Principal, Coach, and Teachers	August 2014-June 2015	Not applicable		District Funded	0
Outreach and support will be provided for students and families who experience hardships or are in need of referrals for community support.	Principal, ORC, Parents	August 2014-June 2015	Not applicable		District Funded	0
Counseling will be offered for students and families in need.	Principal, ORC, Parents	August 2014-June 2015	Not applicable		District Funded	0

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison will meet regularly with Oxnard Scholars Program Lead. Teacher Liaison will report back to school staff on topics covered in after school program. Teacher Liaison will give input on appropriate activities and studies to be carried out in the Oxnard Scholar's Program.	Principal and After School Director	October 2014 -June 2015	See Goal #1			
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Principal and After School Director	September 2014 – May 2015	See Goal #1			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
By June 2015 all students will receive instruction and will participate in activities focused on the Visual and Performing Arts
Data Used to Form this Goal:
Visual art creation Participation rates in lessons, presentations, assemblies, concerts and other avenues which access learning in the Visual and Performing Art Student understanding of Art principals demonstrated through Visual and Performing Arts learning outcomes Student understanding of cultural and historical influences and elements of art as shown through formative assessments
Findings from the Analysis of this Data:
This is the first year of Visual and Performing Arts strand focus. Data will be analyzed periodically to determine implementation of the Visual and Performing Arts throughout the grades K-5.

How the School will Evaluate the Progress of this Goal:

Learning opportunities by grade level for Visual and Performing Arts components

Monitor program requirement of student participation in at least one presentation per year where parents are invited

All students create visual products in Art.

All students have opportunities to learn about Art History.

All students receive classroom in Music.

All students have opportunities to view and participate in Performing Arts.

All students develop cultural awareness through increasing their understanding of art forms from various cultural backgrounds.

Strategy #1

STRATEGY:
Teachers monitor student progress in Arts and Performing Arts

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers K-5 will teach lessons and plan activities to engage their students in the Visual and Performing Arts.	Teachers	August 2014-June 2015	Not applicable			0
All students will participate in Assemblies and Performances. Planned for this school year are Oxnard High School Choir, Crenshaw High School (Los Angeles) Choir and Stepping, Roots of Latin Dance, Dancing Around the World and possibly other events.	Visual and Performing Arts Committee, Principal and Teachers	August 2014-June 2015	Assembly costs	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	2500.
All students will receive instruction in dance workshops and interactive assemblies			Dance workshop costs See Goal #5, Strategy 1, Action 2		Discretionary	2500
All students will be engaged in Visual Arts through individual and cooperative creation of art to include drawing, painting, working with clay and other mediums.	Teachers K-5, Visual and Performing Arts Committee	August 2014-June 2015	Purchase of materials and classroom items such as easels, specialized paints, chalks, paper, and other items.	4000-4999: Books And Supplies	LCFF - Targeted	8000
Individual classes and grade levels will study plays and musicals.	K-5 Teachers	August 2014-June 2015	Purchase of scripts and books	4000-4999: Books And Supplies	LCFF - Targeted	2000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Individual classes and grade levels will practice and present their learning about dance, theater, creative movement, music and visual art.	K-5 Teachers, Music Teacher	August 2014-June 2015	Materials to support presentations	4000-4999: Books And Supplies	LCFF - Targeted	1500
Students K-5 will be given opportunities to learn how to play instruments such as recorders, ukeleles and percussion instruments.	K-5 Teachers, Music Teacher	August 2014-June 2015	Musical Instruments	4000-4999: Books And Supplies	LCFF - Targeted	3500
Students K-5 will learn how art relates to culture, time periods and history, country of origin and geography.	K-5 Teachers, Consultants, Principal	August 2014-June 2015	Art materials and books	4000-4999: Books And Supplies	LCFF - Targeted	5000
Students will have opportunities to participate in after school enrichment in the arts. For example, ukulele club, percussion instruction, and other arts related planned activities aimed at deepening student understanding of Visual and Performing Arts.	Teachers, Support Staff, Principal, Oxnard Scholars Staff	August 2014-June 2015	Hourly rate for Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1850.
			Hourly rate for Support Staff	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1500.

Strategy #2

STRATEGY:
Professional Development will be given to Teachers K-5 in the Visual and Performing Arts

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
K-5 Teachers will receive professional development in Visual Arts and Performing Arts	Teachers K-5, Visual and Performing Arts Committee, Principal	August 2014-June 2015	Workshops and presentations	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	2200
K-5 Teachers will do planning within the Visual Arts and Performing Arts to develop and refine grade level goals for students.	Teachers K-5, Instructional Coach, Principal	August 2014-June 2015	Not applicable			0

Strategy #3

STRATEGY:
Teachers will monitor and evaluate student progress.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
K-5 Teachers will monitor how students are participating and learning in the arts.	K-5 Teachers, Instructional Coach, Principal	August 2014-June 2015	Not applicable			0
As appropriate, formative assessments and student projects will be used to determine student acquisition within the arts.	K-5 Teachers, Instructional Coach, Principal	August 2014-June 2015	Not applicable			0

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.

SUBJECT: Centralized Services for Planned Improvements in Student Performance
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA) and Principal periodically present elements of English Learner Master Plan to parents at ELAC meetings.	September 2014 - June 2015	Coach-TOSA, ORC, Principal	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	62794
			1000-1999: Certificated Personnel Salaries	Discretionary	24420
	Aug. 2013 - June 2014	Library	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	13524
		Library	2000-2999: Classified Personnel Salaries	Discretionary	13524
Computer Lab Tech	Aug. 2013 - June 2014	Site Lab Tech	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	15109
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Economic Impact Aid/State Compensatory Education (EIA-SCE)	15109
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Unrestricted	18131
Maintenance Agreement for Copy Machine(s)	Sept.2013-June 2014	Maintenance agreement	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	10,344
Maintenance Agreement for Successmaker & Waterford	Sept.2013-June 2014	Maintenance agreement	5000-5999: Services And Other Operating Expenditures	District Funded	2,810

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Professional Development for SIOP	Nov. 2013	Prof Development	5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	15555
Outreach	Aug. 2013 - June 2014	Outreach	2000-2999: Classified Personnel Salaries	Unrestricted	17596
Professional Development for ELD	Sept. 2014 - June 2015	Coach, TOSA, & Principal SIOP Training for Teachers	None Specified	Economic Impact Aid/Limited English Proficient (EIA-LEP)	
Migrant Education students will be identified to determine appropriate services available.	August. 2014 - June 2015				
EL Testing	Sept. 2014 - June 2015	CELDT team	2000-2999: Classified Personnel Salaries	Economic Impact Aid	8397

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified		0.00
	Centralized Services	0.00
None Specified	Centralized Services	0.00
	Discretionary	35,286.00
1000-1999: Certificated Personnel Salaries	Discretionary	28,392.00
2000-2999: Classified Personnel Salaries	Discretionary	6,200.00
4000-4999: Books And Supplies	Discretionary	44,000.00
5000-5999: Services And Other Operating	Discretionary	34,009.00
5800: Professional/Consulting Services And	Discretionary	11,900.00
	District Funded	0.00
	District Funded	0.00
	LCFF - Discretionary	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	14,593.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1,500.00
4000-4999: Books And Supplies	LCFF - Discretionary	2,050.00
5800: Professional/Consulting Services And	LCFF - Discretionary	1,250.00
	LCFF - Targeted	800.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,500.00
4000-4999: Books And Supplies	LCFF - Targeted	31,447.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	5,540.00
None Specified	LCFF - Targeted	1,000.00
None Specified	None Specified	0.00
	Title I	4,600.00
	Title I	400.00
1000-1999: Certificated Personnel Salaries	Title I	28,527.79
4000-4999: Books And Supplies	Title I	6,847.21
5000-5999: Services And Other Operating	Title I	2,200.00
5800: Professional/Consulting Services And	Title I	8,800.00
	Title III	3,585.00
1000-1999: Certificated Personnel Salaries	Title III	8,028.00
4000-4999: Books And Supplies	Title III	2,500.00
5800: Professional/Consulting Services And	Title III	350.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Centralized Services	0.00
Discretionary	159,787.00
District Funded	0.00
LCFF - Discretionary	21,393.00
LCFF - Targeted	40,287.00
None Specified	0.00
Title I	51,375.00
Title III	14,463.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Reading levels of students - increase percentages of students K-5 meeting Fall DIBELS benchmarks; demonstrate significant growth from Fall to Spring, as measured by DIBELS benchmarks.

All English Learners will move up at least one band within the school year as measured by CELDT.

The percentages of English Learners who are reclassified will increase for 2014-15, as compared to the percentages reclassified in 2013-14.

Identify the major expenditures supporting these priorities.

The major expenditures are for funds for Intervention Service Provider (ISP) extra help during the instructional day and for Hourly Certificated Rate for certificated teachers who provide after school tutoring.

Additional supports:

Universal Access to provide in class intervention

COST and SST

Integrating technology into instruction

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Due to time constraints and lack of available personnel, the Intervention Service Provider was not hired within the specific timelines.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

The in class intervention was partially implemented using available personnel prior to hiring of ISP.

What specific actions related to those strategies were eliminated or modified during the year?
Instructional Coach, RSP Teacher and EST (from K) scheduled time to provide targeted intervention to at risk students and to facilitate Universal Access in classrooms.

Identify barriers to full or timely implementation of the strategies identified above.
Availability of qualified ISP Teachers and availability of certificated teachers for after school tutoring.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Teachers have benefited from intervention support given by Instructional Coach, TOSA for English Learners and RSP Teacher. Grade level teachers team to provided targeted instruction.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
Intervention did not have the support which was planned. Classroom intervention groups had less personnel support until ISP began.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
Intervention for primary students is given students extra time to develop skills in small groups. Daily ELD time uses Avenues and connections to Common Core curriculum to advance student achievement. Planned intervention with upper grade students has shown evidence of increasing their achievement levels based on teacher inventories.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
No strategies or activities identified.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other: Looking at strategies/activities from 2013-14 SPSA, the impact of steps in Plan Priorities cannot be determined by data

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications:
Continue to use RtI to provide appropriate instruction to all students. Consider adding another ISP teacher to give additional support to EL students and to at risk students. Continue to monitor and evaluate achievement of English Learner subgroup progress towards proficiency in English and proficiency in English Language Arts.

Involvement/Governance

How was the SSC involved in development of the plan?

School Site Council members were consulted on the development of strategies and action steps to address the goals.

How were advisory committees involved in providing advice to the SSC?

Leadership reviewed the plan as it was being developed. When goals were presented to the ELAC Board and to the ELAC members, opportunity was given for advice on the plan.

How was the plan monitored during the school year?

School Site Council approved modifications to the plan.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Schedule meetings in November to allow stakeholders to provide advice as to the planned activities and outcomes for the plan.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Part of AMAO #2 was partially met with 57.1% of EL students with 5 or more years of EL Instruction reclassifying.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

AMAO #1 was not met. 54.7 % of EL moved up one band as measured by the CELDT. The prior year showed 60.2% of EL students moved up one level.

AMAO #2 was partially not met because EL students with less than 5 years instruction showed a rate of 14.9% reclassification.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Based on this information, what might be some recommendations for future steps to meet this goal?

More in classroom supports, through small groups and through intervention, are needed.

Materials acquisition to support student learning will continued to be analyzed for effectiveness.

Pre and post testing for tutoring and intervention groups are planned.

Regular monthly monitoring of English Learner progress towards benchmarks.

Accelerated Reader has begun as a school wide approach to increase student practice with reading and basic comprehension.

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
Marlene Breitenbach	[X]	[]	[]	[]	[]
Paula Mc Cowan	[]	[X]	[]	[]	[]
Tina Koppenjan	[]	[X]	[]	[]	[]
Suzanne Johnson	[]	[X]	[]	[]	[]
Maria Lucero	[]	[]	[X]	[]	[]
Mitchel Sloan	[]	[]	[]	[X]	[]
Crystal Orrante	[]	[]	[]	[X]	[]
Ana Lopez	[]	[]	[]	[X]	[]
Jose Serrano	[]	[]	[]	[X]	[]
Vernon Bell	[]	[]	[]	[X]	[]
Numbers of members of each category:	1	4	1	6	

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

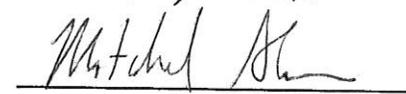
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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**):

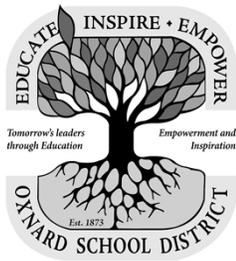
- | | |
|--|--------------------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | _____
Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | _____
Signature |
| <input type="checkbox"/> Special Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | _____
Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | _____
Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | _____
Signature |
| <input type="checkbox"/> Other committees established by the school or district (list): | _____
Signature |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on Feb. 25, 2015.

Attested:

<u>Marlene Breitenbach</u> <small>Typed Name of School Principal</small>	 <small>Signature of School Principal</small>	<u>2/25/15</u> <small>Date</small>
<u>Mitchel Sloan</u> <small>Typed Name of SSC Chairperson</small>	 <small>Signature of SSC Chairperson</small>	<u>2/25/15</u> <small>Date</small>

Parent Involvement Policy



Thurgood Marshall School

2900 Thurgood Marshall Drive, Oxnard, CA 93036 (805) 385-1557 Fax (805) 983-7215

Principal: Dr. Marlene Breitenbach

School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ that parents play an integral role in assisting their child's learning;
 - Parents receive information about how they can assist their child instructionally at Parent/Teacher conferences and during Coffee with Principal meetings.
- ✓ that parents are encouraged to be actively involved in their child's education at school;
 - Parents are invited to volunteer in their child's classroom according to district procedures.
 - Parents are invited to assist the PTA with organizing special educational opportunities.
 - Parents are invited to attend Family Nights and student presentations which are sponsored by grade level teachers.
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - Parents are part of the School Site Council, site English Learner Advisory Committee and District English Learner Advisory Committee.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the informational packet which is distributed annually at the beginning of the school year. Teachers review the

Thurgood Marshall School Compact and policies with the students at the beginning of the year. Parents are asked to read and discuss the Marina West School Compact with their students and sign and return an acknowledgment form.

- ✓ Thurgood Marshall School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Thurgood Marshall School will make the School Parental Involvement Policy available to the local community. The Compact and Involvement Policy will be available on the school website, in the school office, handed out at Back to School Night in the fall, and to parents who register after the start of the school year.
- ✓ Thurgood Marshall School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Thurgood Marshall School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Thurgood Marshall School convenes an annual and regular meeting to inform parents of the following:

- ✓ That their child's school participates in Title I
- ✓ About the requirements of Title I
- ✓ Of their rights to be involved, (a copy of the district's district-wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Thurgood Marshall School conducts an open forum for parents and Community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy

- School/Meeting Calendar
- Parent/Student Handbook
- Volunteer Applications/Information
- Assessment Information
- Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ Monthly Principal Newsletters provide information on school activities and events.

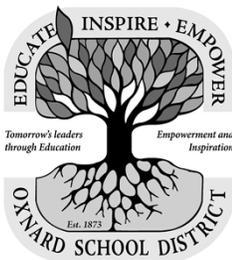
If requested by parents, opportunities at regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

- ✓ School Site Council
- ✓ English Learner Advisory Committee
- ✓ Coffee With Principal

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Elections for School Site Council and ELAC members.
- ✓ Requests for PTA Volunteers at parent meetings and through the monthly newsletter.
 - Appointments of PTA Board Members at PTA meetings.
- ✓ Participation of a parent on the Superintendent's Parent Advisory Council.
 - This parent reports back during Coffee with Principal meetings.
- ✓ Notifications of all parent meetings, special events and activities through home notifications, newsletter and through Connect Ed phone messages.
- ✓ Holding Family Literacy and Math Nights to provide parents with information on grade level standards, curriculum and ways to help their children at home.
- ✓ Providing appropriate opportunities for parent education through various agencies and programs including the Parent Project and Triple P. All classes are available in English and Spanish.



Thurgood Marshall School
 2900 Thurgood Marshall Drive, Oxnard, CA 93036 (805) 385-1557 Fax (805) 983-7215
 Principal: Dr. Marlene Breitenbach

Póliza de Involucramiento de Padres

DECLARACION DE PROPOSITO:

El involucramiento de padres y miembros de la comunidad es un componente esencial para nutrir a nuestros estudiantes. Se hicieron todos los esfuerzos para invitar y considerar a padres y la participación de la comunidad para asegurar el éxito de nuestros estudiantes. Un equipo de padres, maestros y administradores desarrollo las siguientes pólizas de involucramiento de la escuela/padres/comunidad.

El involucramiento de padres significa la participación de padres en comunicación constante de dos vías y participar en el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo asegurar

- ✓ que los padres juegan un papel integral en el aprendizaje de sus hijos;
 - Los padres recibirán información de cómo pueden ayudar educativamente a sus hijos en las conferencias de padre/maestro y durante las reuniones con la directora.
- ✓ que se les anima a los padres para que participen activamente en la educación de sus hijos en la escuela.
 - Se invita a los padres a ayudar en el salón de sus hijos de acuerdo con las pólizas del distrito.
 - Se invita a los padres a ayudar a la PTA en la organización de oportunidades educativas especiales.
 - Se invita a los padres a asistir a las Noches Familiares y presentaciones de alumnos que son patrocinadas por los maestros de nivel de grado.
- ✓ que los padres son socios de pleno derecho en la educación de sus hijos y se incluyen, en su caso, en tomar decisiones, y en los comités asesores para ayudar en la educación de sus hijos.
 - Los padres son parte del Consejo Escolar y el Comité Asesor de Aprendices al Ingles

Información sobre pólizas escolares y oportunidades de involucramiento se comunican a través de contacto directo de padres de las siguientes maneras:

- ✓ Las Pólizas de Involucramiento de los Padres/de la Comunidad y el Contrato de Escuela-Padre se distribuyen a los padres y estudiantes en el paquete informativo que se distribuye anualmente al inicio del año escolar. Los maestros revisan el Acuerdo y las pólizas con los estudiantes de la Escuela Marina West al inicio del año escolar. Los padres deben leer y discutir el Contrato entre la Escuela Thurgood Marshall con sus hijos y firmar y devolver el formulario de reconocimiento.
- ✓ La escuela Thurgood Marshall notifica a los padres acerca de la Póliza de Involucramiento de Padres en un formato compresible y uniforme y, de medida

posible, distribuye las pólizas a los padres en un idioma que los padres puedan entender.

- ✓ La escuela Thurgood Marshall hará las Pólizas de Involucramiento de Padres a la disposición de la comunidad local. Las pólizas de Acuerdo e Involucramiento estará disponible en el de la escuela, en la oficina de la escuela, se entregara en el otoño durante La Noche de Regreso a la Escuela, y para los padres que se inscriban después del inicio del año escolar.
- ✓ La escuela Thurgood Marshall actualiza periódicamente la Póliza de Involucramiento de Padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- ✓ La escuela Thurgood Marshall ha adoptado el contrato de la escuela de Escuela-Padre como un componente de su Póliza de Involucramiento de Padres.

POLIZAS DE LA ESCUELA, OPORTUNIDADES DE INVOLUCRAMIENTO Y REUNIONES

La escuela Thurgood Marshall tiene reuniones anualmente y regularmente para informar a los padres de lo siguiente:

- ✓ Que la escuela de sus hijos participe en el Título 1
- ✓ Acerca de los requisitos del Título 1
- ✓ Acerca de sus derechos de participar (una copia de la Póliza de Involucramiento de los Padres del distrito)
- ✓ Acerca de la participación de la escuela en el Título I (estado del programa de ayuda específica)

Además, la escuela Thurgood Marshall lleva a cabo un foro abierto para los padres y miembros de la comunidad para involucrar más a los padres en el desarrollo y el acuerdo en común de la Póliza de Involucramiento de los Padres en la escuela.

Los padres son proporcionados con una descripción y explicación del plan de estudios en uso en la escuela, acerca de las formas de evaluación académica para medir el progreso del estudiante, y los niveles de competencia que los estudiantes deben cumplir.

- ✓ El Cuaderno de Recursos de Padres y de la Comunidad incluirá:
 - Póliza de Involucramiento de Padres
 - Calendario de la Escuela/Reuniones
 - Guía de Padres/Estudiantes
 - Aplicaciones / Información acerca de Voluntarios
 - Información de Evaluación

- Descripciones del plan de estudios para Artes del Lenguaje Inglés y Matemáticas y otras áreas de contenido.
- ✓ El sitio Web de la escuela proporciona información acerca del personal, actividades en el salón y recursos para los padres.
- ✓ El boletín y calendario mensual de la directora proporciona información de actividades y eventos en la escuela.

Si los padres solicitan, se les dará la oportunidad en las reuniones regulares formular sugerencias y participar, según corresponda, en decisiones relacionadas a la educación de sus hijos, y se tratara de responder a cualquier sugerencias tan pronto se posible. A los padres y miembros de la comunidad se les dará respuestas oportunas a sus inquietudes y sugerencias.

- ✓ Consejo Escolar
- ✓ Comité Asesor de Aprendices al Ingles
- ✓ Café con la Directora

El Acuerdo de la Escuela/Padres/Estudiantes es una parte de la Póliza de Involucramiento de los Padres. El Acuerdo fue desarrollado por maestros, padres y administradores. En el se describen las responsabilidades de la escuela y los padres para mejorar el desempeño de los estudiantes y los medios de como hacerlo.

Desarrollo de capacidades para la participación de los padres y la comunidad se muestra en la Póliza de Involucramiento de Padres del distrito. Incluyendo las siguientes actividades específicas:

- ✓ Elecciones para el Consejo Escolar y miembros de ELAC.
- ✓ Peticiones de voluntarios para la PTA durante las reuniones y a través del Boletín mensual.
 - Nombramiento de miembro de la junta de PTA en las reuniones de la PTA.
- ✓ La participación de los padres en el Consejo Asesor de Padres del Superintendente.
 - El padre da el informe durante la reunión de Café con la Directora.
- ✓ Las notificaciones de todas las reuniones de padres, eventos y actividades especiales a través del calendario y un boletín mensual y a través de mensajes de teléfono de conexión ed.
- ✓ Tener Noches Familiares de Matemáticas y Lectura para proporcionar información a los padres acerca de as normas de nivel de grado, plan de estudios y maneras de como puede ayudar a sus hijos en casa.
- ✓ Brindar oportunidades adecuadas para la educación de los padres a través de agencias y programas que incluye el Proyecto de Padres y Triple P. Todas las clases están disponibles en Ingles y español.

The Single Plan for Student Achievement

School: Christa McAuliffe, The STEAM Education School
CDS Code: 5672380100362
District: Oxnard School District
Principal: Andres Duran Ed.D.
Revision Date: May 7,2014

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:

Contact Person: Andres Duran Ed.D.
Position: Principal
Phone Number: 805-385-1560
Address: 3300 Via Marina Avenue,
Oxnard, CA 93035
E-mail Address: aduran@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Christa McAuliffe, The STEAM Education School's Vision and Mission Statements

Our vision for McAuliffe School is to be a STEAM (Science, Technology, Engineering, Art, Mathematics) focus school that will partner with families and the community to celebrate our cultural diversity and guarantee that all students will be academically competitive, successful life learners and productive ethical citizens through our STEAM focus. It is our goal always to provide a safe, nurturing, success-orientated learning environment, which implements a rigorous common core curriculum while fostering self-esteem, leadership qualities and mutual respect for all students. Each McAuliffe student will develop higher level thinking skills through an understanding that all living things in our marine environment have interdependent relationships. Students will expand their creative potential through STEAM activities that support this understanding at every grade level, Transitional Kindergarten-fifth grade.

McAuliffe School is committed to the following:

- Educate confidently with a positive attitude and enthusiasm with respect for students, parents, and each other
- Continual analysis of data throughout the year to drive differentiated instruction to ensure that all students are given learning opportunities in all content areas
- Communicate and collaborate as a member of a team, being open to new ideas, and reflecting on our practices to continue our growth as professions
- Ensure all students have access to the common core curriculum at their academic level
- Creating an environmentally responsible campus
- Attend professional development that enhances their understanding of research-based common core practices
- Participate in reciprocal collaboration to reflect, enhance, and advance instructional practices

School Profile

During the 2014-15 school year, Christa McAuliffe School served 764 students in grades TK through five. McAuliffe is a STEAM school. The instructional program integrates Science, Technology, Engineering, Art, Music and mathematics.

The McAuliffe facility is comprised of 27 classrooms, a full-service library, and two computer labs. All students have iPads, which they continuously use to explore the world around them. In addition it is constantly use as a tool to communicate the latest events happening at McAuliffe, at all available at their finger tips.

McAuliffe Elementary has a very active Parent Teacher Association, PTA. Parents play an active role at McAuliffe in various ways including: volunteering in the classrooms, playground, running multiple fundraisers and community projects.

There are 27 certificated classroom teachers supported by three credentialed kindergarten support teachers and four credentialed Intervention Service Providers (ISP). McAuliffe has a principal, shared school psychologist, full-time school counselor, full-time TOSA Instructional Coach, credentialed Speech Specialist and a credentialed Resource Teacher. The classified employees include an office staff of four, a custodian team of four, a playground supervision team of seven, a full-time Site Media Technician, a full-time Outreach Consultant, a cafeteria and child nutrition staff of five and a team of six para-educators.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	682	686		105	102		40	39		23	21	
Growth API	842	830		858	838		823	853		997	946	
Base API	830	842		853	858		828	824		976	997	
Target	A	A		A	A							
Growth	12	-12		5	-20							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	469	456		210	219		459	422		58	64	
Growth API	827	814		820	812		823	805		811	810	
Base API	809	827		781	820		798	822		777	811	
Target	A	A		5	A		2	A				
Growth	18	-13		39	-8		25	-17				
Met Target	Yes	Yes		Yes	Yes		Yes	Yes				

Conclusions based on this data:

1. Our overall API decreased by 12 points for the year 2012-2013, no data available for the year 2014. First year of CCSS implementation.
2. All subgroups decreased but the most significant decrease was in the White population with a drop of 20 point. The EL population made the smallest drop and we believe this was due to the implementation of the SIOP techniques, the use of Avenues curriculum in the primary grades, before and after school intervention for EL students and a focused blocked time of ELD instruction.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	449	438		73	69		24	27		23	18	
Percent At or Above Proficient	65.8	63.8		69.5	67.6		60.0	69.2		100.0	85.7	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	293	276		126	131		285	247		38	41	
Percent At or Above Proficient	62.5	60.5		60.0	59.8		62.1	58.5		65.5	64.1	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1. Overall decreases were made in the school's AYP for 2013.
2. The subgroup of Students with Disabilities was the only group that made any gains in 2013.
3. Change in AYP in both ELA and Math since 2010 has been minimal.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	441	428		68	63		26	24		22	20	
Percent At or Above Proficient	64.8	62.4		64.8	61.8		65.0	61.5		95.7	95.2	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		No	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	287	271		127	133		279	239		36	43	
Percent At or Above Proficient	61.3	59.4		60.8	60.7		60.9	56.6		62.1	67.2	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

- Based on the review of the overall AYP and API;
 - little gain has been made in either English Language Arts or Mathematics over the past three years.
- No significant subgroup met the AYP criteria in 2013
- 2014 first year of CCSS implementation

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					12	24	12	24	26	52	50
1			5	17	8	28	11	38	5	17	29
2	2	4	11	24	19	41	6	13	8	17	46
3			5	23	9	41	3	14	5	23	22
4	3	10	12	41	11	38	3	10			29
5	1	5	7	33	8	38	2	10	3	14	21
6			10	50	4	20	4	20	2	10	20
Total	6	3	50	23	71	33	41	19	49	23	217

Conclusions based on this data:

1. The number of students scoring at the Beginning level drastically decreases from the primary grades to the upper grades.
2. 56% of the students taking the CELDT test are scoring at the intermediate and Early Advanced levels.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	173	166	166
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	173	166	166
Number Met	101	97	90
Percent Met	58.4%	58.4%	54.2%
NCLB Target	56.0	57.5	
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	175	31	171	31	177	34
Number Met	48	14	50	15	38	17
Percent Met	27.4%	45.2%	29.2%	48.4%	21.5%	50.0%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	Yes	Yes	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

Conclusions based on this data:

1. The percentage of students that have attained English proficiency for more than 5 years has increased each year for the past three years.
2. Our English Learner subgroup did not meet the AYP percentage for either Mathematics or Language Arts in 2013.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. District-wide the English Language Learner subgroup did not meet all three AMAOs.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
<ol style="list-style-type: none">A. Kindergarten: All students will exit kindergarten at benchmark fluency for: first sounds, high frequency words, letter naming, phoneme segmentation, and nonsense words.B. First Grade: All students will exit first grade at benchmark with 80% proficiency on the Essential Literacy Skills assessment.C. Second-Fifth Grades: 70% of all students will exit grade level with 80% proficiency on DIBELS and Accelerated Reader trimester assessments.
Data Used to Form this Goal:
<ul style="list-style-type: none">• DIBLES data (kindergarten, second - fifth grades)• Essential Literacy Skills Checklist (first grade)• Accelerated Reader Assessment (second-fifth)• Interim Formative Assessments (IFA's) on-line (kindergarten-fifth)• Performance Tasks (third-fifth)
Findings from the Analysis of this Data:
Kindergarten- 50% of the students attained the DIBELS benchmark for End of Year. 1st grade- 54 % of students attained the DIBELS benchmark for End of Year. For 2nd through 5th grade the analysis of the data will be provide after students take the Interim Formative Assessment (IFA's) during the winter and spring of 2015.

How the School will Evaluate the Progress of this Goal:

- Teachers will collaborate in grade level meetings to evaluate grade level assessment data throughout the year
- Progress monitoring through the use of Intervention Service Providers
- Analyze DIBELS and Essential Skills three times a year
- Analyze Accelerate Reader Star Test throughout the year
- Teacher Created assessments every four to six weeks to drive instruction
- Interim Formative Assessments (IFA's) on-line (kindergarten-fifth)
- Performance Tasks (third-fifth)

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full implementation of State approved Language Arts Curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will use grade-level collaboration planning meetings to examine data and student work samples to ensure students are reaching proficient or advanced on CCSS assessments.	Teachers Principal	September 2014-May 2015			District Funded	
In grade levels and at staff development opportunities teachers will focus on creation of CCSS lessons and units to address grade level enduring understandings and our STEAM focus	Principal, TOSA Instructional Coach and teachers	September 2014- May 2015 Staff trainings and classroom model lessons OSD ELA CCSS Units per trimester	Release time with substitutes	1000-1999: Certificated Personnel Salaries	Title I Discretionary	3000 1000
Continue to refine implementation of Common Core ELA Units with fidelity. Ensure the appropriate time for English Language Arts instruction at each grade level through monitoring daily classroom schedules and observations	Principal and TOSA Instructional Coach	August 2014-June 2015	Principal Walkthrough TOSA Collaboration			
Continue Implementation of Success-maker (SME) school wide (K-5)	Teachers and Principal	August 2014-June 2015	Computer software for intervention		District Funded	
Implement Waterford Early Reading Program	Teachers and Principal	August 2014-June 2015	Computer software for intervention		District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transitional TK/ K teachers will collaborate with District's oversight committee, principal to ensure that focus on needed academic and social development skills are addressed in the delivery of lessons.	Principal and TK teacher	Sept. 2014-May 2015 DIBELS K only Principal Walkthrough	Not Applicable			
Promote the love of reading by engaging students in reading competition through Accelerated Reader Program, Battle of the Books with individual and grade level prizes.	Curriculum Committee	October 2014-May 2015 3rd-5th graders participating in Battle of the Books	Materials	4000-4999: Books And Supplies	LCFF - Targeted	1512
					Discretionary	5000
Four ISP teachers to work with TK/Kindergarten – 5th grade providing support to teachers with at-risk students and enrichment support for K-5 strands	Principal, Teachers, TOSA	October 2014-May 2015 DIBELS data 10/14 & 1/15 Essential Literacy Skills Tests Star Test Data from Accelerated Reader	Personnel	1000-1999: Certificated Personnel Salaries	Title I	14388
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	20000
				1000-1999: Certificated Personnel Salaries	Title III	9400
				1000-1999: Certificated Personnel Salaries	Discretionary	22000
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	4472

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement before and after school intervention for students who are struggling academically	Principal, Intervention Committee, TOSA Instructional Coach	November 2014-May 2015	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5000
		Progress Monitoring every six weeks DIBELS data 10/14 & 1/15	Personnel	1000-1999: Certificated Personnel Salaries	Title I	12190
		Essential Literacy Skills Tests Star Test Data from Accelerated Reader			Discretionary	10000
Library Media Technician to assist teachers in the creation and organization of instructional materials	Library Media Technician	August 2014-June 2015	District Funded		District Funded	21997
Decrease the number of LTEL by sites completing the ELRTs and implement interventions as needed	Principal, TOSA Instructional Coach, EL TOSA and Intervention Committee	October 2014 & Feb. 2015 Analyze data for targeted standards and focus students for re-teaching ELRT intervention support	Certificated	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1000
DIBELS testing three times per year – 6 subs for three days	Teachers & Principal	9/14, 1/15 & 5/15 Progress monitoring of grade level goals Teacher substitutes	Substitutes for testing	1000-1999: Certificated Personnel Salaries	District Funded	
Essential Skills Subs for K and Grade 1 Teachers	Teachers & Principal	10/14, 2/15 & 6/15 Progress monitoring of grade level goals Teacher substitutes	District Funded		District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Subscriptions for Apps (VPP) for devices: Including Accelerated Reader, Mobymax, TenMarks, Brainpop, etc.	Principal, teachers	2014-2015 Subscriptions	Materials, subscriptions	4000-4999: Books And Supplies	LCFF - Targeted	10000
					Discretionary	6000
Purchase materials to implement CCSS units and STEAM.	Principal, Teachers	2014-2015	Materials	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	6644
					Discretionary	5000
Teacher OA2 to assist teachers in the creation and organization of instructional materials	Principal, OA2	2014-2015	Staff	2000-2999: Classified Personnel Salaries	Discretionary	26000
Computer equipment, supplies and software	Principal, Media Tech	2014-2015	Equipment maintenance and replacement	5000-5999: Services And Other Operating Expenditures	Discretionary	10000
Materials, supplies and warehouse charges	Principal, office manager	2014-2015	School supplies	5000-5999: Services And Other Operating Expenditures	Discretionary	20472.13

Strategy #2

STRATEGY:
Opportunity and equal educational access/Interventions and enrichment.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Four ISP teachers to provide interventions and enrichment support for K-5 strands	Principal, teachers & ISP teachers, TOSA Instructional Coach	September 2014-June 2015	See Goal 1 Strategy #1			
Use data to target specific educational needs of ELL students and provide appropriate support and/or intervention.	Teachers, Principal and ISP teachers, TOSA Instructional Coach	September 2014 – June 2015 Grade Level data collected three times a year DIBELS Data Two times a year IFA data	Refer to Goal #1 Strategy 1			
Implement before and after school interventions for targeted students	Leadership Team, Principal, TOSA Instructional Coach	September 2014-June 2015	See Goal #1 Strategy 1			
RTI, COST, and SST meetings to address the needs of students	Principal, TOSA Instructional Coach, School Counselor, School Psychologist, ORC, teachers and parents	October 2014-June 2015 Create plans of support and monitor for progress and effectiveness	Substitute Costs	1000-1999: Certificated Personnel Salaries	Title I Discretionary	3000 1000
Increase Foster Youth attaining proficiency in ELA through intervention support as needed.	Principal, teachers & ISP teachers, TOSA Instructional Coach	October 2014-June 2015	Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5000
Enrichment Activities such as field trips, Outdoor Science School, Maritime Museum, etc.	Principal, Teachers	October 2014-June 2015	Buses, entrance fees	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted Discretionary	7560 3000

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS (Elementary Schools)

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Kindergarten Workshops and necessary support materials to parents of incoming kindergarten parents	Kindergarten teachers Principal	March 2014-June 2015	See Goal 1, Strategy 1			
Provide Kindergarten Readiness DVD and supporting materials for transition to Kindergarten workshops at Get Ready for Kindergarten Parent Nights	Kindergarten Teachers Principal	March 2015-June 2015	Materials	4000-4999: Books And Supplies	Title I	200
Ready Set Go Classes for incoming kindergarten students without pre-k experience during the summer.	Principal Kindergarten teachers	June 2015	Goal 1, strategy 1		District Funded	

Strategy #4

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold parent meetings for students entering sixth grade. Administrative staff from feeder middle schools to attend information meetings.	Principal, administrative staff from feeder school	Nov. 2014, Feb. 2015 and April 2015 Assemblies	Refer to Goal 1, strategy 1			
Transition presentation to 5th grade students prior to entry into Junior High (6-8 grade)	Principal, administrative staff from feeder school	Feb 2015-June 2015	Refer to Goal 1, strategy 1			

Strategy #5

STRATEGY:
Professional Development

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Leadership, Principal, TOSA Instructional Coach, and Site-Media Tech will plan and implement CCSS and technology training.	Principal, Leadership, TOSA Instructional Coach, and Site-Media Tech	September 2014 -May 2015 District adopted IFA's and Performance Tasks	NA		District Funded	
Teachers will be provided with release time to observe CCSS lessons and use of technology in the classroom.	Principal and TOSA Instructional Coach	October 2014-March 2015	Refer to Goal #1 Strategy #1			
Site Based Promethean Board Training will provide strategies for creating engaging lessons using the Promethean Board	Instructional Coach, Principal and Media-Tech	September 2014-May 2015	Not Applicable			
Site Based iPad training will provide strategies for creating engaging lessons using the iPads	Instructional Coach, Principal and Site Media-Tech	September 2014- May 2015	Not Applicable			
Professional Development	Principal, Teachers	September 2014- May 2015	Registration, travel, hotel	5800: Professional/Consulting Services And Operating Expenditures	Title I LCFF - Discretionary Title III Discretionary	3000 3500 840 2000

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I meetings (quarterly) • Parent Compact • Parent Involvement Policy	Principal	September 2014 March 2015 May 2015	Not Applicable			
Provide babysitting services for ELAC, Title I and SSC meetings to review academic program, budget and goals	Principal and ORC	November 2014-May 2015	Salary	2000-2999: Classified Personnel Salaries	Title I	700
				2000-2999: Classified Personnel Salaries	Title III	300
Review assessment data at parent conferences	Teachers	November 2014 March 2015	Not Applicable			
Provide students with academic agenda books for the 2014-2015 school year to support home-school communication	Principal	August 2014 Improvement in Parent Participation	Materials	4000-4999: Books And Supplies	Title I	1400
Health and Fitness Days (1 per month)	PTA Parent volunteers	September 2014-May 2015 Student participation, Ed Connect, Marquis, Flyers, Website Announcements	Materials		PTA	300

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administrative Electronic Communication through various medias	Principal and Site Media-Tech	August 2014-June 2015 Improvement in Communication and participation in school functions.	Not Applicable			
Parents are invited to take part in meetings – Back to School Night, Coffee with the Principal, and Family Nights	Principal	August 2014 -May 2015 Parent Participation <ul style="list-style-type: none"> SSC Survey at end of the year 	Refer to goal 1 Strategy 1			
Monthly Parent Meetings: PTA, ELAC, and SSC to review Single Plan for Student Achievement (SPSA)	Principal, ORC,	August 2014-June 2015 Sign-in Sheets, Agendas, Connect Ed Invitations, Marquis announcements, Website and Monthly Newsletters	Refer to goal 1 Strategy 1			
Encourage Parent Volunteers and participation on Committees	Teachers, ORC & Principal	August 2014-June 2015 Back-to-School Night Announcement, Sign-up sheets,Bi- Monthly Updates	Not Applicable			
Parent Involvement through events with the principal, PTA, ELAC, School Site Council, and informational meetings	Principal, ORC	August 2014-June 2015 Coffee with the Principal Parent Meetings	materials	0001-0999: Unrestricted: Locally Defined	Title III	500

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teacher liaison to work with after school program and school site.	Principal and teacher ASES Liaison	September 2014-June 2015	Personnel	1000-1999: Certificated Personnel Salaries	ASES	3600
ASES Administrator meets monthly with site Principal and Liason to evaluate program and work on correlating the after school program to the regular school day programs and services	ASES Administrator, Principal, Site Liason	September 2014 to June 2015	Not applicable			
Provide homework support and tutoring via the After School Program	ASES Liaison, Principal	September 2014 to June 2015	District Funded		District Funded	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
<p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p> <p>A. Kindergarten- Students will exit kindergarten at benchmark for counting, recognizing, representing, naming, and ordering a number of objects (up to 20); with fluency add and subtract numbers within 5.</p> <p>B. 1st Grade- All students will exit first grade at benchmark for counting, reading, and writing whole numbers to 100; Count and group objects in ones and tens; Know addition and subtraction facts up to 20.</p> <p>C. 2nd- 5th Grades-70% of the grade level population will score benchmark (80%) on IFA's, math EnVision tests as well as CCSS teacher created assessments</p>
Data Used to Form this Goal:
District provided IFA's in Math, EnVision assessments and Common Core Teacher Created Assessments
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Kindergarten – % at benchmark or above on Envision Math End of Year assessment• 1st grade – % at benchmark or above on Envision Math End of Year assessment• 2nd grade: % scored Proficient or Advanced• 4th grade: % scored Proficient or Advanced.• 5th grade: % scored Proficient or Advanced.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level groups to review progress toward grade level goals monthly.
- RTI process
- Progress Monitoring using common assessments to collaborate on focus students
- IFA CCSS assessments
- Envision Assessments

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full implementation of State approved Math curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will use grade-level collaboration planning meetings to examine student work samples to ensure students are reaching proficiency on CCSS assessments.	Principal and grade level teams	October 2014-June 2015 -Progress monitoring using IFA CCSS assessments	Refer to Goal #1 Strategy #1			
Continue to refine implementation of Math curriculum with fidelity. Ensure the appropriate time for mathematics instruction at each grade level through monitoring daily classroom schedules and observations.	Principal	August 2014-June 2015 IFA CCSS assessments • Scott Foresman Topic Tests Principal Walkthroughs Data Analysis	Refer to Goal #1 Strategy #1			
Continue Implementation of Successmaker school wide (TK through 5 grades)	Principal, teachers, Site Media-tech	October 2014-June 2015	Refer to Goal 1 Strategy #1			
RTI, COST, and SST meetings to address the needs of students	Principal, TOSA Instructional Coach, School Psychologist, School Counselor, ORC	October 2014-May 2015	Refer to Goal 1 Strategy #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement before and after school intervention for targeted students struggling in mathematics	Principal, Teachers, TOSA Instructional Coach	October 2014-May 2015	Refer to Goal 1 Strategy #1			
Ensure access to materials and supplies needed to implement project based math learning opportunities	Principal, Teachers and Library Media Technician	Warehouse materials available for teacher use August 2014-June 2015	Materials	4000-4999: Books And Supplies	LCFF - Discretionary Title I Title I	3000 1000 24619
Collegian teacher collaboration, observations and data analysis	Principal, TOSA Instructional Coach, Teachers	Teacher substitutes for teacher release time for observations and debrief time August 2014 - June 2015	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	1000

Strategy #2

STRATEGY:
Opportunity and Equal Education Access/Intervention and Enrichment

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Four ISP teachers be used to support the classroom teachers who will work with focused groups of at-risk students and enrichment support for K-5 strands	Principal, TOSA Instructional Coach, teachers and ISP teachers	October 2014-May 2015	Refer to Goal #1 Strategy #1			
Use data to target specific educational needs of EL students and provide appropriate support and/or intervention.	Principal, EL TOSA, TOSA Instructional Coach	October 2014 – June 2015	Refer to Goal#1 Strategy #1			
Implement after school intervention and enrichment for targeted students	Principal, Teachers, TOSA Instructional Coach and ISP Teachers	November 2014-June 2015	Refer to Goal#1 Strategy #1			
SOS and SST meetings to address the needs of students	Principal, School Psychologist, School Counselor, ORC, TOSA Instructional Coach	October 2014-June 2015	Refer to Goal#1 Strategy #1			
Increase Foster Youth attaining proficiency in mathematics through intervention support as needed.	Principal, teachers, TOSA	October 2014-June 2015	Refer to Goal #1 Strategy 2			

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Kindergarten workshops and necessary support materials to parents of incoming kindergarten students.	Kindergarten teachers and principal	March 2015 – May 2015	Refer to Goal 1			
Ready Set Go classes for incoming kindergarten students without Pre-K experience during the summer.	Principal, Kindergarten teachers	June 2015	Refer to Goal 1			

Strategy #4

STRATEGY:
MIDDLE SCHOOL TRANSITION FOR 5TH TO 6TH GRADE

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold parent meetings of students entering 6th grade Administrative staff from feeder middle school to attend parent informational meetings.	Principal, teachers, and Administrative Staff from Middle Schools	Feb 2015-June 2015	Refer to Goal 1			
Transition Presentation to 5th grade students prior to entry into Junior High (6-8 grade)	Principal, teachers, and administrative staff from Middle schools	Feb 2015-June 2015	Refer to Goal 1			

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Common Core training provided by district committee members and Instructional Coach	Principal, TOSA and Math CCSS Committee	August 2014 -May 2015 District PD School TOSA VCOE Staff	District Funded			
Grade Level Teams will review common assessments to focus on individual students throughout the year to drive instruction	Grade level teams, Principal, TOSA Instructional Coach	September 2014-May 2015 IFA CCSS assessments	substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1000

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title 1 Quarterly meetings <ul style="list-style-type: none"> Parent Compact (revision) Parent Involvement Policy (distribute) 	Principal and ORC	September 2014 March 2015 May 2015	Refer to Goal 1			
Provide Babysitting services for ELAC, Title I and SSC meetings to review academic program, budget and goals	Principal and ORC	October 2014-May 2015	Refer to Goal 1			
Review assessments data at parent conferences	Teachers	November 2014 March 2015	Refer to Goal 1			
Provide students with academic agenda books for the 2014-2015 school year to support home-school communication	Principal	August 2014	Refer to Goal 1			
Parents are invited to take part in informational meetings – Back to School Night, Coffee with the Principal, and Art and Author's Faire	Principal	August 2014-June 2015	Refer to Goal 1			

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ASES Teacher Liaison to work with After School Program and school site	Principal, ASES Director	August 2014-June 2015	Refer to Goal #1 strategy 7			
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services	Principal, ASES Administrator and liason	September 2014 to June 2015	Not applicable			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #3:

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.

- A. AMAO #1: 54.3% of all English Learners will advance one level on the CELDT
- B. AMAO #2: 50% of all English Learners will advance one level on the CELDT

Data Used to Form this Goal:

- CELDT data
- DIBELS data
- Essential Literacy Skills Checklist (K & 1)
- IFA assessments
- CCSS teacher created assessments

Findings from the Analysis of this Data:

- Kindergarten – 23.8% are above the expected ELD level (B)
- 1st grade – % are at/above the expected ELD level (E)
- 2nd grade – 97.36% are at/above the expected ELD level (E)
- 3rd grade – 80.44% are at/above the expected ELD level of (I)
- 4th grade – 24.24% are at/above the expected ELD level of (EA)
- 5th grade – 0% are at/above the expected ELD level of (A)

How the School will Evaluate the Progress of this Goal:

- ELD instruction focused on proficiency CELDT bands
- ELD continuum
- ELRT students will be monitored closely
- Teachers will meet during grade level meetings to reflect on common assessments and identify focus students' progress
- Progress Monitoring using DIBELS and IFA CCSS assessments.

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full Implementation of State Approved ELD Curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the District Master Plan for English Learners	Principal	September 2014-June 2014 Principal Walkthroughs	Not Applicable			
Ensure small group supplemental EL Listening and Speaking instruction to EL's in the intensive range for Listening and Speaking.	Principal, TOSA Instructional Coach, ISPs and teachers	September 2014-June 2015	See Goal #1 Strategy #2			
Provide time, through staff development and release time for teachers to analyze assessments from ELD standards. Develop and review goals that focus on areas of need. Develop grade level block systematic ELD instruction time.	Principal, TOSA Instructional Coach, District EL TOSA	September 2014-June 2015 Progress Monitoring • Observation and collaboration	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	2900
			Substitutes	1000-1999: Certificated Personnel Salaries	Title III	200
Establish ELRT to monitor ELRTs catch-up plans for all 3rd-5th grade EL students identified as at risk by EL department and implement SIOP strategies to meet the needs of the target groups.	Instructional Coach, Principal, EL TOSA	November 2014-June 2015	See Goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to refine implementation of Avenues through PD for teachers. Ensure that appropriate time in ELD instruction is done on a daily basis through schedules and observations.	EL TOSA, Principal	November 2014-June 2015 Classroom observations records Principal Walkthroughs	Not Applicable			
Recognize student growth on CELDT via annual assembly	ORC, Principal	January 2015 CELDT results	Not Applicable			
Supplemental leveled materials to support EL's struggling with the CCSS materials.	Principal & teachers	Dec. 2014-June 2015 Differentiated Materials	Substitutes	4000-4999: Books And Supplies	Title I	1000

Strategy #2

STRATEGY:
Professional Development

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and support for integrated and designated ELD	Principal, EL TOSA, TOSA Instructional Coach, VCOE staff	September 2014-June 2015 Workshop attendance and peer observations	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	1000

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Kindergarten Workshops and necessary materials to parents of incoming kindergarten students	Kindergarten Teachers, Principal	March-June 2015	Refer to goal #1			
Ready Set Go! classes for incoming kindergarten students without pre-k experience during the summer	Principal, Kindergarten teachers	June 2015	Refer to goal 1			

Strategy #4

STRATEGY:
MIDDLE SCHOOL TRANSITION 5th to 6th

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold parent meetings of students entering 6th grade Administrative staff from feeder middle school to attend parent informational meetings.	Principal, Administrative Staff from Middle Schools	February 2015- April 2015	See Goal #1			
Transition presentation to 5th grade students prior to entry to Middle School	Principal, Administrative staff from middle schools	Feb 2015-June 2015	See Goal #1			

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District EL TOSA will be used to provide training in using the Supplemental materials for Avenues.	Principal and EL TOSA	December 2014-April 2015	Staff development materials classroom observations			
Week of SIOP training with SIOP Coach	Principal, EL TOSA, TOSA Instructional Coach, Teachers	March 2015	Substitutes		District Funded	

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I meetings (Quarterly) <ul style="list-style-type: none"> Parent Compact Parent Involvement Policy 	Principal and ORC	September 2014 October 2014 April 2015	Refer to Goal #1 Strategy #6			
Provide Babysitting services for ELAC, Title I and SSC meetings to review academic program, budget and goals	Principal and ORC	September 2014-May 2015	Refer to Goal 1 Strategy #6			
Review assessment data at parent conferences	Teachers	November 2014 March 2015	Not Applicable			
Inform parents at ELAC and SSC meetings of needed growth in English Language Development as measured by the CELDT exam	Principal	October 2014-June 2015	Refreshments	4000-4999: Books And Supplies	Title III	500
Parents are invited to take part in meetings – ELAC meetings, Back to School Night	Principal, ORC	September 2014 –May 2015	Not Applicable			

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ASES Teacher Liaison to support the after school program and school site	Principal, ASES Administrator	August 2014-June 2015	Refer to Goal #1			
ASES Administrator meets monthly with site principal to evaluate program and work on correlating the after school program to the regular school day programs and services	Principal, ASES Administrator, ASES Teacher Liason	August 2014-June 2015	Refer to Goal 1			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #4:

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.

A. Positive Behavior Plan:

- Students attendance at school will increase 10% overall as compared to June 2014
- Positive behavior support (CHAMPS) will be implemented school-wide to reduce referrals and suspensions and to maximize instructional learning time.

B. Emergency Preparedness:

- Safety and Disaster Plan will be developed using the approach SEMS ICS Levels of operation response
- 100% of certificated staff will be trained in emergency preparedness to include training in First Aid and Online FEMMA.
- 20% of classified staff will be trained in emergency preparedness to include training in First Aid and Online FEMMA.
- All parents will become informed on McAuliffe School Plan for emergency pick-up of their children.

Data Used to Form this Goal:

- Total of behavior referrals
- Q attendance data compiled by Attendance Tech
- review of School Safety Plan
- Students' reports on discipline
- Observation and collaboration meeting with Principal, psychologist, and ORC

Findings from the Analysis of this Data:

Behavior:

- Behavior referrals kept for the last two months showed significant referrals to the office for perceived incidences of bullying, disruption of class instruction and some cases of aggressive behaviors displayed by students.
- need for a consistent school-wide discipline plan and the plan has to be communicated to and involves all stakeholders in the school community.

Safety:

- Parents were not informed of procedures of what to do in an event of a disaster when trying to apprehend their children.
- need of a systematic disaster plan to include all staff and parent volunteer on campus in an event of an emergency

How the School will Evaluate the Progress of this Goal:

- SOS and SST referrals for behavior concerns
- Monitor attendance/behavior referral data
- Monitor the number of SART and SARB meetings needed during the year.
- Monitor decreased of truancy and absences after A2A "Letter One" sent out

Strategy #1

STRATEGY:

SUPPORT to the CORE CURRICULUM:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support for parents, staff, and students in the area of attendance, and resiliency by Outreach Specialist	Principal, ORC	August 2014-June 2015 SOS and SST notes School wide positive behavior program (CHAMPS)	Salary	2000-2999: Classified Personnel Salaries	District Funded	38280
Implement tardy/attendance incentives program	ORC and principal	October 2014- June 2015 <ul style="list-style-type: none"> ORC/Attendance Tech Reports Monthly A2A Reports of Attendance Letters Generated 	Materials	4000-4999: Books And Supplies	LCFF - Targeted	1512
Implementation of CHAMPS school-wide with common areas of bathrooms, cafeteria and hallways being the focus	Principal, teachers, and yard supervisors	August 2014- June 2015 <ul style="list-style-type: none"> review of office referrals common area observations 	Not Applicable	4000-4999: Books And Supplies	LCFF - Targeted	5000
Provide behavioral support training for parents using Parent Project and Triple P curriculum.	ORC & principal, School Counselor	October 2014-June 2015	Not Applicable			
Provide drug, alcohol, and tobacco prevention education(e.g. Red Ribbon Week and Tobacco Bus)	ORC, Principal and Teachers	October 2014-May 2015	Materials	4000-4999: Books And Supplies	TUPE	200

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Update the comprehensive Safe School Plan and provide training for all School employees on safety plans and procedures	Principal and School Safety Committee	October 2014	Not Applicable			
Hold Regular Social Skills and discipline assemblies for students two times a year)	Principal, Counselor, ORC	September 2014 - March 2015	Not applicable			

Strategy #2

STRATEGY:
SPECIFIC INTERVENTIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Big Smiles provides free dental screenings and treatment	ORC and Principal	September 2014-March 2015	Not Applicable			
Provide social/emotional support for students, parents and staff by school counselor	School Counselor	November 2014-June 2015		1000-1999: Certificated Personnel Salaries	District Funded	86451
Hold regular Coordination of Service meetings (COST) and Student Study Team (SST) meetings for at-risk students	School Counselor, Principal, ORC, and support staff	September 2014 - June 2015	Refer to Goal 1			

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Kindergarten Workshops and necessary support materials to parents of incoming kindergarten students	Principal and Kindergarten teachers	March 2015 - June 2015	Refer to Goal #1			
Ready Set Go! classes for incoming kindergarten students without pre-k experience during the summer	Principal and kindergarten teachers	June 2015	Refer to Goal #1			

Strategy #4

STRATEGY:
MIDDLE SCHOOL TRANSITION 5TH GRADE TO 6TH GRADE

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold parent meetings of students entering 6th grade with Administrative staff from feeder middle schools and Principal.	Principal and Middle school feeder school Administrative staff	Feb 2015 - June 2015	Refer to Goal #1			
Transition presentation to 5th grade students prior to entry into Junior High School (middle school).	Principal and Middle school feeder administrative staff	Feb 2015-June 2015	Refer to Goal #1			

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish Disaster Planning committees to coordinate the written disaster plan.	Safety Committee and Principal	August 2014-June 2015 SIP days and Staff meeting <ul style="list-style-type: none"> Committee sign-up list Agenda 			District Funded	
School site training in effective ways to support and discipline students in common school areas such as restrooms, cafeteria and hallways.	Principal, Yard Supervisors	August 2014-June 2015 Positive behaviors are demonstrated on the playground and on campus	See goal 4, Strategy 1	4000-4999: Books And Supplies	LCFF - Targeted	
Playground supervisors for supervision and positive behavior support.	Principal	August 2014-June 2015 Positive behaviors are demonstrated on the playground and on campus Decrease number of office referrals	Personnel, salary	2000-2999: Classified Personnel Salaries	Discretionary	70000
Administer needs assessment of staff for professional development.	Principal	August 2014-June 2015	Not applicable			

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Disaster Preparedness Brochure Developed	Safety Committee and Principal	October 2014-March 2014	Not Applicable			
Parents education meetings on safety, attendance, and school discipline procedures and policies.	Safety Committee and Principal	August 2014-June 2015	Not Applicable			
Health and Fitness Monthly activities	PTA Parent Volunteers	October 2014-June 2015	Materials	4000-4999: Books And Supplies	PTA	300
Provide training for parents using The Parent Project, Triple P program, and other agency programs available throughout the community.	ORC, School Counselor, and Community Agencies	October 2014- June 2015	Materials	4000-4999: Books And Supplies	District Funded	

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ASES Teacher Liaison to work with the After School Program and school site	Principal	August 2014-June 2015	Refer to goal 1			
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services	Principal, ASES Administrator, ASES Teacher Liason	September 2014 -May 2015	Refer to goal 1			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: GIFTED AND TALENTED EDUCATION
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
<p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p> <p>All GATE students including EL and Migrant Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014.</p> <p>A. 75% of all GATE students in grades 2nd-6th will become proficient or advanced on Site-generated CCSS assessments in ELA and Math</p> <p>B. 100% of all GATE students in 1st grade will be at or above grade levels as measured by DIBELS</p> <p>D. 100% of all GATE students in 1st grade will reach benchmark or above as measured by the end of the year Site-generated CCSS assessment in Math</p> <p>E. 75% of all EL GATE students will progress one level on the CELDT assessment or be reclassified as Fluent English Proficient</p>
Data Used to Form this Goal:
<ul style="list-style-type: none">• DIBELS• CELDT <p>STAR Reading</p> <ul style="list-style-type: none">• Scott Foresman Benchmark Test

Findings from the Analysis of this Data:

- Overall GATE- ELA CST scores (2nd-5th):
<1% Below Basic, 14% Basic, 33% Proficient, 53% Advanced

- Overall GATE- Math CST scores (2nd-5th):
4% Below Basic, 11% Basic, 31% Proficient, 54% Advanced

- Overall GATE- DIBELS scores (1st Grade):
100% at or above grade level

- Overall GATE- Math End Of the Year Benchmark scores (1st):
6% Intensive, 19% Strategic, 56% Benchmark, 19% Challenge

- EO GATE- ELA CST scores (2nd-5th):
<1% Below Basic, 11% Basic, 34% Proficient, 54% Advanced

- EO GATE- Math CST scores (2nd-5th):
3% Below Basic, 11% Basic, 31% Proficient, 55% Advanced

- EO GATE- DIBELS scores (1st):
100% at or above grade level

- EO GATE- Math End Of the Year Benchmark scores (1st):
8% Intensive, 17% Strategic, 50% Benchmark, 17% Challenge

- EL GATE- ELA CST scores (2nd-5th):
50% Basic, 22% Proficient, 27% Advanced

- EL GATE- Math CST scores (2nd-6th):
6% Below Basic, 22% Basic, 33% Proficient, 39% Advanced

- EL GATE- DIBELS scores (1st Grade):
100% at or above grade level

- EL GATE- Math End Of the Year Benchmark scores (1st):
20% Strategic, 60% Benchmark, 20% Challenge

- EL GATE- CELDT (1st-5th):
44% Intermediate, 50% Early Advanced, 6% Advanced
*50% of all ELs were re-designated

- Migrant GATE- ELA CST scores (2nd -5th):
1 of 2 students Basic, 1 of 2 students Proficient
The Single Plan for Student Achievement

- Migrant GATE- Math CST scores: (2nd -5th):
1 of 2 students Basic, 1 of 2 students Proficient

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings and individually with Principal after assessments
- RTI process to be developed looking at UA
- Progress Monitoring using DIBELS
- Focus on Essential Standards
- Defining Clear Lesson Objectives
- ELRT
- INSPECT data analysis using CST blueprints

Strategy #1

STRATEGY:
TEACHING AND LEARNING

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Full Implementation of State Approved Language Arts and Math Curriculum	Teachers and Principal	September 2014-June 2015	See Goal #1 & #2			
GATE Program Focus on Science and Universal Themes-	Teachers and Principal	Support from Centralized GATE Program	Not Applicable			

Strategy #2

STRATEGY:
SUPPORT to the CORE CURRICULUM 5TH TO 6TH GRADE TRANSITION:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold vertical meetings between 5th and 6th grade teachers	Principal, Teachers and Administrative staff from Middle schools	Feb 2015-June 2015	Collaboration meetings (agendas and minutes)			
Hold parent meetings of students entering 6th grade with Administrative staff from feeder middle schools.	Principal, Administrative staff from feeder middle schools	Feb 2015-June 2015	Refer to Goal 1			

Strategy #3

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CAG and OCC conferences	Teachers, Principal, and District Personnel	August 2014-June 2015 Support from Centralized GATE program	Collaboration Meetings (Minutes and Agendas)			
Tri-County GATE workshops and conference	Teachers, Principal, and District Personnel	August 2014-June 2015 Support from Centralized GATE program	Collaboration Meetings (Minutes and Agendas)			

Strategy #4

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
GATE DAC meetings	Principal, and District Personnel	August 2014-June 2015	<ul style="list-style-type: none"> • Minutes • Agendas 			
GATE DAC Parent Education Nights	Principal and District Personnel	August 2014-June 2015	<ul style="list-style-type: none"> • Minutes • Agendas 			

Strategy #5

STRATEGY:
Professional Development

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison to support the After School Program and School Site	Principal and ASES Administrator	August 2014-June 2015	Refer to Goal #1			

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.

SUBJECT: Centralized Services for Planned Improvements in Student Performance

SCHOOL GOAL #1:

All goals pertain to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.

Goal 1:

- A. Kindergarten: All students will exit kindergarten at benchmark fluency for: first sounds, high frequency words, letter naming, phoneme segmentation, and nonsense words.
- B. First Grade: All students will exit first grade at benchmark with 80% proficiency on the Essential Literacy Skills assessment.
- C. Second-Fifth Grades: 70% of all students will exit grade level with 80% proficiency on DIBELS and Accelerated Reader trimester assessments.

Goal 2:

- A. Kindergarten- Students will exit kindergarten at benchmark for counting, recognizing, representing, naming, and ordering a number of objects (up to 20); with fluency add and subtract numbers within 5.
- B. 1st Grade- All students will exit first grade at benchmark for counting, reading, and writing whole numbers to 100; Count and group objects in ones and tens; Know addition and subtraction facts up to 20.
- C. 2nd- 5th Grades- 70% of the grade level population will score benchmark (80%) on IFA's, math EnVision tests as well as CCSS teacher created assessments

Goal 3:

AMAO #1: 60% of all English Learners will advance one level on the CELDT

AMAO #2:

- 1. Students that have been here less than 5 years – 30%
- 2. Students that have been here for five or more years – 50%

AMAO #3:

- 1. 50% of EL students in will score proficient or advanced on IFA CCSS assessment for grades 2nd-6th.
- 2. 50% of EL students will score proficient or advanced on IFA CCSS assessment for grades 2nd-6th.

Goal 4:

A. Positive Behavior Plan:

- Students attendance at school will increase 10% overall as compared to June 2014
- Positive behavior support (CHAMPS) will be implemented school-wide to reduce referrals and suspensions and to maximize instructional learning time.

B. Emergency Preparedness:

- Safety and Disaster Plan will be developed using the approach SEMS ICS Levels of operation response
- 100% of certificated staff will be trained in emergency preparedness to include training in First Aid and Online FEMMA.
- 20% of classified staff will be trained in emergency preparedness to include training in First Aid and Online FEMMA.
- All parents will become informed on McAuliffe School Plan for emergency pick-up of their children.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA)	Sept. 2014-June 2015	Coach	1000-1999: Certificated Personnel Salaries	District Funded	109516
Library Media Technician	Sept. 2014-June 2015	Library	2000-2999: Classified Personnel Salaries	District Funded	21997
Media Technician	Sept. 2014-June 2015	Site Lab Tech	2000-2999: Classified Personnel Salaries	District Funded	32354
Maintenance Agreement for Copy Machine(s)	Sept. 2014-June 2015	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	12930
Maintenance Agreement for Successmaker & Waterford	Sept. 2014-June 2015	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Centralized Services	3795
Outreach Consultant	Sept. 2014-June 2015	Outreach	2000-2999: Classified Personnel Salaries	District Funded	38280
Professional Development in teaching strategies for the interactive whiteboard and ipad	Sept. 2014-June 2015	District Training	1000-1999: Certificated Personnel Salaries	Centralized Services	
Professional Development for implementation of Supplemental materials for Avenues	Sept. 2014-June 2015	Prof Development	5000-5999: Services And Other Operating Expenditures	Centralized Services	
School Counselor	Sept. 2014-June 2015	Counseling	1000-1999: Certificated Personnel Salaries	District Funded	86451

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)		
		Description	Type	Funding Source
EL Testing	Aug 2014-June 2015	Prof Development	5000-5999: Services And Other Operating Expenditures	Centralized Services

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	ASES	3,600.00
	Discretionary	17,000.00
	Discretionary	16,000.00
1000-1999: Certificated Personnel Salaries	Discretionary	23,000.00
2000-2999: Classified Personnel Salaries	Discretionary	96,000.00
5000-5999: Services And Other Operating	Discretionary	30,472.13
	District Funded	21,997.00
1000-1999: Certificated Personnel Salaries	District Funded	86,451.00
2000-2999: Classified Personnel Salaries	District Funded	38,280.00
	LCFF - Discretionary	3,500.00
0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	6,644.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	5,472.00
4000-4999: Books And Supplies	LCFF - Discretionary	3,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	7,560.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	31,000.00
4000-4999: Books And Supplies	LCFF - Targeted	18,024.00
	PTA	300.00
4000-4999: Books And Supplies	PTA	300.00
	Title I	25,619.00
1000-1999: Certificated Personnel Salaries	Title I	36,478.00
2000-2999: Classified Personnel Salaries	Title I	700.00
4000-4999: Books And Supplies	Title I	2,600.00
5800: Professional/Consulting Services And	Title I	3,000.00
	Title III	840.00
0001-0999: Unrestricted: Locally Defined	Title III	500.00
1000-1999: Certificated Personnel Salaries	Title III	9,600.00
2000-2999: Classified Personnel Salaries	Title III	300.00
4000-4999: Books And Supplies	Title III	500.00
4000-4999: Books And Supplies	TUPE	200.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,600.00
Discretionary	182,472.13
District Funded	146,728.00
LCFF - Discretionary	18,616.00
LCFF - Targeted	56,584.00
PTA	600.00
Title I	68,397.00
Title III	11,740.00
TUPE	200.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Identify the major expenditures supporting these priorities.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

How were advisory committees involved in providing advice to the SSC?

How was the plan monitored during the school year?

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Based on this information, what might be some recommendations for future steps to meet this goal?

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
Andres Duran Ed.D.	[X]	[]	[]	[]	[]
Melanie Morrow	[]	[X]	[]	[]	[]
Nancy Diaz	[]	[X]	[]	[]	[]
Martha Highfill	[]	[X]	[]	[]	[]
Lydia Rojas	[]	[]	[X]	[X]	[]
Amy Dahm	[]	[]	[X]	[]	[]
Jackie Zaragoza	[]	[]	[]	[X]	[]
Chris Pirtle	[]	[]	[]	[X]	[]
Ruby Richardson	[]	[]	[]	[X]	[]
Amanda Briggs	[]	[]	[]	[X]	[]
Karen Hill-Scott	[]	[]	[]	[X]	[]
Adriana Herrera	[]	[]	[X]	[]	[]
Shirley Pirtle	[]	[]	[]	[X]	[]
Numbers of members of each category:	1	3	2	6	

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

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature

Soledad Barragan

Signature

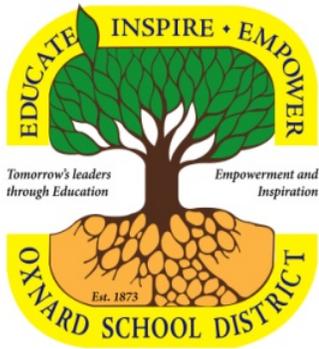
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of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

Attested:

Andres Duran Ed.D. _____ *Andres Duran* _____ *2/24/15*
Typed Name of School Principal Signature of School Principal Date

Melanie Morrow _____ *M. Morrow* _____ *2/24/15*
Typed Name of SSC Chairperson Signature of SSC Chairperson Date

Parent Involvement Policy



Christa McAuliffe Elementary School
THE STEAM School
3300 Via Marina Ave
Oxnard, CA. 93035
(805) 385-1560
Fax: 805-985-4690



Normas de Política Acerca de la Participación de los Padres en la Escuela Christa McAuliffe

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos;

- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos;
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos;

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de política acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el **Paquete del primer día**, el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el **Paquete del primer día** y las normas de política con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el **Paquete del primer día** con sus estudiantes, firmar y devolver el acuse de recibo. (Se anexa un ejemplo en el folleto.)
- ✓ La escuela **Christa McAuliffe** notifica a los padres sobre las normas de política acerca de la participación de los padres en la escuela de manera comprensible y en

- un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La escuela **Christa McAuliffe** verificará que las normas de política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique cómo).
 - ✓ La escuela **Christa McAuliffe** periódicamente actualizará las normas de política acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
 - ✓ La escuela **Christa McAuliffe** ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de política acerca de la participación de los padres en la educación formal de sus hijos.

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Christa McAuliffe convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Acercas del transporte escolar, cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito),
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Christa McAuliffe debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de política acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ La carpeta de recursos para los padres de familia y la comunidad debe incluir:
 - Normas de política acerca de la participación escolar,
 - Calendario escolar y calendario de reuniones,
 - Manual para padres de familia y alumnos,
 - Solicitud para registrarse como voluntario e información,
 - Información sobre las evaluaciones académicas,
 - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido.
- ✓ El sitio de Internet de la escuela Christa McAuliffe, provee información sobre el personal docente, las actividades del aula y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.

- ✓ Los boletines mensuales del director proveerán información y sugerencias presentadas por parte de los padres. También estarán accesibles en la marquesina de la escuela, Ed . Conect (mensajes vía teléfono) , Christa McAuliffe School página de web , enviada con los estudiantes y publicado en las ventanas de la escuela , según sea necesario

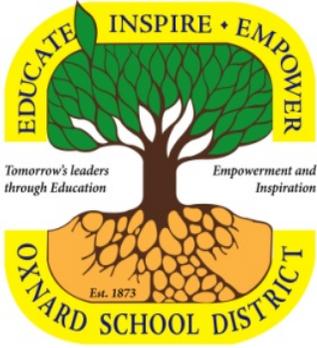
A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad.

A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. El director tiene una póliza de puerta abierta donde puede discutir sus dudas, preguntas inquietudes, como también las cosas positivas que están pasando en el plantel de Crista McAuliffe.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de política acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Juntas de padres
- ✓ Evaluación de Necesidades Anuales



Christa McAuliffe Elementary School
THE STEAM School
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* * * * *

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including the following:

- ✓ That parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, and parent meetings.
- ✓ Parents are encouraged to be actively involved in their child's education at school; parents are welcome as parent volunteers and PTA.
- ✓ Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, parent information meetings, informal coffee with the principal meetings as well as an open door policy.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School/Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the First Day Packet and policies with the students at the beginning of the year. Parents are asked to read and discuss the First Day Packet with their students and sign and return an acknowledgment form.
- ✓ Christa McAuliffe School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.

- ✓ Christa McAuliffe School makes the School Parental Involvement Policy available to the local community in the front lobby, Christa McAuliffe School web site, and upon request.
- ✓ Christa McAuliffe School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Christa McAuliffe School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Christa McAuliffe School convenes an annual and regular meeting to inform parents of the following (transportation, babysitting, and flexible meeting times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's district wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Christa McAuliffe School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts, Math, and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities, and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Essential and relevant upcoming information is distributed using different avenues such as the school marquee, Ed. Connect, Christa McAuliffe School home web-site, sent with students and posted on the school windows as needed.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed.

Parents/community members will be given timely responses to any concerns and suggestions. The principal holds an open door policy to discuss any questions, concerns or highlights parents want to talk over.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parents meetings
- ✓ Annual Needs Assessments

The Single Plan for Student Achievement

School: McKinna Elementary School
CDS Code: 60-55354
District: Oxnard School District
Principal: Anne Jenks
Revision Date: February2, 2015

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:

Contact Person: Anne Jenks
Position: Principal
Phone Number: 805-385-1563
Address: 1611 South J Street
Oxnard, CA 93033
E-mail Address: ajenks@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

McKinna Elementary School's Vision and Mission Statements

Our Mission:

McKinna students will be academically competitive and prepared for college.

Our Vision:

We, the teachers and staff of McKinna School, are committed to ensure that each of our students reaches his or her full potential through high expectations, teacher collaboration, and targeted, focused instruction.

School Profile

Situated along a beautiful stretch of Pacific coastline, Oxnard is the largest city in Ventura County. Oxnard is a rare combination of relaxed seaside atmosphere and a thriving business environment. Oxnard is an international city enjoying an ethnically diverse population of over 200,000 residents.

During the 2013 -14 school year, McKinna School served 684 students in grades transitional kindergarten through sixth on a traditional schedule. McKinna is a Title I school with over 98% of students Latino and 84% English Language Learners.

In 2012, McKinna was named an Apple Distinguished Program, an honor shared by very few schools in the United States. This designation was renewed recently and will stay in effect until the end of the 2014 - 2015 school year. Every student at McKinna has access to 1:1 mobile technology during the school day and the staff is committed to the integration of technology into the curriculum. Staff members consistently work on improving skills in the delivery of technology and curriculum in order to provide McKinna students with the best possible educational experience.

In the 2014 - 2015 school year, McKinna became a K-5 school as part of the district's reconfiguration. In addition, we welcomed the ELD Academy to McKinna. This increased the diversity at McKinna adds greatly to the opportunities for McKinna students and staff to learn about other cultures.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	374	417		0	2		4	3		0	0	
Growth API	738	713										
Base API	705	738										
Target	5	5										
Growth	33	-25										
Met Target	Yes	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	369	409		301	355		360	383		47	46	
Growth API	737	712		734	713		736	715		611	577	
Base API	705	737		703	734		705	735		481	613	
Target	5	5		5	5		5	5				
Growth	32	-25		31	-21		31	-20				
Met Target	Yes	No		Yes	No		Yes	No				

Conclusions based on this data:

1. Students in all significant sub groups had a decrease in API. Part of this is attributable to the increase in class sizes combined with the decrease in funding. The decrease in funding did not allow us to provide the same amount of intervention that was previously available. The larger class sizes meant that teachers needed to work with more students and could not provide the individualized attention that they had been able to provide the previous year. In addition to class size increase, there were over 120 new students at McKinna that had not been in the school the previous year. We are working to make up the deficit in scores and redesigning our program to meet student needs.
2. Scores are still higher than they were in 2011 when we had the smaller class sizes and more intervention assistance. We are determined to increase our scores and improve student achievement.
3. In spite of the drop in scores, SWD still gained 94 point in API from 2011. With more targeted intervention we intend to raise our scores for SWD.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		--	100		100	100		--		
Number At or Above Proficient	147	141		--			--			--		
Percent At or Above Proficient	39.4	33.9		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		100	100		99	99		98	98	
Number At or Above Proficient	144	138		115	120		140	131		12	7	
Percent At or Above Proficient	39.1	33.8		38.2	33.8		39.0	34.3		26.1	15.6	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1. We had a drop in all significant sub groups. This is undoubtedly due to the increase in class sizes due to loss of QEIA funding combined with a decrease in funding for interventions. We also had over 100 students new to McKinna. The increase in class size meant fewer teachers and this too impacted our intervention model that relied on three classes per grade level to provide teaming for high, low and intermediate students. We need to create a new model in order to increase student scores. We have already begun this process.
2. Although scores dropped, they were still higher than in 2011 when we had smaller class sizes and more money for targeted intervention. This is encouraging and we believe that we will improve student achievement this year.
3. SWD were still substantially higher than in 2011. We are working to reach beyond our former level.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		--	100		100	100		--		
Number At or Above Proficient	212	214		--			--			--		
Percent At or Above Proficient	56.7	51.3		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	209	209		175	179		202	200		18	19	
Percent At or Above Proficient	56.6	51.1		58.1	50.4		56.1	52.2		38.3	41.3	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1. Math scores dropped substantially this year. The percent at or above proficient was the lowest it's been in three years. The data shows that although we were generally stronger in basic skills (Number Sense), we did not do well in other areas like Algebra and Functions and Geometry. We are working on this and will improve this year.
2. As previously mentioned, we attribute the drop in scores to the larger class sizes, reduced number of classes, and lack of funding for interventions. We have redesigned our program to accommodate these changes.
3. SWD did better this year than in the previous two years both in the actual numbers of students proficient and in the percentages of students proficient. We believe that part of this is due to the implementation of Response to Intervention combined with the integration of technology. We will continue to refine these practices in order to increase student achievement.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					12	11	20	18	80	71	112
1			13	15	21	24	24	28	29	33	87
2	1	1	14	17	30	37	26	32	10	12	81
3			4	5	41	55	18	24	11	15	74
4			9	17	25	48	7	13	11	21	52
5			8	16	30	61	7	14	4	8	49
6	1	3	9	25	17	47	4	11	5	14	36
Total	2	0	57	12	176	36	106	22	150	31	491

Conclusions based on this data:

1. The largest percentage of students being tested still fall into the beginning to intermediate range.
2. The highest percentage of students in the beginning range is in the primary grades. This number is greatly reduced in 4th, 5th, and 6th grades.
3. There is an unusually large number of sixth grade students in the intermediate range this year. We need to really examine why this is occurring and work on "Catch-up" Plans to remediate these students so they can reach their potential in 7th and 8th grade. Sixth grade also had the highest percentage of students in the Early Advanced and Advanced ranges.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	341	379	379
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	341	379	379
Number Met	202	204	170
Percent Met	59.2%	53.8%	44.9%
NCLB Target	56.0	57.5	
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	314	88	401	90	401	86
Number Met	50	25	51	26	37	17
Percent Met	15.9%	28.4%	12.7%	28.9%	9.2%	19.8%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

Conclusions based on this data:

1. For the first time since 2010-2011 McKinna did not meet AMAO3 in English Language Arts and math. Other data was not available. We are continuing to provide intervention services through using SIOP strategies and also through the Workshop for English Language Development, an intervention that provides targeted ELD to students in grades 1 - 6 before and after school.
2. We have recently purchased Achieve 3000 for students in grades 3, 4, and 5.. This is a reading intervention program that concentrates on non-fictional text and incorporates vocabulary, writing and reading comprehension strategies. We are seeing an increase in Lexile levels and hope that this will increase reading scores on the SBAC.
3. The students with less than 5 years of EL instruction are significantly lower than those with more than five years. We need to provide these students with a more rigorous program and more opportunities to speak English during the school day.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. The results are consistent with eh findings at McKinna. There seems to have been a drop district-wide on the 2013-2014 tests. This may mean that the test was more rigorous.
2. As with McKinna's results, students having less than 5 years of ELD scored lower than those with 5 or more years of instruction.
3. In AMAO I, McKinna exceeded the district performance in both 11-12 and 12-13. In AMAO II, McKinna's scores were higher than the district's in 11-12, but lower in 12-13 and 13-14.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #1:

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.

- A. Kindergarten- All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.
- B. 1st and 2nd Grades- All students will exit at benchmark on Nonsense Word Fluency and Oral Reading Fluency.
- C. 3rd – 5th Grades: Achieve proficiency levels comparable to peers in similar schools on State Tests (CAASPP)
- D. 5th Grade students will achieve grade level proficiency on the CST Science Test.
- E. The percentage of Migrant Students scoring proficient on the SBAC in Language Arts will be comparable to students in other subgroups.
- F. TK students will have the requisite skills needed to be successful in kindergarten as measured by teacher created tests.

Data Used to Form this Goal:

Essential Literacy Skills Assessments (Kindergarten)

- DIBELS data (Kindergarten – 5th grades)

NCLB Guidelines CCSS(3rd-5th grades)

Language Assessment Data

Inspect CCSS Tests

IFA

Findings from the Analysis of this Data:

- Kindergarten- 32%of the students attained the DIBELS benchmark for End of Year.
- 1st grade- 40% of students attained the DIBELS benchmark for End of Year.
- 2nd grade: 44% scored Proficient or Advanced.
- 3rd grade: 12% scored Proficient or Advanced.
- 4th grade: 38% scored Proficient or Advanced.
- 5th grade:39 % scored Proficient or Advanced.
- 6th grade: 39% scored Proficient or Advanced.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods to discuss outcomes and provide interventions for students not reaching goals.
- RTI
- Progress Monitoring
- SMART Goals

Teachers in 3rd, 4th and 5th grades will monitor student progress monthly using reports generated by Achieve 3000.
Teachers will examine the IFA scores.

Strategy #1

STRATEGY:

TEACHING AND LEARNING: The school will ensure the full implementation of the state approved language arts curriculum and support the Common Core State Standards for language arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Staff will ensure the full implementation of the state approved language arts curriculum and support the CCSS for language arts.	Teachers, Principal	August 2014 – June 2015	none			0.00
2.State adopted materials will be used to provide instruction with district approved supplemental material to meet CCSS.	Teachers/Principal	August 2014 – June 2015	none			0.00
3. Principal will conduct Student Monitoring Conferences two times a year and meet with grade level teams to discuss progress.	Principal	February and March 2015	half day subs for teachers that cannot meet before or after school. Salaries.	1000-1999: Certificated Personnel Salaries	Title I	146.00
			benefits for subs	3000-3999: Employee Benefits	Title I	20.82
4. Staff will input formative assessment results into OARS and DIBELS, evaluate & analyze results, & use information to inform instructional decisions.	Teachers, Coach	August 2014 – June 2015	none			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.Targeted Action: Provide materials for K-5 and K-8 strands. Instructional supplies will be purchased to enhance academic instruction and assist improve student achievement.	Teachers, Principal, Coach	August 2014 – June 2015	Targeted Action: Provide materials for K-5 strands for curricular support	4000-4999: Books And Supplies	LCFF - Targeted	20,000.00
			Provide Materials for K-5 strands for curricular support including intervention materials and ebooks,	4000-4999: Books And Supplies	Title I	522.88
			Provide materials for K-5 strands for curricular support (warehouse and materials and supplies)	4000-4999: Books And Supplies	Discretionary	26,369.43
			Provide materials for urricular support	4000-4999: Books And Supplies	LCFF - Discretionary	1,511.97
6. K-2 consumables (HM and Kindergarten TBE 1st 30 days), Theme Skills tests, will be duplicated	Principal, Coach, Teachers	August 2014 – June 2015	District Graphic Services	5000-5999: Services And Other Operating Expenditures	Discretionary	2,200.00
7. During the school day,teachers in grades 3,4 and 5 will implement Achieve 3000 in order to improve student lexile levels, reading comprehension and writing skills.	Teachers	August 2014 - June 2015	None. Program previously purchased.			0.00
8. Staff will focus on the development of academic language in Language Arts in English and Spanish.	Principal, Coach, Teachers	August 2013-June 2014	None. Staff has received training in Marzano vocabulary strategies in 2010 - 2011.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. Targeted Action: Academic Incentives. \$2.00 per student . Staff will continue to implement and monitor Accelerated Reader program.	Teachers	September 2014-June 2015	Reading incentives will be purchased for the AR Store to encourage reaching goals.	4000-4999: Books And Supplies	LCFF - Targeted	1362.00
10. District adopted ELA pacing guides will be used to guide instruction and assessment.	Teachers, principal, coach	August 2014 – June 2015	None. Guides are on district website.			0.00
11. Blueprints for the instruction of key standards in ELA (CCSS) will be created and used in grades 3–6.	Teachers, principal	September 2014 – June 2015	None. Teachers will create during Grade Level Meetings.			0.00
12. Portable computer labs with netbooks will be used in upper grades to assist with writing projects, research for reports and Power Point presentations in upper grades.	Teachers	August 2014 – June 2015	None. Labs purchased previously.			0.00
13. Classified personnel will assist with the creation and assembly of instructional materials, entry of student discipline referrals into Zangle and special projects.	Classified personnel	August 2014 – June 2015	compensation	2000-2999: Classified Personnel Salaries	Title I	500.00
			benefits	3000-3999: Employee Benefits	Title I	116.75
14. Data notebooks with state standards will be created by teachers for student use.	Teachers	August 2014 – June 2015	instructional supplies See Goal 1, #5			0.00
15. Copies will be made and classroom materials will be prepared.	Principal	August 2014– June 2014	yearly maintenance agreement Duplo and laminator	5000-5999: Services And Other Operating Expenditures	Discretionary	1,330.00
16. Targeted Action: Subscriptions and Apps (VPP) for devices will be purchased to enhance instruction and provide intervention when necessary.	Teachers and Principal	August 2014 - June 2015	subscriptions for devices	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	10,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
17. Targeted Action: \$10.00 per student will be given to sites to budget in resource 0790. Field Trips will be taken to provide enrichment activities for students.	Teachers and Principal	August 2014 - June 2015	Admissions and transportation for field trips.	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	6810.00
				5700-5799: Transfers Of Direct Costs	Title I	2600.00
18. Computer supplies and software will be purchased to support delivery of curriculum.	Teachers and Principal	August 2014 - June 2015	cartridges for printers, software, dongles, cables, bulbs for projector lamps	4000-4999: Books And Supplies	Discretionary	5,000.00
19. Computers and other technology will be purchased to replace outdated or damaged equipment.	Principal, Lab Technician	January 2015 - June 2015	mobile devices and desktops.	4000-4999: Books And Supplies	Discretionary	8357.90
20. Library books will be purchased (e-books and paper)	Librarian, Teachers, Principal	January 2015 - June 2015	cost of books	4000-4999: Books And Supplies	Title I	2701.00
ELD Academy staff and ELS will meet to decide appropriate placement for Academy students.	ELD Academy Teachers and ELS Personnel	March 2015	None. Salaries and benefits for 4 teachers for 5 meetings for 2 hours each will be paid by ELS. District Funded.			0.00

Strategy #2

STRATEGY:

Opportunity and Equal Educational Access/Interventions: The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.Targeted Action: Increase Foster Youth students attaining proficiency in ELA and Math. ISPs to work with all grade levels.Three ISPs for 135 days and three for 45 days.	ISPs	September 2014 - June 2015.	Salary	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	6,854.45
			Benefits	3000-3999: Employee Benefits	LCFF - Discretionary	977.44
			Salary	1000-1999: Certificated Personnel Salaries	Title I	32,550.00
			Benefits	3000-3999: Employee Benefits	Title I	4,642.28
			Salary	1000-1999: Certificated Personnel Salaries	Discretionary	22,345.05
			Benefits	3000-3999: Employee Benefits	Discretionary	3186.40
			Salary	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4376.00
			Benefits	3000-3999: Employee Benefits	LCFF - Targeted	624.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. iPods and iPads will be used to increase fluency and reading comprehension	teachers	September 2014 - June 2015	None. Devices purchased previously or supplied by district.	None Specified	None Specified	0.00
3. CD kits with books and audio books will be checked out to students who need extra help in reading.	librarian, coach, RSP, teachers	September 2014 - June 2015	None. Purchased in 2011.	None Specified	None Specified	0.00
4. Implement grade level teaming for ELA UA in order to meet the needs of all students using DIBELS to form and monitor groups.	RSP, coach, teachers	September 2014 - June 2015	None. Salaries and benefits paid by district.	None Specified	None Specified	0.00
5. RtII (SST) meetings and IEP meetings will be held to address the educational and emotional needs of students.	RSP, speech therapist, psychologist, principal, teachers, parents, OT, ORC	September 2014 - June 2015	Sub Salaries	1000-1999: Certificated Personnel Salaries	Title I	7,280.00
			Sub Benefits	3000-3999: Employee Benefits	Title I	1038.27
6. Offer intervention during school year. Enrichment will be provided for GATE students 2 days a week after school in order to meet specific needs.	GATE Teachers	December 2014 - June 2015	Salary 2 hrs weekly for 25 weeks.	1000-1999: Certificated Personnel Salaries	Discretionary	1750.00
			Certificated Benefits	3000-3999: Employee Benefits	Discretionary	249.55
7. Intervention materials will be used during UA time, after school tutoring and intersession,	teachers, coach, ISPs, RSP	September 2014 - June 2015	STARS, Read Naturally, Road to the Code, CARS previously purchased.			0.00
8. Use BrainPop, BrainPop Jr. and BrainPop ESL to teach state standards as well as provide background information necessary for understanding aspects of the curriculum.	teachers, RSP, coach	August 2014 - June 2015	Site License purchased with Instructional Supplies funds. See Goal 1, Strategy 1 # 5.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. Principal will continue to attend RtII Implementation Network Meetings at VCOE to keep up with best practices in intervention.	principal	3 times per 2014 - 2015 school year	None			0.00
10. First grade teachers will hold morning intervention classes before school using Successmaker and Waterford to improve reading and math skills.	first grade teachers	115 days 2014 - 2015 school year	Salaries for teachers	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	5000.00
			Benefits for teachers	3000-3999: Employee Benefits	LCFF - Discretionary	713.00
11. Targeted Action: Offer intervention during school year. Intersession, before and after school tutoring will be held before CASPP to prepare all students.	teachers, RSP, coach	205 days 2014 - 2015 school year October 2014 - May 2015	Salaries for teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4376.00
	teachers, RSP, coach	October 2014 - May 2015 October 2014 - May 2015	Benefits for teachers	3000-3999: Employee Benefits	LCFF - Targeted	624.00
			Salaries for teachers	1000-1999: Certificated Personnel Salaries	Discretionary	1849.00
			Benefits for teachers	3000-3999: Employee Benefits	Discretionary	263.67
			Salaries for teachers	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1602.45
			Benefits for teachers	3000-3999: Employee Benefits	LCFF - Discretionary	229.94
12. Computer Lab Tech will be hired for 8 hours a day to provide technology support for staff.	Lab Tech	August 2014 - June 2015	None. District pays salary and benefits.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
13. RSP, ISP and classroom teachers will work with at-risk students during UA times in ELA and Math.	RSP, teachers	August 2014 - June 2015	None			0.00

Strategy #3

STRATEGY:

Pre-School Transition: The school will implement a transition plan for students entering transitional kindergarten and kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. In-coming Parent Meetings will be held to familiarize parents with kindergarten standards and expectations.	Principal, kindergarten teachers, speech therapist	May, June 2015	None. Supplies funded by pre-school program. Meetings held during professional duty day.			0.00
2. Pre-school teachers will meet with kindergarten teachers to discuss curriculum and expectations.	pre-school teachers and kindergarten teachers	September 2014 - June 2015	None. Meetings held during work day.	None Specified	None Specified	0.00
3. Students entering kindergarten who have not attended pre-school will participate in Ready-Set-Go, a four week program that introduces students to kindergarten language arts, math and ELD.	kindergarten teachers, district staff	June 2015	None. NfL funded.	None Specified	None Specified	0.00

Strategy #4

STRATEGY:

5th to 6th Grade Transition: The school will implement a transition plan for 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. 5th and 6th grade teachers to collaborate on language arts placement	5th and 6th grade teachers	June 2015	Sub Salary	1000-1999: Certificated Personnel Salaries	Title I	400.00
			Sub Benefits	3000-3999: Employee Benefits	Title I	57.05
2. RSP will meet with Special Education staff members to coordinate transition of students	RSP and 6th grade teachers.	May - June 2015	None. During regular work hours	None Specified	None Specified	0.00
3. Principal will conduct parent information meeting regarding school enrollment choices for 5th grade parents.	Principal	Dec. 2014	None	None Specified	None Specified	0.00
4. 5th grade teachers will inform parents of enrollment choices for 2015 - 2016 school year during parent conferences.	5th grade teachers	December 2014	None	None Specified	None Specified	0.00

Strategy #5

STRATEGY:
Professional Development: The school will provide professional development to support the full implementation of the CCSS.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Training will be provided to 3 - 5th grade teachers during SIP Day in August by Achieve 3000.	Teachers, principal	August 18, 2014	Trainer from Achieve 3000 will present to staff. No cost as included in subscription previously paid for.			0.00
2. Teachers become trainers of trainers for the iRead implementation	Lead teachers will be trained during regular hours. Coach conducts training.	September 2013	None.			0.00
3. ISPs trained to implement DIBELS and other assessments.	ISPs, RSP	December 2014	None.			0.00
4. Teachers will be trained by district in implementation of Common Core State Standards	Teachers, District Personnel	August 2014 - June 2015	None. District pays for training.			0.00
5. Professional development on technology will be offered during the school day, staff meetings and grade level meetings.	teachers, coach, lab tech, principal	August 2014 - June 2015	None. PD takes place during regular work hours.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Teachers will attend workshops and conferences to improve professional practice.	teachers	August 2013 - June 2014	Registration and expenses for conferences not covered by the district.	5000-5999: Services And Other Operating Expenditures	Title I	2502.00
			Registration and expenses for conferences not covered by the district	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	2,000.00
			Benefits	3000-3999: Employee Benefits	Title I	142.60
			Subs for teachers attending workshops and conferences (CUE, VCOE)	1000-1999: Certificated Personnel Salaries	Title I	1000.00
			subs for teachers attending workshops and conferences	1000-1999: Certificated Personnel Salaries	Discretionary	1000.00
			Benefits	3000-3999: Employee Benefits	Discretionary	142.60
			Registration and expenses for conferences not covered by the district	5000-5999: Services And Other Operating Expenditures	Discretionary	3,000.00
7. Tutorials will be posted in Edmodo 'Coach's Corner" on curricular delivery and other topics.	coach, computer tech	January 2015 - June 2015	None	None Specified	None Specified	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Teachers in General Education will provide assistance with early reading strategies to ELD Academy teachers.	Gen Ed Teachers and ELD Academy Teachers.	November 2014 - January 2014	4 Teachers salaries for 6 1-hr sessions.	1000-1999: Certificated Personnel Salaries	Discretionary	840.00
			Benefits for teachers	3000-3999: Employee Benefits	Discretionary	119.78
9. Teachers will present Family Technology, Math and Literacy Night curriculum for parents before and after school.	Teachers	December 2014 - June 2015	Salary for 63 hours of support and curriculum development.	1000-1999: Certificated Personnel Salaries	Discretionary	2205.00
			Employee benefits	3000-3999: Employee Benefits	Discretionary	314.48
Consultants will work with staff to improve delivery of content and instructional practices.	Teachers, Principal and Consultant	October 2014 - June 2015	Consultant's fee	5800: Professional/Consulting Services And Operating Expenditures	Title I	4000.00

Strategy #6

STRATEGY:
 Parent Involvement: The school will coordinate meetings and distribute information to generate parent involvement. (Actions: jointly develop Parent Compact, Parent Involvement Policy)

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Title I Quarterly Meetings	principal	September 2014,December 2014, January and April of 2015.	Handouts, Title I (Materials and Supplies) See Goal 1, Strategy 1, #5	None Specified	None Specified	0.00
2. Meetings to jointly develop Parent Compact.	principal, parents	October 2014 - June 2015	Handouts, Title I (Materials and Supplies) See Goal 1, Strategy 1, #5	None Specified	None Specified	0.00
3. Meetings to jointly develop Safety Plan	principal, parents	December 2014 - February 2015	Handouts, Title I, Goal 1, Strategy 1, #5	None Specified	None Specified	0.00
4. Family Literacy Nights will be offered to give parents the opportunity to learn grade level standards and expectations as well as information that will allow them to assist their children	principal, teachers, librarian, coach, parents	January 2015 - June 2015	Handouts Title I, Goal 1, Strategy 1, #5			0.00
			Salaries for teachers working outside of regular hours (See Goal 1 strategy 5, P.24			0.00
			Benefits for teachers(See Goal 1, strategy 5, p.24			0.00
			Child Care	2000-2999: Classified Personnel Salaries	Discretionary	500.00
		3000-3999: Employee Benefits	Discretionary	116.75		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Parent-Teacher Conferences will be held in November 2014 (all students) and March 2015 (as needed) and other meetings will be held to inform parents of ways to assist their children academically.	principal, teachers, RSP, coach	November 2014 - June 2015	Salaries for classified that provide translation services during meetings	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	500.00
			Benefits for classified	3000-3999: Employee Benefits	LCFF - Discretionary	116.75

Strategy #7

STRATEGY:
 After School Program Will Provide Opportunities for Enrichment and Intervention: The school will support the district implementation of the ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teacher liaison will meet monthly with ASES Administrator and other liaisons and with school staff as needed to coordinate the regular school day with the after school program.	Teacher liaison	October 2014 - June 2015	ASES funded position. Liaison compensation.	None Specified	None Specified	00.0
2. Principal will meet monthly with ASES administrator in order to evaluate program and work on correlating the after school program to the regular school day programs and services.	Principal, ASP site coordinator, ASES administrator	August 2014 - June 2015	None	None Specified	None Specified	0.00
3. Principal will work with ASP staff to make sure that Lesson One strategies are implemented.	Principal, Oxnard Scholars staff	August 2014 - June 2015	None	None Specified	None Specified	0.00
4. After School Program will assist school with cultural proficiency goal by having students create and perform speeches for the African-American Speech Contest and the Cesar Chavez Speech Contest.	Oxnard Scholars staff	January 2015 - March 2015	None	None Specified		0.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
<p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic.</p> <ol style="list-style-type: none">A. Kindergarten- All students will count, recognize, represent, name, and order a number of objects (up to 30); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).B. 1st Grade- All students will count, read, and write whole numbers to 100; Count and group objects in ones and tens; Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.C. 2nd – 5th Grades: 50%of students and the significant sub-groups in 2nd-5th Grade will score “proficient” or “advanced” on the SBAC in Math in spring 2015.D. The percent of students scoring below proficiency on the previous year’s CST in Science will reduce by 10%, as these students will move towards Proficient or Advanced.E. TK students will master the basic numeracy skills necessary to meet the academic rigor in kindergarten.
Data Used to Form this Goal:
Interim Formative Assessments Inspect Assessments Math Topic Tests

Findings from the Analysis of this Data:

- Kindergarten- 56%of the students attained proficiency on Topic Tests 1-10 in 13 - 14
- 1st grade-56% of students attained proficiency on the topic tests.
- 2nd grade: 61%scored Proficient or Advanced.
- 3rd grade: 26% scored Proficient or Advanced.
- 4th grade: 10% scored Proficient or Advanced.
- 5th grade: 27% scored Proficient or Advanced.

The data is not completely accurate as some teachers did not give the tests as they were not obligatory. This year all teachers will give the EOY test. Decisions made to formulate student placement for interventions were by analyzing teacher made tests and by classroom performance.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods
- RTI
- Progress Monitoring
- SMART Goals
- Inspect SBAC Assessments
- SBAC Field Test
- IFA

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full Implementation of State Approved Math Curriculum: The school will ensure the full implementation of the state approved mathematics curriculum and support the Common Core State Standards for mathematics.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Staff will ensure the appropriate time for Math instruction according to state guidelines.	principal and teachers	August 2014 – June 2015	None			0.00
2. Principal will conduct student monitoring conferences two times a year and meet with grade level teams to discuss student progress towards standards.	principal and teachers	February 2015 - May 2015	See Goal # 1, Strategy 1 #3	None Specified	None Specified	0.00
3. Instructional supplies will be purchased to improve math achievement and provide intervention.	principal, teachers, RSP, lab tech	August 2014 – June 2015	Student supplies as needed for curricular support See Goal 1, Strategy 1, # 5			0.00
4. Staff will focus on the development of academic language in Math in English and Spanish by implementing Marzano vocabulary strategies.	principal, coach, teachers	August 2014 - June 2015	None. Staff previously received PD in Marzano vocabulary strategies in 2010-2011.			0.00
5. Data notebooks with CC State Standards will be created by teachers for student use.	teachers	August 2014 – June 2015	Binders, paper, printing costs, (included in instructional supplies) Goal 1, Strategy 1, #5	None Specified	None Specified	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. District adopted Math curriculum will be used to guide instruction and assessment.	teachers, principal, coach	August 2014 – June 2015	None	None Specified	None Specified	0.00
7. Teachers will use literature from the Marilyn Burns Math Libraries to facilitate the understanding of mathematical concepts.	teachers	September 2014 – June 2015	None. Materials purchased previously.	None Specified	None Specified	0.00
8. Copies will be made and classroom materials will be prepared in order to support the math curriculum.	teachers, principal	August 2013– June 2014	Printing and paper costs included in instructional supplies. See Goal 1, Strategy 1, #5.	None Specified	None Specified	0.00
Parent Compact		August 2012 - June 2013				
Parent Involvement Policy		August 2012 - June 2013				

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS: The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Math Triumphs will be used as an intervention program in grades 3 - 5.	teachers, coach, ISPs	August 2014 - June 2015	None. District supplies intervention program materials.			0.00
2. Targeted Action: Subscriptions and Apps (VPP) for devices will be used to increase math literacy.	teachers, ISPs, coach, RSP	August 2014 - June 2015	Applications - instructional supplies - Vol. Purchase Plan previously purchased. See Goal #1 Strategy 1 #16			0.00
3. Two ISPs to work with students during UA time to address needs.	ISPs	October 2014 - June 2015	Salaries and benefits. See Goal 1, Strategy 2, #1			0.00
4. RtII (SST) meetings will be held to address the educational and emotional needs of students.	RSP, speech therapist, psychologist, principal, teachers, parents.	September 2014 - June 2015	Subs for team and teachers. See Goal 1, Strategy 2, # 5			0.00
5. BrainPop, BrainPop Jr., and BrainPop ESL will be used to teach CCSS as well as provide background information.	teachers	August 2014 - June 2015	Materials and supplies. See Goal 1, Strategy 1 #5.			0.00
6. Intersession and after school tutoring will be held to prepare students for SBAC Field Test.	teachers, RSP	September 2014 - June 2015	Teacher salaries and benefits. See Goal 1, Strategy 2, # 11.			0.00

Strategy #3

STRATEGY:

Pre-School Transition: The school will implement a transition plan for students entering transitional kindergarten or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. In-Coming Parent meetings will be held in order to inform parents of kindergarten standards and expectations.	kindergarten teachers	May/June 2015	Materials funded by district. Meetings held during professional duty day.			0.00
2. Pre-school teachers will collaborate with kindergarten teachers to discuss curriculum and expectations.	pre-school and kindergarten teachers	May/June 2015	None. Meetings held during school hours.			0.00
3. Student entering kindergarten who have not attended pre-school will participate in Ready, Set, Go program, a four week introduction to kindergarten language arts, math and ELD.	pre-school director, principal and teachers	May/June 2015	District funded. See Goal 1, Strategy 3, #3.			0.00

Strategy #4

STRATEGY:
5th grade Transition to Middle School: The school will implement a transition plan for 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. 5th grade teachers meet with 6th grade teachers to collaborate and make decisions on math placement.	5th, 6th grade teachers.	February - June 2015	Subs. See #1 Strategy 4, Goal 1.	None Specified	None Specified	0.00
2. RSP will meet with special education teachers at other schools to coordinate transition of students.	RSP, sped staff at Middle Schools	May/June 2015	None. Meetings during regular work hours.	None Specified	None Specified	0.00
3. Math placement test will be given to determine correct placement.	5th grade teachers	June 2015	None. Test given during school day.	None Specified	None Specified	0.00

Strategy #5

STRATEGY:
 Professional Development: The school will provide professional development to support the implementation of the CCSS.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Principal will forward articles on best practices to staff with discussion following at staff and grade level meetings.	principal, teachers, coach	September 2014 - June 2015	None.			0.00
2. Targeted Action: Subscriptions and apps will be purchased that will reinforce grade level standards.	principal, teachers, coach	September 2014 - June 2015	None. Apps can be purchased through Volume Purchase plan previously purchased. See Goal#1, Strategy 1 #16			0.00
3. Staff will share best practices during staff and grade level meetings.	teachers, principal, coach lab tech	August 2014 - June 2015	None.			0.00
4. Teachers will attend workshops on CCSS math provided by district.	teachers	August 2014 - June 2015	None. District funded			0.00
5. Professional development in technology will be offered during the school day, staff meetings and grade level meetings. The district will also provide professional development for interested teachers.	teachers	August 2014 - June 2015	No cost for PD that takes place during regular work hours at site . PD that district provides is funded by them.			0.00
6. Teachers will attend workshops and conferences to improve professional practice.	teachers	August 2014 - June 2015	Registration for conferences not covered by the district. See Goal 1, Strategy 5, #6.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. All students will participate in the Hour of Code and code daily using Scratch, KERP and Kodable to increase computational skills, collaboration and critical thinking.	Teachers	August 2014 - June 2015	Subscriptions and applications. See Goal I, Strategy I, #16			0.00

Strategy #6

STRATEGY:
PARENT INVOLVEMENT: The school will coordinate meetings and distribute information to generate parent involvement. (Actions: jointly develop Parent Compact, Parent Involvement Policy)

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Title I Meetings and parent conferences will be held.	principal	September 2014, November 2014, December 2014, January 2014, April 2014.	Handouts. Materials and supplies. See Goal 1, Strategy 1, # 5.			0.00
2. Parent Compact will be developed with parent input.	principal and parents	September 2014 - December 2014	Handouts. Materials and supplies. See Goal 1, Strategy 1, #5.			0.00
3. Parent Involvement Policy will be developed with input from parents.	principal and parents	September 2014 - December 2014	Handouts. Materials and supplies. See Goal 1, Strategy 1, #5.			0.00
4. Targeted Action: Offer Intervention during the school year. Parents will be invited to Family Math Nights and Math Bowl and will be made aware of grade level standards as well as ways that they can help their students at home.	teachers, principal	January - June 2015	Teacher salaries and benefits. See Goal 1 Strategy 5, #4			0.00

Strategy #7

STRATEGY:

After School Program: The school will support the district implementation of the ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teacher Liaison will coordinate the regular school day with the ASP so that math components are in alignment with daily lessons.	liaison	September 2014 - June 2015	None. Paid through ASES grant.			0.00
2. Principal will meet with ASP site coordinator monthly in order to coordinate After School math component with daily program.	principal, ASP site coordinator	September 2014 - June 2015	None. Meetings take place during regular working hours.			0.00
3. Principal will work with After School Staff to insure that Lesson One Strategies are implemented.	principal, site coordinator, ASP staff	September 2014 - June 2015	None.			0.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #3:

- A. AMAO #1: 57.5% of all English Learners will advance one level on the CELDT
- B. AMAO #2:
 1. 21.4% of EL students who have been in language instruction educational programs for less than five years will reach English Proficient Level on the CELDT.
 2. 47% of EL students who have been in language instruction educational programs for More than five years will reach English Proficient Level on the CELDT.
- C. AMAO #3:
 1. 89.2% of EL students and the significant sub-groups in 2nd-5th Grade will score “early advanced” or “advanced” on the 2015 SBAC in math.
 2. 89.5% of EL students and the significant sub-groups in 2nd-5th Grade will score “early advanced” or “advanced” on the 2015 SBAC in Language Arts.

Data Used to Form this Goal:

CELDT
2013 CST, CMA
DIBELS

Findings from the Analysis of this Data:

English Learners are not making sufficient progress in English Language Arts. Even though we have grown, only 34% of McKinna EL students in grades 3 - 6 are proficient or above in ELA on the California Standards test in 2013. Only 5 - 6% of McKinna Students are reading on grade level.

How the School will Evaluate the Progress of this Goal:

Review, analyze, diagnose student progress using Inspect CCSS ELA assessments

Review annual CELDT reports

ELRT Team will evaluate progress of students not making sufficient gains

- Teachers will meet in grade level meetings after assessment periods
- RTI
- Progress Monitoring Conferences
- SMART Goals
- Achieve 3000 reports of reading progress

Strategy #1

STRATEGY:
 Students will be grouped according to CELDT level for ELD instruction with no more than two levels in any grouping: The school will support the full implementation of the state ELD standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. McKinna staff will teach specific ELD for at least 1hour daily. 1/2 hour will be teaming with no more than 2 CELDT levels and 1/2 hour in the regular classroom.	Teachers	August 2014– June 2015	None			0.00
2. During teaming students will be grouped according to CELDT level for ELD instruction with no more than two levels in any grouping.	Principal, Teachers	August 2014 – June 2015	None			0.00
3. Teachers will implement Hampton-Brown Avenues in first and second grades during ELD Teaming. Kindergarten teachers will use the same program with their own classes.	Principal, Teachers	August 2014 – June 2015	None			0.00
4. Teachers in 3 – 5 grades will use Avenues. ELD Academy will use In the USA and Carousel.	Principal, Teachers	August 2014 – June 2015	None. materials supplied by district.			0.00
5. Teachers in grades 3 - 5 will use Achieve 3000 award winning reading intervention program accessible online or through app. Student progress tracked through monthly reports. Spanish available for parents of ELLs to assist with comprehension at home.	Principal, Teachers	August 2014- June 2015	None. Purchased in2013 - 2014 school year.			0.00
6. Students in all grades will receive extra help during ELD Teaming.	Teachers, Principal, Intervention Service Providers	September 2014 – June 2015	None			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Utilize Successmaker, Waterford and Rosetta Stone technology software to facilitate the acquisition of English	Teachers, Principal	August 2014 – June 2015	None. software purchased by district.			0.00
8. All EL students will be assessed annually using the CELDT.	Dept of ELS, classroom teachers	October 2014	None. Cost of assessors salaries provided by ELS.			0.00
9. ELRT Team will be formed and will meet to create and review Catch-up Plans for students that are not making sufficient progress.	Teachers, Principal	December 2014 - June 2015	None.			0.00
10. Teachers will use various strategies to teach academic subjects (SDAIE, SIOP) in order to make subject matter accessible to ELs.	Teachers, Principal	August 2014-June 2015	None. Teachers have been trained previously.			0.00
11. Translations and other support will be provided for parent conferences, meetings, bulletins and other activities to increase parental involvement.	Office Manager, classified staff	August 2014 - June 2015	Classified salaries	2000-2999: Classified Personnel Salaries	Discretionary	1000.00
				3000-3999: Employee Benefits	Discretionary	233.50
12. ELLs progress in acquiring English will be monitored using a district assessment tool.	Principal, ISPs and Teachers	January 2014 - June 2015	None.			0.00

Strategy #2

STRATEGY:

OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS: The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Workshop for ELD (WELD) will be offered to students in grades 1 - 5 before and after school three days a week for 1 hour a day. from October - January. WELD will also be held in August before school starts.	Teachers	August 2014 - January 2015	Teacher salaries	1000-1999: Certificated Personnel Salaries	Title III	24,700.00
			Teacher benefits	3000-3999: Employee Benefits	Title III	3374.51
			Materials and supplies	4000-4999: Books And Supplies	Title III	56.49
			Teacher salaries	1000-1999: Certificated Personnel Salaries	Discretionary	2100.00
			Teacher benefits	3000-3999: Employee Benefits	Discretionary	299.46
2. English Homework Help - 1 teacher 2 days a week one hour a day for 2 days.	Teachers	January 2015 - June 2015	Teacher salary and benefits.	1000-1999: Certificated Personnel Salaries	Discretionary	2100.00
				3000-3999: Employee Benefits	Discretionary	299.50

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Use BrainPop, BrainPop Jr. and BrainPop ESL. These resources will be used to teach standards as well as to provide background information.	Teachers	August 2014 - June 2015	None for BrainPop and BrainPop Jr. Site license previously purchased with instructional supply money. See Goal 1, Strategy 1 #5. BrainPop ESL added this year.			0.00
4. Use intervention materials for WELD.	teachers	October 2014 - January 2015	None. Previously purchased	None Specified	None Specified	0.00
5. Bilingual Intervention Service Providers will be hired specifically to work with children in primary grades during UA time.	ISPs	August 2014 - June 2015	Salaries and Benefits. See Goal 1, Strategy 2, #1			0.00
6. Migrant students will receive extra help through specialized programs.	migrant teachers	August 2014 - June 2015	None. Paid for by ELS. (Centralized services)			0.00
7. Targeted Action: Decrease the number of LTEL by sites completing the ELRTs and implementing interventions as needed.	Compensation for ELRT Team members.	January 2014 - June 2015	Compensation for ELRT Team members	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	876.00
				3000-3999: Employee Benefits	LCFF - Targeted	124.00
8. Translation will be provided by Instructional Assistants during parent conferences and	Compensation for Instructional Assistants translating before and after school.	August 2014 - June 2015	Compensation for IAs. (See Goal 3 Strategy 1 #11)			0.00

Strategy #3

STRATEGY:
 INCOMING KINDERGARTEN TRANSITIONS: The school will implement a transition plan for students entering transitional kindergarten or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-coming Parent Night meetings will inform parents of kindergarten curriculum and standards.	kindergarten teachers	May/June 2015	Teacher's salaries and benefits are district funded.			0.00
2. Pre school teachers will meet with kindergarten teachers to discuss curriculum and expectations.	pre-school and kindergarten teachers	September 2014 - June 2015	None. Meetings are held during school hours.			0.00
3. Students entering kindergarten who have not attended pre-school will participate in Ready, Set, Go program, a four-week introduction to kindergarten language arts, math and ELD.	pre-school director, principal and teachers	May and June 2015.	None. NfL provides funding			0.00
4. Pre-school Teachers will attend kindergarten grade level meetings in order to facilitate pre-kinder - kindergarten transition.	Pre-school teachers, kindergarten teachers	January 2014 - June 2015	None			0.00

Strategy #4

STRATEGY:
5th to 6th grade Middle School Transition: The school will implement a transition plan for 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. 5th grade teachers meet with middle school teachers to collaborate and make recommendations for placement of students in various programs.	5th and 6th grade teachers	February - June 2015	Subs. See Goal 1, Strategy 4, #1.	None Specified	None Specified	0.00
2. RSP will meet with special Education staff at middle schools to coordinate the transition of students.	RSP and middle school special education staff	May/ June 2015	None. Meetings take place during school hours.	None Specified	None Specified	0.00
3. Students will attend orientation meetings at the middle schools.	students, parents, middle school staff	March 2015	None. Middle School Teachers facilitate the orientation.			0.00

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT: The school will provide professional development to support the instruction of the ELD state standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teachers will receive professional development (SIOP and other) in order to provide effective strategies for the delivery of material to English Learners.	Teachers	August 2014 - June 2015	None. PD provided through ELS.			0.00
2. ELRT Team will be trained to identify students and develop Catch-up Plans.	Teachers on ELRT team, ELS TOSA, principal and coach	January 2014 - June 2015	Salaries for ELRT Team members while working on Catch-up plans. See Goal 3, Strategy 2, #10.			0.00
3. EL specialist will work with individual teachers and grade level teams to develop strategies that will positively impact student achievement.	ELS TOSA and teachers	October 2014 - June 2015	None. Salary paid by ELS.			0.00
4. Teachers will attend Ventura CABA Conference in order to learn effective strategies for implementing instruction for ELS.	Teachers	October 2014	None. Registration fee paid by district.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. 2 teachers will attend state CAFE Conference in Anaheim	Teachers	March 4 - 7, 2014	\$4500 Special includes hotel. 2 X 999 = 1998 Food and Mileage = 500.00	5000-5999: Services And Other Operating Expenditures	Title I	2498.00
			Subs salaries	1000-1999: Certificated Personnel Salaries	Title I	1000.00
			Subs benefits	3000-3999: Employee Benefits	Title I	142.60

Strategy #6

STRATEGY:
PARENT INVOLVEMENT: The school will coordinate meetings and distribute information to generate parent involvement (Actions: jointly develop the Parent Compact and Parent Involvement Policy).

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. ELAC officers will receive training in order to participate fully at meetings.	Principal	October 2014	None. Principal provides training.			0.00
2. Workshops on nutrition, health care, parenting and other topics of interest will be presented in English and Spanish by various community groups during Coffee Chats, ELAC Title I and SSC meetings.	Principal, VC Dept. Public Health	January 2015 - June 2015	None. presenters don't charge fees.	None Specified	None Specified	0.00
3. Translators will be provided for all meetings and and parent conferences and documents will be translated.	IAs, classified employees	August 2014 - June 2015	Translators' salaries and benefits	2000-2999: Classified Personnel Salaries	Title I	2500.00
				3000-3999: Employee Benefits	Title I	583.75
			Translators salaries and benefits	2000-2999: Classified Personnel Salaries	Discretionary	1000.00
				3000-3999: Employee Benefits	Discretionary	233.50
4. Parent Options Meetings will be held to inform parents of program choices for English Learners	Principal, Teachers, ELSpecialist	December 2014, January 2015	None.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Triple P Parenting classes will be provided in Spanish and English to assist parents with educational and behavioral problems.	Principal, City Impact	January 2015, Spring 2015	None. City Impact pays its employees to provide workshops.			0.00
6. Mis Padres y Yo classes for toddlers and parents will be offered by El Concilio	Principal, Parents, El Concilio staff.	April - May 2015	None. classes presented by El Concilio staff and are paid by El Concilio.			0.00
7. Parents and guardians will participate in Cultural Proficiency Survey and Festival.	Principal, Generation Ready Consultant, Teachers	December 2014 - June 2015	None. Generation Ready's consultant's Fee paid by District.			0.00
8. School clerk's schedule will be extended for 1 hour in order to provide translation during parent meetings and assist non-English speaking students during the day.	Clerk	August 2014 - June 2015	Salary and Benefits for 1 hour daily.	2000-2999: Classified Personnel Salaries	Discretionary	4338.00
			Benefits	3000-3999: Employee Benefits	Discretionary	1010.67
			Health and Welfare	3000-3999: Employee Benefits	Discretionary	1623.29
9. Childcare for parents attending meetings.	Office Manager, Campus Assistants	September 2014 - June 2015	Salary	2000-2999: Classified Personnel Salaries	Discretionary	500.00

Strategy #7

STRATEGY:
After School Program: The school will support the district implementation of the ASES grant and make sure that ELs and their parents are made aware of activities and responsibilities of program participation.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teacher Liaison will coordinate with ASP to ensure that needs of ELS are being met during Math and ELA.	Teacher Liaison	October 2014 - June 2015	None. Salary and benefits paid by ASP.			0.00
2. Families will participate in various activities scheduled by ASP.	ASP Staff, Students, Families	October 2014 - March 2015	None. Staff paid by ASP.			0.00
3. Spanish-speaking staff will be hired to meet student needs.	ASP Staff	September 2014 - March 2015	None. Staff paid by ASP.			0.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #4:
<p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic. Students will be educated in a safe, orderly environment that will contribute to their academic, emotional and social advancement. This will be accomplished in the following ways:</p> <ol style="list-style-type: none">A. Positive Behavior Plan: Lesson One will be implemented school wide.B. Emergency Preparedness: Safety Plan will be updated. Staff and students participate in monthly safety plans.C. School will provide attendance incentives to encourage students to attend school on time every day.
Data Used to Form this Goal:
Office Referrals Discipline Files on Zangle Suspension Report Review of School Safety Plan
Findings from the Analysis of this Data:
Since we have implemented Lesson One, office referrals have decreased and suspensions are down by 85%. In 2013 - 2014 they were under 1%.
How the School will Evaluate the Progress of this Goal:
Continue to look at the numbers of suspensions and office referrals. All new teachers will be trained on Lesson One during the 2014 -15 school year. This means that new teachers to the staff will receive the same professional development and will help maintain the consistency of implementation at all grade levels.

Strategy #1

STRATEGY:
 SUPPORT TO THE CORE CURRICULUM: The school will ensure that all students have access to a behavior support plan that will enhance learning opportunities.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Targeted Action: Positive Student Behavior Program . Consultant will be hired to train new staff on Lesson One skills.Principal will monitor the implementation of Lesson One skills and support will be given to new staff and others as needed.	Principal, Lesson One Consultant and Staff	August 2014 – June 2015	Fee for Lesson One Consultant	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	5,000.00
2. Discipline Assemblies will be held twice yearly to remind students of skills.	Principal	September 2014 and February 2015	None			0.00
3. Monthly fire and earthquake drills will be held.	Principal, Staff	September 2014 – June 2015	None			0.00
4. Safety Plan will be reviewed annually by SSC members and Safety Committee	principal, safety committee, SSC members	March 2015	None			0.00
5. Lockdown Drills will be conducted with the assistance of OPD	principal, SRO	December 2014, March 2015	None			0.00
6. Lesson One skills will be taught and reinforced. These include Family Time, Proud and Relaxed, and Individual Self-Control Time).	Teachers and Principal	August 2014– June 2015	None			0.00
7. Referrals will be made to social worker when necessary to support students and families.	Teachers, Social Worker, Principal	September 2014 – June 2015	None. Social Worker paid by district and Ventura County Dept of Social Services.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Counselor will work with students in groups and individual when given parent permission.	Counselor	September 2014 - June 2015	None. Salary paid by district. 0.00			
9. Various activities will be coordinated by staff during Red Ribbon Week to bring awareness of hazards associated with drugs.	Staff, ORC	October 2014	None. Staff paid by district. Working during regular working hours. Materials purchased through funds for Materials and supplies. See Goal1, strategy 1 #5. 0.00			
10. Campus assistants will be hired to provide for the safety of students on the playground and in the cafeteria.	Principal	August 2014 - June 2015	Salaries	2000-2999: Classified Personnel Salaries	Discretionary	53,115.04
				3000-3999: Employee Benefits	Discretionary	12,523.78
11. All McKinna students and staff will participate in The Great Shakeout earthquake drill.	Students and staff	October 2014	None 0.00			
12. Pre-school students will participate in all fire, earthquake and lockdown drills.	Pre-school students and staff	August 2014 - June 2015	None 0.00			
13. Support staff will develop a program to discourage bullying and encourage good school citizenship. Program will be followed in all classrooms.	Teachers, support staff (ORC, Social Worker, Counselor.)	November 2014 - June 2015	None 0.00			
14. All students will be trained on Digital Citizenship and internet safety.	Teachers	January 2015 - June 2015	None 0.00			
15. Ventura County Public Health Department will give 4 classes on nutrition and healthy lifestyle choices.	Principal, Ventura County Public Health	January 2015 - February 2015	None 0.00			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
16. Teacher Liaison will assist with the integration of Lesson One skills in ASP.	Teacher Liaison	October 2014 - June 2015	None			0.00
17. City Impact will provide Triple P Parenting classes.	Principal,ORC	January 2015	None			0.00
18. Classrooms and Grounds will be kept in good repair to ensure a safe learning environment.	Custodians, facilities	August 2014 - June 2015	Supplies	5000-5999: Services And Other Operating Expenditures	Discretionary	2,500.00

Strategy #2

STRATEGY:
SPECIFIC INTERVENTIONS: The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Lesson One skills will be taught to new teachers K - 5th grade for the purpose of creating a safe atmosphere and reducing discipline problems.	Principal, Lesson One trainer	November/December 2014	See Goal 4, Strategy 1, #1.			0.00
2.Targeted Action: Attendance Incentives will be purchased for students with perfect attendance.	principal, ORC	May/June 2015	Cost of incentives	4000-4999: Books And Supplies	LCFF - Targeted	1362.00
3. Referrals will be made to Healthy Start social worker when necessary to support students and families.	teachers, social worker, principal	September 2014 - June 2015	None. Social worker's salary paid by district and Ventura County Dept. of Social Services.			0.00
4. Psychologist will work with specific students when parents give permission to provide extra support.	psychologist	September 2014 - June 2015	None			0.00
5. Various activities will be coordinated by staff during Red Ribbon Week to bring awareness of hazards associated with drugs.	Staff and teachers on Red Ribbon Week committee	October 2014	None			0.00
6. All McKinna students and staff will participate in the Great Shakeout earthquake drill.	McKinna students and staff	October 17, 2014	None			0.00

Strategy #3

STRATEGY:
PRE-SCHOOL TRANSITION: The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Pre-school will participate in all earthquake and fire drills.	principal, teachers	August 2014 - June 2015 monthly	None			0.00
2. Pre-school will participate in lockdown drills	Pre-school teachers, principal, SRO	December 2014 and March 2015	None	None Specified	None Specified	0.00
3. Principal will participate in pre-school promotion ceremony.	Principal, pre-school teachers	June 2015	None.	None Specified	None Specified	0.00

Strategy #4

STRATEGY:
PROFESSIONAL DEVELOPMENT: The school will provide professional development to support the implementation of the Safety Plan.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Oxnard PD will provide feedback after lockdown drills.	Staff meeting, principal and staff	January 2015 and March 2015	None			0.00
2. Pre- school teachers will be invited to attend staff meetings and grade level meetings.	Principal and staff	August 2014- June 2015	None			0.00
3. Principal will attend pre-school meetings in district office to become informed of curriculum and best practices.	Principal, District Coordinator	August 2014 - June 2015	None			0.00
4. Pre-school teachers will attend workshops arranged by district for implementation of pre-school curriculum.	Pre-school teachers	August 2014 - June 2015	None			0.00

Strategy #5

STRATEGY:
PARENT INVOLVEMENT: The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.The Pledge for Success will be sent home in English and Spanish.	principal, clerk, teachers	January 2015	None.			0.00
2. Ventura County Public Health Department will give 4 classes in the morning on nutrition and healthy lifestyle choices.	Ventura County Public Health employees	January - February 2015	None.Funded by Ventura County Public Health.			0.00
3. City Impact will provide Parenting classes in order to teach effective skills to parents.	City Impact, principal, parents	January 2015	None. Funded by City Impact.			0.00
4. Ventura County Health Care Plan will present workshops during Coffee Chats on insurance options, lead poisoning, and the use of car seats to prevent injury in small children.	Ventura County Health Care Plan personnel, parents	January - June 2015	None. Services are free.			0.00
5. PTA will purchase water for all students and staff to be stored with emergency supplies.	PTA	January 2015	None. PTA will purchase.			0.00

Strategy #6

STRATEGY:
AFTER SCHOOL PROGRAM: The school will support the district implementation of the ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Principal will train staff on Lesson One implementation in order to keep consistency with the day program.	Principal, After School Program Staff	January 2015	None			0.00
2. Principal will coordinate with ASP and OPD to conduct a Lockdown Drill.	Principal, ASP coordinator and SRO	March 2015	None.			0.00

Strategy #7

STRATEGY:
5th to 6th grade Transition to Middle School: The school will implement a transition plan for 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. 5th and 6th grade teachers will collaborate on discipline expectations.	5th and 6th grade teachers.	June 2015	Salaries and benefits for subs. See Goal 1 Strategy 4, #1.			0.00
2. 5th graders will attend 6th grade orientation and middle school staff will inform them of school rules. McKinna will inform 5th graders and parents of date for orientation.	Middle school teachers	March 2015	None. Middle School pays for orientation.			0.00

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	Discretionary	34,189.05
2000-2999: Classified Personnel Salaries	Discretionary	60,453.04
3000-3999: Employee Benefits	Discretionary	20,616.93
4000-4999: Books And Supplies	Discretionary	39,727.33
5000-5999: Services And Other Operating	Discretionary	9,030.00
5800: Professional/Consulting Services And	Discretionary	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	13,456.90
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	500.00
3000-3999: Employee Benefits	LCFF - Discretionary	2,037.13
4000-4999: Books And Supplies	LCFF - Discretionary	1,511.97
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	9,628.00
3000-3999: Employee Benefits	LCFF - Targeted	1,372.00
4000-4999: Books And Supplies	LCFF - Targeted	22,724.00
5000-5999: Services And Other Operating	LCFF - Targeted	10,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	6,810.00
5800: Professional/Consulting Services And	LCFF - Targeted	5,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	42,376.00
2000-2999: Classified Personnel Salaries	Title I	3,000.00
3000-3999: Employee Benefits	Title I	6,744.12
4000-4999: Books And Supplies	Title I	3,223.88
5000-5999: Services And Other Operating	Title I	5,000.00
5700-5799: Transfers Of Direct Costs	Title I	2,600.00
5800: Professional/Consulting Services And	Title I	4,000.00
1000-1999: Certificated Personnel Salaries	Title III	24,700.00
3000-3999: Employee Benefits	Title III	3,374.51
4000-4999: Books And Supplies	Title III	56.49

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Discretionary	166,016.35
LCFF - Discretionary	17,506.00
LCFF - Targeted	55,534.00
None Specified	0.00
Title I	66,944.00
Title III	28,131.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Intervention Service Providers will be used to assist students who are not meeting grade level standards in ELA and Math. Another area of priority is materials and supplies. The third major expense is teacher extra help. This is the area that allows for teachers to tutor students either for remediation or enrichment.

Identify the major expenditures supporting these priorities.

Salaries and Benefits are the major expenses involved with the Intervention Service Providers and also Teacher Extra Help. Materials and Supplies expenses include intervention materials for remediation and enrichment, books, technology and applications.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Three ISPs were hired to work with students in grades K - 6 during UA time. ISPs were split funded from Title I, and other funding.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

The English Homework Help position was advertised but not filled, so that intervention did not occur. There were not enough qualified ISPs (bilingual) to fill the positions.

What specific actions related to those strategies were eliminated or modified during the year?

We were not able to hire as many bilingual ISPs as we would have liked. They are in great demand, and no one fit the criteria. We wound up hiring an English Speaking ISP. She was wonderful, but she could not help in the kindergarten during core curriculum time in the TBE classes. We couldn't provide the English Homework Help intervention.

Identify barriers to full or timely implementation of the strategies identified above.

Lack of interest in applying for advertised positions. Not enough bilingual candidates were available to hire.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

None. We could not get the candidates we needed. As noted, we hired an English speaking ISP who was able to help during ELD in the bilingual classes. She could not help with the core curriculum.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

CELDT scores will be used, but we have not received the current scores as yet.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

We do see improvement in student reading achievement with students who are using Fast Forward. This is a reading intervention that we use during UA time. Most students had dramatic gains in reading achievement on the DIBELS assessment. It has also been reported that classes that are using the coding applications on a regular basis are showing improvement in math reasoning collaboration, critical thinking and resilience.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Accelerated Reader was not as effective as we would have hoped. It's a good program once you are reading on grade level to increase reading achievement, but it is not as effective with students no on grade level.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications:
Use English speaking ISPs if bilingual candidates are not available.

Involvement/Governance

How was the SSC involved in development of the plan?

the plan is presented and reviewed during SSC meetings. Members have the ability to input suggestions on additions or deletions to the plan.

How were advisory committees involved in providing advice to the SSC?

The leadership team met with their grade level cohorts to brainstorm and discuss things that they felt would benefit students. ELAC committee members were advised of the plan and asked for their ideas of programs that would benefit their students academically. Tutoring was a big need for parents and that is why we have designated large amounts of money for Teacher Extra Help. this includes WELD, test preparation, and after school tutoring as well as GATE and English Homework Help. The special education teachers were consulted about strategies to assist their students move forward.

How was the plan monitored during the school year?

Grade level teams meet regularly and compare data. The coach and principal look at data to see if sufficient progress is being made. The principal meets with teachers to discuss strategies to improve student learning.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
None at this time. Teachers meet with all parents during fall conferences. SST meetings are held throughout the year to address the specific needs of students who are falling behind academically or having difficulty socially and emotionally. The English Language Review Team meets to monitor progress in the acquisition of English and develop "Catch-up Plans" for students who are not making sufficient progress.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.
unknown at this time.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
Unable to state at this time as CELDT information has not been recieved.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
See above.

Based on this information, what might be some recommendations for future steps to meet this goal?
See above.

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
Anne Jenks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Wehner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martha Romero	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fernando Hernandez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Ambriz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analilia Vasquez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marie Ambriz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Erica Beltran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cristina Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria Ramirez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marisol Saucedo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Julio Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	4	1	6	

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

English Learner Advisory Committee



Signature

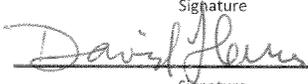
Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement



Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

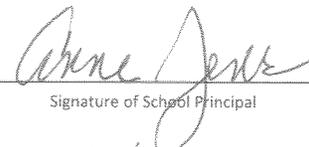
Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 2/2/15.

Attested:

Anne Jenks
Typed Name of School Principal



Signature of School Principal

2/6/15
Date

Fernando Hernandez
Typed Name of SSC Chairperson



Signature of SSC Chairperson

2-6-15
Date

Parent Involvement Policy

Póliza de Participación Escolar de Padres

Escuela McKinna 2014-2015

Propósito

La participación de padres y miembros de la comunidad es un componente opcional para ayudar a nuestros estudiantes. Cada esfuerzo por invitar y considerar las opiniones de los padres y comunidad fue hecho para asegurar el éxito de nuestros estudiantes. Un equipo de padres, maestros y administradores desarrollaron la siguiente póliza entre padres/comunidad/escuela.

La participación escolar significa la participación regular de padres, comunicación de ambos lados y la comunicación de estudiantes y su aprendizaje y otras actividades escolares, incluyendo y asegurando-

- ✓ Que los padres tengan un papel integro en asistir en el aprendizaje de sus hijos a través de la comunicación con el maestro/a de su hijo en una variedad de maneras incluyendo: juntas, volantes a casa, reportes semanales, y agendas (grados 2-6)
- ✓ Que los padres sean motivados a participar de manera activa en la educación de sus hijos en la escuela a través de varias actividades incluyendo la Noche de Regreso a Clases, Conferencias de Padres, Charlas con Café, participando en paseos y otros eventos, y siendo voluntarios en el salón
- ✓ Los padres son equipo en la educación de sus hijos, y son incluidos, cuando sea apropiado en el proceso de decisiones y en un comité asesor para asistir en la educación de sus hijos a través de comités escolares y grupos como el comité consejero (SSC), Asociación de Padres y Maestros (PTA), Comité Asesor para Padres de Estudiantes aprendices de Ingles al nivel del Distrito (DELAC), Comité para Padres de Estudiantes Aprendices de Ingles (ELAC) y el comité de seguridad de la escuela McKinna.

Información de pólizas escolares y oportunidades de participación son comunicadas a través de contacto directo con padres de las siguientes maneras:

- ✓ La Póliza de Participación de Padres y el Compacto entre Padres y Escuela son dados a los padres y estudiantes en el reglamento de la escuela McKinna, que es distribuido anualmente al principio del año escolar. Los maestros repasan el reglamento y pólizas con los estudiantes a principios del año. Se les pide a los padres que repasen y hablen sobre las pólizas con los estudiantes y firmen y regresen la forma de entendimiento.
- ✓ La escuela McKinna notifica a los padres sobre la Póliza de Participación de Padres en un formato uniforme y entendible, y predecible y distribuye en un lenguaje que los padres puedan entender.

- ✓ La escuela McKinna hará la Póliza de Participación de Padres disponible a la comunidad local haciéndolo disponible en nuestra página de internet.
- ✓ La escuela McKinna periódicamente hace cambios a la póliza de Participación de Padres para lograr las necesidades de padres y escuela.
- ✓ La escuela McKinna ha adoptado el compacto entre padres y escuela como un componente de La Póliza de Participación de Padres.

POLIZAS ESCOLARES, OPORTUNIDADES DE PARTICIPACION, Y JUNTAS

La escuela Mckinna tiene una Noche de Regreso a Clases anual y Juntas del Comité Consejero (SSC), Comité para Padres Aprendices de Ingles (ELAC), Título I y Asociación de Padres y Maestros (PTA), juntas para informar a padres los siguiente (transportación, cuidado de niños, y juntas flexibles serán ofrecidas)

- ✓ Que la escuela de su hijo participa en Título I
- ✓ Los requisitos de Título I
- ✓ De los derechos de participar, (una copia de participación de padres al nivel del distrito)
- ✓ Sobre la participación de Título I (programa de asistencia)

Adicionalmente, la escuela McKinna conduce juntas abiertas para padres y miembros de la comunidad para involucrar a los padres y ambos desarrollar un acuerdo mutuo en su Póliza de Participación de Padres.

A los padres se les entregara una descripción y explicación del uso del currículo en la escuela, las formas de evaluación académica es usada a medir el progreso estudiantil, y los niveles de proficiencia de que los estudiantes deben lograr serán entregar.

- ✓ La carpeta Para Padres y Comunidad incluyen:
 - Póliza de Participación de Padres
 - Calendario de Juntas Escolares
 - Manual de Padres/Estudiantes
 - Aplicaciones de voluntaries/ Informacion
 - Informacion de Evaluaciones
 - Descripciones de currículo para Artes de Lenguaje en Ingles y Matemáticas y otras Áreas
- ✓ El sitio de web escolar tiene información disponible sobre el personal, actividades escolares, y recursos de padres
- ✓ Padres son informados sobre los estándares que están siendo enseñados a cada grado
- ✓ Llamadas automáticas por teléfono sobre las juntas, cambios en horarios, y eventos.

- ✓ Volantes mensuales son distribuidos a cada familia notificando a los pares de las juntas y eventos.

Si es pedido por los padres, oportunidades para juntas regulares y formular sugerencias y participar, como sea apropiado en las decisiones relacionadas con la educación de sus hijos y responder a cualquier sugerencia lo más pronto posible. Padres y miembros de la comunidad serán dados respuestas a cualquier preocupación y sugerencias por el sitio web, volantes escolares, o juntas.

El Compacto entre Escuela/Padres/Estudiantes es parte de la Póliza de Participación de Padres. Maestros, padres, y administradores han desarrollado este compacto. Describe las responsabilidades de la escuela y padres para mejorar el rendimiento de estudiantes y como lograrlo.

Creando Capacidad para participación de Padres y comunidad está en la Póliza de Participación de Padres a nivel del Distrito. Las actividades específicas incluyen:

- ✓ Notificar a los padres sobre elecciones para los comités y organizaciones a través de volantes a casa y mensajes vía teléfono
- ✓ Proveer oportunidades apropiadas para educación de padres por varias agencias y programas incluyendo el Proyecto de Padres, Triple P, y Mis Padres y Yo. Todas las clases son disponibles en ingles y español según la necesidad.
- ✓ Tener Noches de Matemáticas y Lectura para dar información a los padres sobre los estándares de cada nivel, currículo, y maneras de ayudar a su hijo en casa.
- ✓ Incrementar participación de padres a través de las siguientes actividades:
 - a) Usar la estación de radio local para informar a los padres sobre juntas
 - b) Recordar a los maestros de hablar sobre las juntas con los estudiantes el día de las juntas
 - c) Pedir que los padres se comprometan a asistir a una junta por año. Llenen un formulario con las fechas de las juntas para que indiquen cuando puedan asistir.
 - d) La directora hará un anuncio por las bocinas el día de las juntas a las 2:15.
 - e) El personal usara disfraces (si son disponibles) en días de juntas para traer atención a la junta.

McKinna Elementary School-Parent Compact

The McKinna School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2014 - 2015.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The McKinna Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - a. Implement the state adopted, board approved materials for the instruction of all core subjects (math, language arts, social studies and science) and English Language Development.**
 - b. Follow the state guidelines for instructional minutes in language arts, math, English Language Development, and physical education.**
 - c. Provide teachers with staff development that will give them access to the most effective lesson design and implementation in math, language arts, English Language Development and technology.**
 - d. Encourage parent participation in the identification of needs and the development of programs and activities that will meet those needs.**

All school programs follow state guidelines for the implementation of the Common Core State Standards.

- e) Ensure that each child receives 200 minutes of PE every 10 days as prescribed by the state.**

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November of 2014 for all students and in spring for students who are at risk for retention.**
3. **Provide parents with frequent reports on their children's progress at least three times annually with Progress Reports and more often if the teacher feels that it is necessary due to a lack of student progress.**

Progress reports will be issued three times annually. Other reports may be issued by teachers as needed; these include behavior reports, academic reports and other reports that teachers may use to communicate student progress with parents.

4. **Provide parents reasonable access to staff during parent conferences and by appointment at a time mutually convenient for the parent and teacher at other times during the school year.** Specifically, staff will be available for consultation with parents as follows:

Staff can meet with parents before, during (SST, 504, and IEP) and after school by appointment.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

Parents are welcome to volunteer. They should fill out a volunteer form that is available in the school or district office, get fingerprinted and have a TB test if the volunteering will take place on a regular basis.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Make sure that homework is completed.
- Send children to school every day on time
- Monitor the amount of television , video games and iPads that my children watch
- Volunteering in my child's classroom or chaperone field trips when possible
- Participating, as appropriate, in decisions relating to my children's education through membership in the School Site Council and ELAC or attending at least three meetings during the school year..
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Safety Team, the District LCAP Committee,, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Attend school events like the Math, Technology and Literacy Nights in order to become aware of ways to help my child in school.

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Complete homework and classwork and ask for help if I don't understand.
- Read at least 30 minutes outside of school every day
- Follow the Pledge for Success and practice Lesson One skills every day
 - a) *I will listen to what others have to say.*
 - b) *I will try my best.*
 - c) *I will treat other people the way I want to be treated.*
 - d) *I will celebrate diversity*
 - e) *I will remember that I have people who care about me in my family, school and community.*
- Make sure that my parents receive all notices that are sent home

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The McKinna Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the Mckinna Elementary School will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
3. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School

Parent(s)

Student

Date

Date

Date

COMPACTO ENTRE PADRES Y ESCUELA

La Escuela McKinna, y los padres de los estudiantes participando en servicios, actividades, y programas fundados por Título I Parte A de el Acto de Elementaría Primario y Secundario (estudiantes participantes) están de acuerdo con lo que especifica el compacto de como los padres, personal de la escuela, y los estudiantes comparten responsabilidad para mejorar el logro académico estudiantil y como la escuela y los padres construirán y desarrollaran un equipo que ayudara a los estudiantes a lograr las metas de los estándares estatales.

Este compacto estará en efecto durante el año escolar 2014-2015.

PROVISIONES REQUERIDAS DEL COMPACTO ENTRE PADRES Y ESCUELA

(provisiones en texto acentuado en esta sección es requerida –para estar en Título I, Parte A compacto entre escuela y padres

Responsabilidades Escolares

La Escuela McKinna, :

- 1. Proveerá un currículo de alta calidad y instrucción en un ambiente de aprendizaje que dará oportunidades de participación por los estudiantes y lograra las metas académicas y creadas por los estándares estatales de la siguiente manera:**
 - a). Implementar materiales adoptados por la mesa directiva y estado para instrucción de todas las materias (matemáticas, artes de lenguaje, estudios sociales, y ciencias) y desarrollo de Ingles.**
 - b). Seguir las guías estatales de minutos de instrucción en artes de lenguaje, matemáticas, desarrollo de ingles, y educación física.**
 - c). Proveer maestros y desarrollo de maestros que dará acceso a las lecciones mas efectivas e implementación en matemáticas, artes de lenguaje, desarrollo de ingles y tecnología.**
 - d.) Motivar a los padres a participar en la identificación de las necesidades y desarrollar programas y actividades que logren las necesidades.**

Todos los programas escolares siguen guías estatales para la implementación de los estándares comunes estatales.

- e.) Asegurar que cada estudiante reciba 200 minutos de actividad física cada 10 días como especificado por el estado.**

2. **Tener conferencias entre padres y maestros (por lo menos una vez al año en escuelas elementarias) durante cuales este compacto será discutido en relación al logro académico de cada estudiante. Específicamente, esas conferencias que se lleven a cabo en Noviembre 2014 para todos los estudiantes y en primavera para estudiantes que estén en riesgo de retención.**

3. **Proveer a los padres reportes frecuentes del progreso de sus hijos por lo menos tres veces al año con reportes de progreso y más seguido si el maestro/a siente que sea necesario debido a la falta de progreso del estudiante.**

Reportes de progreso serán dados tres veces al año. Otros reportes podrán ser dados por el maestro si es necesario; esto incluyen reportes de comportamiento, reportes académicos, y otros reportes que los maestros puedan usar para comunicarse con los padres.

4. **Proveer a los padres acceso razonable al personal durante las conferencias y con citas que sean convenientes para ambos padres y maestros y a otros tiempos durante el año escolar. Específicamente, el personal será disponible para consultas con los padres de la siguiente manera:**

El personal se puede reunir con padres antes, durante (SST, 504, y IEP) y después de clases con cita.

5. **Proveer a los padres las oportunidades de ser voluntario y participar en el salón del estudiante y observar las actividades en el salón:**

Padres son bienvenidos a ser voluntarios. Ellos deben firmar su ingreso a la escuela y llenar un formulario de voluntario disponible en la oficina del distrito, tomar huellas, y un examen de tuberculosis si va a ser voluntario frecuente.

Responsabilidades de Padres

Nosotros, como padres apoyaremos el aprendizaje de nuestros hijos de las siguientes maneras:

- **Asegurarme que toda la tarea este complete**
- **Mandar a los estudiantes a la escuela todos los días a tiempo**
- **Monitorear la cantidad de televisión, video juegos y iPads mis hijos miren/usen**
- **Ser voluntario en el salon de mi hijo/a o ser chaperon en paseos o posible**
- **Participar, cuando sea apropiado en decisions relacionadas a la educacion de mi hijo a traves de membrecia en el comite consejero y ELAC o asistir a por los menos tres juntas durante el año escolar**
- **Mantenerme informado sobre la educación demi hijo y comunicarme con la escuela leyendo todas las notificaciones enviadas por la escuela o el distrito a traves de mi hijo/a o por correo y responder como sea apropiado**

- Servir, como sea posible en grupos asesores como de Título I, Parte A representante de padre del equipo de seguridad escolar, el grupo LCAP del distrito, Comites estatales, o otros grupos de aseoria para polizas
- Asistir a eventos como la noche de matemáticas , tecnología, o noches de lectura para enterarme de maneras de ayudar a mi hijo/a en la escuela. **Make sure that my student is in school every day on time.**



PROVISIONES OPCIONALES ADICIONALES

Responsabilidades de estudiantes (revisar según apropiadas por grado)

Nosotros, como estudiantes compartimos la responsabilidad de mejorar nuestro rendimiento académico y lograr las altas metas estatales. Específicamente, nosotros:

- Completaremos la tarea y trabajo de clase y acer preguntas si no entiendo
- Leer por lo menos 30 minutos fuera de la escuela por dia
- Seguir la promesa al éxito y practicar las habilidades de Leccion Uno todos los dia
 - a) Yo escuchare lo que otreos tienen que decir
 - b) Hare mi mejor esfuerzo
 - c) Yo tratare a otros de la manera que you quiero que me traten
 - d) Yo celebrare la diversidad
 - e) Yo recordare que hay gente que me quiere en mi familia, escuela, y la comunidad
- Asegurarme que mis padres reciban todas las notificaciones enviadas a casa.

Responsabilidades Adicionales Requeridas por la Escuela (requisitos que la esucela debe seguir pero opcionales ya que se estan incluyendo en el compacto entre padres y esuela)

La Escuela McKinna :

1. Involucrara a los padres en planear, repasar, y mejorar la poliza de participacion de padres de manera organizada y contininua
2. Involucrara a los padres en el desarrollo de cualquier programa escolar de manera organizada y continua.
3. Tener juntas anuales para informar a los padres de la participación en programas Título I, Programas Parte A. La escuela tendra juntas a tiempos convenientes para padres, y ofreceran un numero flexible de juntas de padres adicionales en las tardes , mañanas o noches para que la mayoría de padres puedan asistir. La escuela invitara a

- estas juntas a los padres quienes sus hijos participen en Título I, Programas parte A y los motivaran a asistir.
4. Proveer información a padres de estudiantes participantes de manera comprensible y uniforme, incluyendo formatos alternativos cuando sean pedidos por los padres con discapacidades y, al extremo practicable en el lenguaje que padres puedan entender.
 5. Proveer a padres de estudiantes participantes información lo antes posible sobre4 Título I, Programas de Parte A que incluya una descripción y explicación del currículo escolar, las evaluaciones académicas usadas para medir el progreso de los estudiantes y los niveles de proficiencia que los estudiantes deben lograr.
 6. Por petición de padres, proveer oportunidades de juntas regulares para que los padres puedan formular sugerencias y participar cuando sea apropiado en decisions sobre la educacion de sus hijos. La escuela responderá a estas sugerencias en cuanto sea posible.
 7. Proveer a todos los padres un reporte individual del rendimiento de sus hijos en el examen estatal por lo menos en matematicas, artes de lenguaje y lectura.
 8. Proveer a cada padres lo mas pronto possible cuando su hijo/a ha sido enseñado por 4 semanas o mas por un maestro no altamente calificado segun el significado por el termino en la seccion 200.56 de Titulo I Regulaciones finales (67 Fed. Reg.71710, 2 de diciembre 2002)On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Responsabilidades Escolares Opcionales

Para ayudar a desarroyar un equipo con los padres para ayudar a sus hijos a lograr las altas metas academicas implementadas por el estado, la escuela McKinna :

1. Recomendara a la agencia de educacion local (LEA), los nombres de padres cuales hijos participan en Titulo I, Programas Parte A que estan interesados en server en el comite de practicantes y Equipos de Apoyo Escolar.
2. Trabajar con la LEA para resolver problemas, si hay alguno, en implemantacion de participacion de padres en actividades en la seccion 1118 de Titulo I , Parte A.
3. Trabajar con la LEA para asegurar que una copia del proceso para quejas del SEA para resolver cualquier problema con violaciones de los estatutos federales o

regulaciones de Título I, Programas Parte A proveído a padres de estudiantes y a oficiales o representantes de escuelas privadas.

Escuela

Padre(s)

Estudiante

Fecha

Fecha

Fecha

School Parental Involvement Policy

McKinna School 2014 - 2015

* * * * *

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ that parents play an integral role in assisting their child’s learning through communication with their child’s teacher in a variety of ways including: meetings, letters home, weekly reports, and agendas (grades 2 – 6).
- ✓ that parents are encouraged to be actively involved in their child’s education at school through various activities including Back to School Night, Parent Conferences, Coffee Chats, participating in field trips and other events, and volunteering in the classroom
- ✓ that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child through school committees and groups such as the School Site Council (SSC), English Learners Advisory Committee (ELAC), Parent Teacher Association (PTA), District English Learners Advisory Committee (DELAC), and the McKinna School Safety Committee.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact are given to parents and students in the McKinna Handbook, which is distributed annually at the beginning of the school year. Teachers review the McKinna Handbook and policies with the students at the beginning of the year. Parents are asked to read and discuss the McKinna Handbook with their students and sign and return an acknowledgment form. **(Sample in Handouts)**
- ✓ McKinna School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ McKinna School will make the School Parental Involvement Policy available to the local community by posting it on our website.
- ✓ McKinna School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ McKinna School has adopted the school’s school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

McKinna School convenes an annual Back to School Night and regular School Site Council (SSC), English Learner Advisory Committee (ELAC), Title I and Parent Teacher Association (PTA) meetings to inform parents of the following (transportation, babysitting, flexible meeting names will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's district wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, McKinna School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The school's website provides information about the staff, classroom activities and parent resources.
- ✓ Parents are informed about which standards are being taught at each grade level.
- ✓ Connect Ed calls are made to inform parents of meetings, changes in schedules and events.
- ✓ Monthly flyers are distributed to every family notifying parents of meetings and events.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions through the website, newsletter or meetings.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. Teachers, parents and administrators developed the compact. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Notifying parents of elections for various committees and organizations through notes home and Connect Ed
- ✓ Providing appropriate opportunities for parent education through various agencies and programs including the Parent Project, Triple P Parenting, and Mis Padres y Yo. All classes are available in English and Spanish depending on need.
- ✓ Holding Family Math and Literacy Nights to provide parents with information on grade level standards, curriculum, and ways to help their children at home
- ✓ Increasing parent participation through the following activities:
 - a) Use the local radio station to inform parents of meetings
 - b) Remind teachers to tell students about meetings on the day of the meeting.
 - c) Ask parents to commit to attending one meeting per year. Have them fill out a form with the dates of the meetings so they can indicate when they will attend.
 - d) The principal will make an announcement over the PA system on the day of the meeting around 2:15 on the day of the meeting
 - e) Staff will use costumes (if available) on meeting days to draw attention to the meetings.

The Single Plan for Student Achievement

School: Ramona Elementary School
CDS Code: 56725386055362
District: Oxnard School District
Principal: Mary Arias Elisondo
Revision Date: January 14, 2015

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:

Contact Person: Mary Arias Elisondo
Position: Principal
Phone Number: 805.385.1569
Address: 804 Cooper Road
Oxnard, CA 93030
E-mail Address: marias@oxnardsd.org

The District Governing Board approved this revision of the SPSA on January 14, 2015.

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School Vision and Mission

Ramona Elementary School's Vision and Mission Statements

Ramona Vision - Empowering Ramona Elementary Students to Achieve Excellence

Ramona Mission - To provide a safe and nurturing environment where students are empowered to become successful lifelong learners, reaching their academic and social potential.

Ramona School Commitment -

1. Teachers will guide students to become global citizens using technology and collaboration to develop critical, independent thinkers and leaders.
2. Students will accept the challenge and responsibility of becoming global citizens, and with determination, set and achieve goals.
3. The school will provide a supportive environment that addresses all needs of a student including nutrition, physical, and emotional safety and intellectual growth and development.
4. The school will provide opportunities for family and community partnerships through participation in school committees and events.

School Profile

With our Mission, Vision and Commitments in mind, we at Ramona Elementary School work consistently and diligently to improve upon our successful gains in student achievement. Hard work and dedication to our goals has shown an increase in student achievement, especially in the area of Language Arts and with our English Language Learners. Although our students have made significant gains, those gains were not enough to keep pace with the percentage points of NCLB and we, as a school, continue to remain in Program Improvement.

We, as a staff, continue to examine the areas of teaching and learning, interventions, English Language Development, in-coming Kindergarten transitions, 5th grade transition to middle school, professional development, parent involvement, and the after school program. We critically examine and determine what actions empower our students to achieve and which areas need further development in order to enable more students to achieve greater success.

At Ramona School, the majority of our focus has been in the area of teaching and learning. First, best instruction is crucial to the success of our students. As we continue to transition to the new CCSS, we have seen a shift in instructional practices, leading the way for our students to become critical and creative thinkers, effective communicators, as well as have the ability to work in collaboration with others. We continue to use Houghton/Mifflin as our Reading/Language Arts curriculum and Scott Foresman Mathematics for our mathematics curriculum, in addition to using supplementary materials to support the CCSS. The staff is working conscientiously on the implementation of the CCSS, focusing on higher level thinking and learning with their students. The principal is continually monitoring quality content area instruction through classroom visitations and student monitoring conferences with individual teachers once each trimester.

Ramona School has become proficient in using data on many levels to help guide our teaching and learning. We continue to bank minutes to provide regularly scheduled facilitated grade level meetings in which teachers collaborate to analyze data from Houghton Mifflin Language Arts, Scott Foresman Mathematics and English Language Development (ELD), as well as data from DIBELS and the Essential Literacy Skills for students in Kindergarten and first grade. Teachers share grade level data to plan lessons, identify instructional strategies, and target students needing intervention. Data analysis allows teachers, parents and students to monitor progress toward academic goals, determine which strategies and interventions are working, identify which students need additional tutoring and/or support and target specific needs of individual students to maximize their potential achievement. Planning for intervention is driven by data analysis, which targets individual students who need to have focused instruction in specific areas to increase their academic achievement.

The acquisition of academic English language skills continues to be an important goal for Ramona School students, especially for our English Language Learners (ELLs). To help build this strong academic base, we begin Scott Foresman Mathematics instruction in English in Kindergarten with Spanish support. We continue to build upon this fundamental instruction through sixth grade. Students coming from the Houghton Mifflin/Lectura Spanish reading series transition to instruction in English language arts gradually from first through third grade, which provides maximum instructional opportunities to become proficient in English. The

entire Ramona School Staff models English across the school setting to provide practical use and practice opportunities for ELL students. To refine implementation of the ELD standards, Ramona staff uses collaboration meetings to review and plan ELD lessons. The scheduling of ELD teaming to implement an effective transition plan, which includes the development of academic vocabulary and English language skills for all ELL students, assists in their transition to English. Fluency and proficiency in English Language Development is monitored throughout the year at Ramona School to ensure proper placement for ELD teaming.

Ramona Staff consists of 27 highly qualified teachers according to the guidelines of No Child Left Behind (NCLB). These teachers include one Teacher on Special Assignment, three Educational Support Teachers and one Resource Specialist. A thorough examination of our goals at Ramona School has led to highly focused and motivated professional development for our staff. Last year an emphasis was placed upon the implementation of the Sheltered Instruction Observation Protocol (SIOP) model across the school along with the implementation of the Common Core State Standards. The staff regularly participates in additional high quality, district approved training in reading/language arts, mathematics, and/or ELD through staff development offered at the district office or elsewhere in the county. Furthermore, Ramona School Instructional Coach continues to support K-5 teachers and students in the core content areas.

Additional support in the area of teaching and learning contribute to our growth in student achievement. Ramona School is committed to providing appropriate interventions for all students. The Response to Intervention and Instruction (RTI²) model at Ramona is designed to meet the academic needs of all students, not just those requiring intervention for deficits in specific skills. This process involves grade level teaming where all students from one grade level are directed to intervention groups based on their areas of need for support and advancement. Intervention group size is reduced and the levels of differentiation are increased by adding support from Intervention Support Providers (ISP), as well as support staff on campus. Ramona School conducts regular Coordinated Services Team (COST) and Student Success Team (SST) meetings with a panel of staff members to address the needs of students who are at-risk. Our Outreach Specialist, along with our school psychologist, works with our community to support not only basic student needs, but the social and emotional needs of our students and their families. For the 2013 – 2014 school year, a teacher liaison will work with the after school program and Ramona School to coordinate and increase communication between the two parties to create a more effective program.

Parent involvement is a key element for the continued academic success at Ramona School. Teachers regularly communicate with parents by phone, written notes, in person and through various activities on site. At the beginning and throughout the school year, parents are welcomed to Ramona School through a variety of general parent meetings, monthly principal meetings, parent nights, and individual parent meetings/programs. Teachers use standard based progress reports and assessment data at parent/teacher conferences to inform parents of their child's progress. Ramona staff also presents parent education nights to help parents support their students in an academic setting. Our Outreach Consultant (ORC) provides parenting classes, which are offered in both English and Spanish to further encourage participation and support positive interaction with their children. We will continue to offer the Latino Family Literacy Project designed to teach parents how to support their children in the area of reading, especially as it pertains to learning to read. Parent Information Nights are held throughout the year to assist in the transition of kinnergartners and 5th graders into their new schools.

Through constant reevaluation of the mission, vision and commitment statements and a critical analysis of our best practices and changing needs, Ramona School is dedicated to providing the best start in a journey of lifelong learning for all of our students, families and community.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	359	358		1	2		2	3		0	0	
Growth API	707	699										
Base API	720	706										
Target	5	5										
Growth	-13	-7										
Met Target	No	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	355	352		315	320		356	353		46	37	
Growth API	708	696		703	693		706	698		591	630	
Base API	720	707		716	702		720	705		625	592	
Target	5	5		5	5		5	5				
Growth	-12	-11		-13	-9		-14	-7				
Met Target	No	No		No	No		No	No				

Conclusions based on this data:

1. The API Scores have been decreasing over the past three years with the greatest drop in 2012 (-13).
2. Three of the four student groups had drops in proficiency levels over the past three years. Students with disabilities had an increase of proficiency level.
3. 320 of the 358 students assessed are identified under multiple student groups. However, this year we expect reported results to establish a baseline for our new standardized assessments.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		50	100		--		
Number At or Above Proficient	121	115		--			--			--		
Percent At or Above Proficient	33.8	32.1		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		98	100	
Number At or Above Proficient	119	111		102	97		119	112		8	10	
Percent At or Above Proficient	33.5	31.5		32.4	30.3		33.5	31.7		17.8	27.0	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. Three of the student groups dropped by 2 percent. Students with Disabilities increased by 9.2 percent.
2. The AYP Proficiency Level for all students has remained between 32 and 33 percent in the past three years. However, this year we expect reported results to establish a baseline for our new standardized assessments.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		--		
Number At or Above Proficient	171	161		--			--			--		
Percent At or Above Proficient	47.6	45.0		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	169	157		150	142		169	158		21	15	
Percent At or Above Proficient	47.6	44.6		47.6	44.4		47.5	44.8		45.7	40.5	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. Three of the student groups dropped by 3 percent. Students with Disabilities decreased by 5 percent.
2. The AYP Proficiency Level for all students has remained at around 44 percent in the past three years for Hispanics, English Learners and Socioeconomically Disadvantaged. However, this year we expect reported results to establish a baseline for our new standardized assessments.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					4	5	16	22	53	73	73
1			2	3	22	31	22	31	24	34	70
2	2	2	18	18	40	40	29	29	11	11	100
3	2	3	16	25	20	31	17	27	9	14	64
4	2	4	10	21	31	66	2	4	2	4	47
5			9	24	23	61	4	11	2	5	38
6	1	3	5	15	23	70	2	6	2	6	33
Total	7	2	60	14	163	38	92	22	103	24	425

Conclusions based on this data:

1. 39 percent (172) of our 440 English Learners tested at an Intermediate level. The majority of these students are in 4-6 grade.
2. 26 percent (114) of our English Learners tested at an Early Intermediate level. The majority of these students are in 1-3 grade.
3. First grade had the largest numerical amount of students assessed (105) due to having six classes. 4th grade had 98 percent at the Early Intermediate, Intermediate and Early Advanced levels. However, this year we expect reported results to establish a baseline for our new standardized assessments.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	358	361	354
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	358	361	354
Number Met	218	174	177
Percent Met	60.9%	48.2%	50.0%
NCLB Target	56.0	57.5	
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	373	88	352	83	360	65
Number Met	56	29	28	21	54	12
Percent Met	15.0%	33.0%	8.0%	25.3%	15.0%	18.5%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

Conclusions based on this data:

1. The percentage of students meeting AMAO 1 decreased by 12 percent.
2. The percentage of students meeting AMAO 2 (less than 5 years and 5 or more) decreased by 7 percent. However, this year we expect reported results to establish a baseline for our new standardized assessments. However, this year we expect reported results to establish a baseline for our new standardized assessments.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. In comparison with the District Data, our school data shows we were 2.6 percent lower than the district wide students meeting AMAO 1.
2. In comparison with the District Data, our school data shows we were significantly lower lower (less than 5 years -8%; more than 5 -10%) than the district wide students meeting AMAO 2. However, this year we expect reported results to establish a baseline for our new standardized assessments.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
<p>A. Kindergarten: 80% of all students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency, 18 High Frequency Words.</p> <p>B. 1st Grade: 80% of all students will exit 1st grade reading 47 correct words per minute with 90% accuracy and achieve 89% accuracy on the Essential Literacy Skills assessment.</p> <p>C. 2nd – 6th Grades: A 10% growth in proficiency levels on site and district-generated Common Core State Standards assessment(s), including Interim Formative Assessments.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, Foster Youth, GATE and Hispanic.</p>
Data Used to Form this Goal:
<ul style="list-style-type: none">• DIBELS data (K and 1st grades)• Essential Literacy Skills Checklist (K and 1st grades)• CST NCLB Guidelines (2nd-6th grades)
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Kindergarten: 38.6% of the students attained DIBELS benchmark status at the End of Year.• 1st grade: 30.6% of students attained the DIBELS benchmark for End of Year.• 2nd-5th grades will be provided after the students take assessments in January and March, 2015

How the School will Evaluate the Progress of this Goal:

- DIBELS and Essential Skills assessment data
- Houghton/Mifflin and CCSS site/district-generated assessment data
- Defining Clear Lesson Objectives Goals
- Teachers will meet in grade level meetings analyze data each trimester
- Progress Monitoring using DIBELS
- Student Monitoring Conferences

Strategy #1

STRATEGY:

The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for language arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Focus on Essential Standards blueprints and/or standards and Common Core State Standards. Staff development for reading will focus on deconstructing the CCSS and aligning instruction and assessment with a clear lesson objective.	Principal	Provide time during staff meetings and SIP day to focus on CCSS. Topics of professional development is to be based on teacher request/need. 9/14-6/15	SIP Day materials	4000-4999: Books And Supplies	Discretionary	600
	Principal, Coach and Teachers	Assist with facilitating professional development. 9/14-6/15	Classroom supplies/warehouse	4000-4999: Books And Supplies	Discretionary	15000
			Books other textbooks*	4000-4999: Books And Supplies	Discretionary	70749
	Teachers	Attend site and district professional development. Create lessons aligned with CCSS. Generate site assessments for CCSS. 9/14-6/15	Books/materials	4000-4999: Books And Supplies	Title I	5000
			Supplies/Materials *	4000-4999: Books And Supplies	QEIA	6469
	Teachers	Classroom supplies 8/14-6/15	Supplies/Materials *	4000-4999: Books And Supplies	Title I	1602
	Principal and Teachers	Purchase any book to support full implementation of CCSS 8/14-6/15	Supplies/Materials *	4000-4999: Books And Supplies	Title III	1878
			Supplies/Materials *	4000-4999: Books And Supplies	LCFF - Targeted	4691
	Library Technician	Purchase books/materials for library 8/14-6/15	Supplies/Materials *	4000-4999: Books And Supplies		
	Teachers and Principal	Purchase supplies 8/14-6/15				
Teachers and Principal	Purchase supplies 8/14-6/15					
Teachers and Principal	Purchase supplies 8/14-6/15					
Teacher and Principal	Purchase supplies 8/14-6/15					

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Teachers will use grade-level collaboration planning meetings to examine student work samples to ensure students are mastering grade level standards.	Principal and Teachers	Principals and Teachers work together to establish a schedule. 9/14-6/15				
	Principal and Coach	Support teachers at grade level meetings. 9/14-6/15				
	Coach	Provide data and assist with analysis of data if requested. 9/14-6/15				
	Teachers	Attend and participate in trimester grade level meetings. Collaborate with all colleagues in sharing of lesson plans, data analysis, creating SMART goals and generating CCSS assessments. 9/14-6/15				
3. Implementation of HMR/Lectura reading program as aligned with CCSS. Ensure the appropriate time for reading language arts instruction at each grade level through monitoring daily classroom schedules and observations.	Principal	Review of classroom schedules and classroom visits. 9/14-6/15				
4. Essential Skills Subs for Kindergarten and Grade 1 Teachers	Principal	Arrange for substitutes 9/14-6/15	9 Substitute Teachers, 3 times a year.	1000-1999: Certificated Personnel Salaries	Title III	6012
	Teachers	Administer assessments and analyze data 9/14-6/15				
5. Hold Student Monitoring Conferences with teachers.	Principal, Coach and Teachers	Provide assessment data. Hold meetings to analyze data and determine areas of needed instruction. 9/14-6/15	22 Substitute Teachers, 3 times a year.	1000-1999: Certificated Personnel Salaries	Title III	3674
	Coach and ISPs	Administer DIBELs/IDEL Assessment (Fall)	2 Substitute Teachers, once	1000-1999: Certificated Personnel Salaries	Title I	835

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Provide consumable materials and readers for students.	Principal, Teachers	Send to publications per teacher request. 8/14-6/15	Printables	4000-4999: Books And Supplies	Discretionary	2000
7. Recognize students' growth on reading environmental science books in myOn and other areas of academics with school-wided challenges.	Coach	Provide incentives 1/15-6/15	Incentives	4000-4999: Books And Supplies	LCFF - Targeted	1172

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Implementation of iPADs to assist students with mastery of Common Core State Standards.	Principal, ORC, Technology Committee	Organize deployment and support parents 8/15	Classified Staff	2000-2999: Classified Personnel Salaries	Discretionary	630
		Purchase Apple TV Connectors 9/14-6/15	Certificated Staff	1000-1999: Certificated Personnel Salaries	Discretionary	900
		Purchase Apps 9/14-6/15	Certificated Staff	1000-1999: Certificated Personnel Salaries	Title I	549
		myOn Subscription 9/14-2/15				
		Purchase Printers 9/14-6/15				
		Office machines 9/14-6/15				
			28 Connectors	4000-4999: Books And Supplies	QEIA	1360
			Apps for Pre-LTEs, 4th/5th Grade, Environmental Science	4000-4999: Books And Supplies	QEIA	1426
			K-5 subscribption	4000-4999: Books And Supplies	LCFF - Targeted	15000
			CCSS Apps	4000-4999: Books And Supplies	QEIA	3000
	4 Printers for Core Rooms	4000-4999: Books And Supplies	QEIA	2000		
	Maintenance and Service Agreements	0000: Unrestricted	Discretionary	4076		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. Provide classroom materials to accommodate increase in students per classroom or new program.	Principal, Coach, Teachers	Select and purchase materials (Transitional Kindergarten) 9/14-6/15	Rug, cubby, etc.	4000-4999: Books And Supplies	QEIA	1867
		Select and purchase materials (Kindergarten) 9/14-6/15	Rugs, cubbies, interactive play sets, seat sacks	4000-4999: Books And Supplies	QEIA	6084
		Select and purchase materials (1st-3rd) 9/14-6/15	Rugs			9700
10. Meet with Leadership Team to discuss the implementation	Principal, Leadership Team	Coordinate and facilitate meetings 8/14-6/15	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	2004
	Office Staff	Support educational plan as lead by Leadership Team 8/14-6/15	Office Staff	2000-2999: Classified Personnel Salaries	Discretionary	3040
Teacher on Special Assignment (TOSA)			Site Coach	1000-1999: Certificated Personnel Salaries	Centralized Services	88317
Counselor			Site Counselor	2000-2999: Classified Personnel Salaries	Centralized Services	78629
Computer Lab Technician			Site Computer Technician	2000-2999: Classified Personnel Salaries	Centralized Services	52887
Library Technician			Site Computer Lab Technician	2000-2999: Classified Personnel Salaries	Centralized Services	27070

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Outreach Coordinator			Site Outreach Coordinator	2000-2999: Classified Personnel Salaries	Centralized Services	67285
Copy Machines			Site Copy Machines	5000-5999: Services And Other Operating Expenditures	Centralized Services	14870

Strategy #2

STRATEGY:

The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Hold Student Success Team (SST) and Coordinated Services Team (CoST) meetings to collaborate on needs of at-risk students and support needed.	Principal	Hire Substitute 8/14-6/15	Substitute Teachers	1000-1999: Certificated Personnel Salaries	Title III	1670
2. Provide four ISP Teachers to work with 1st -5th grade students in areas of academic need.	Principal, Coach	Hire and schedule teachers to provide intervention. 9/14-6/15	Certificated Teachers	1000-1999: Certificated Personnel Salaries	QEIA	25200
	Teacher	Collaborate with one another on areas of need intervention and share progress data. 9/14-6/15			Title I	31028
3. Implement after school tutoring targeted subgroup (EL).	Principal, Coach	Hire teacher(s) to support English Learners with English language acquisition. 8/14-6/15	Certificated Staff	1000-1999: Certificated Personnel Salaries	Title I	5000
4. Reduce Class Size (QEIA) for 4th and 5th grades.	Principal	Hire teachers 9/14-6/15	2 Certificated Salaries	1000-1999: Certificated Personnel Salaries	QEIA	180193
			2 Certificated Benefits	3000-3999: Employee Benefits	QEIA	32076
5. WiFi30 Club (2nd grade); WiFi access to students who do not have it at home.	Teachers	Oversee club	2 tchrs; 1 hr. per wk	1000-1999: Certificated Personnel Salaries	Title I	1750

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering transnational kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide incoming Parent Night Meetings: Kinder Readiness Program (2 weeks) and DVD; Ready, Set, Go (RTI2 for Kindergartners who have no prior schooling or English language skills including, Mixteco-speaking students).	Principal, Coach, Teachers	Hire teachers to teach and coordinate parent meetings. Coach to assist facilitation of parent meetings. 8/14-6/15	Classified Staff	2000-2999: Classified Personnel Salaries	Title III	2000
	ORC	Contact, recruit and support parent attendance at meetings. 8/14-6/15	Publications Funded by District NFL			0

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th to 6th.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Hold vertical meeting between 5th and 6th grades.	Principal Teachers	Schedule meetings 5/15				
2. Hold transitional meeting for Special Education students between 5th and 6th grade students.	Principal SPED Teacher, Speech Pathologist, Site Psychologist.	Schedule meetings 5/15 Provide information on SPED students to new school(s). 5/15				
3. Schedule a presentation from Haydock Intermediate for 5th graders during the School of Choice selection process.	Principal	Schedule meeting 12/9/14				

Strategy #5

STRATEGY:
 The school will provide professional development to support the implementation of Common Core State Standards, technology, English Learners, Transitional Kindergarten and Environmental Science.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Assist teachers with deconstructing and understanding CCSS, creation of thematic units, and generating site-based assessment.	Principal, Coach, ORC, Teachers	Schedule Meetings. 8/14-6/15				
2. Provide site-based technology professional development that promotes students engagement based on CCSS.	Technology Committee, Coach	Schedule site-based training, teachers to attend site and district offered workshops as needed. 8/14-6/15				
3. Provide students with academic agendas for the 2014-15 school year to support home-school academic and behavior communication.	Principal, Teachers	Purchase and use agendas daily 8/14-6/15	Supples	4000-4999: Books And Supplies	Title I	1600
4. Monthly Parent Outreach Meetings: including, but not limited to ELAC, SSC. Mixteco-speaking parent meetings.	Principal, ORC, ELAC, SSC	Organize and facilitate meetings 8/14-6/15	Classified staff	2000-2999: Classified Personnel Salaries	Title I	950
			Parent Snacks	4000-4999: Books And Supplies	Title I	500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Provide parent support with Parent Institute for Quality Education (PIQE) to support students mastery of Common Core State Standards.	Principal, ORC	Coordinate workshops and childcare 1/15-6/15	Fee	5800: Professional/Consulting Services And Operating Expenditures	QEIA	5000
			Classified Staff	2000-2999: Classified Personnel Salaries	QEIA	1260
			Certificated Staff	1000-1999: Certificated Personnel Salaries	QEIA	1050
6. Provide parent support with Latino Family Literacy to support students mastery of reading.	Principal, Teachers, ORC	Coordinate Workshops 1/15-6/15	Office Staff	2000-2999: Classified Personnel Salaries	Title III	57
			Childcare	2000-2999: Classified Personnel Salaries	Title III	630
7. Offer teachers to attend CUE Conference for Professional Development on student engagement and integration of technology in the classroom.	Principal, Teachers	Coordinate Registration 12/14-6/15	4 Teachers	0000: Unrestricted	QEIA	4800
			1 Administrator	0000: Unrestricted	QEIA	1200
			Substitute Teachers	1000-1999: Certificated Personnel Salaries	QEIA	1503
8. Offer teachers to attend CUBE Conference for Professional Development on student engagement and integration of strategies for English Learners in the classroom.	Principal, Teachers	Coordinate Registration 12/14-6/15	4 Teachers	0000: Unrestricted	QEIA	6000
			Substitute Teachers	1000-1999: Certificated Personnel Salaries	QEIA	1503

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. Offer teachers to attend CAG Conference for Professional Development on student engagement and integration of differentiated instruction in the classroom.	Principal, Teachers	Coordinate Registration 2/14-6/15	3 Teachers	0000: Unrestricted	QEIA	4200
			Sustitutes	1000-1999: Certificated Personnel Salaries	QEIA	1002

Strategy #6

STRATEGY:
 The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Offer Title 1 Meetings to inform parents of: <ul style="list-style-type: none"> • Parent Compact • Parent involvement Policy • Back to School Night 	Principal, Coach, ORC, Teachers Office Staff	Schedule Meetings 8/14-6/15	Classified Staff	2000-2999: Classified Personnel Salaries	Title I	721
		Coordinate Support for Parent Conf. 8/14-6/15	4 Staff, 4 days	2000-2999: Classified Personnel Salaries	Title I	1216
		Coordinate Childcare for Parent Conf. 8/14-6/15	4 Staff, 4 days	2000-2999: Classified Personnel Salaries	Title I	336
2. Review assessment data, CCSS implementation plan and new progress report at parent conferences.	Teachers	Review data and CCSS implementation. 9/15				
3. Provide students with academic agenda for the upcoming year to support-school academic and behavior communication.	Principal, Teachers	Purchase and use agendas daily 9/15	Supplies	4000-4999: Books And Supplies	Title I	1501
4. Provide monthly Parent Outreach Meetings, including, but not limited to ELAC, SSC, Mixteco-speaking parent meetings to provide communication about school programs.	Principal, ORC, ELAC, SSC	Organize and facilitate meetings. 8/14-6/15	See Strategy #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Provide parent support with Parent Institute for Quality Education (PIQE) to support students mastery of Common Core State Standards.	Principal, ORC	Coordinate workshops and childcare 2/15-6/15	Fee	5800: Professional/Consulting Services And Operating Expenditures	Title III	5000
			Classified Staff	2000-2999: Classified Personnel Salaries	Title III	1260
			Certificated Staff	1000-1999: Certificated Personnel Salaries	Title III	1050
6. Provide parent support with Latino Family Literacy to support students mastery of reading.	Principal, Teacher, ORC	Coordinate Workshop 1/15-6/15	Office Staff	2000-2999: Classified Personnel Salaries	Title III	57
			Childcare	1000-1999: Certificated Personnel Salaries	Title III	630

Strategy #7

STRATEGY:
The school will support the district implementation of the (After School Education and Safety - ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide teachers liaison to work with after school program and school site.	Principal, Teacher, ASP Director, ASP Coordinator	Collaborate with ASP staff and teachers to support struggling students 8/14-6/15				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
<p>A. Kindergarten: 90% of all students will count, recognize, represent, name, and order a number of objects (up to 20); Use objects to compose and decompose numbers less thousand or equal to ten.</p> <p>B. 1st Grade: 80% of all students will count, read, and write whole numbers to 120; Count and group objects in ones and tens; Know addition facts with sums up to 10 (with exposure to 20) and the corresponding subtraction facts and commit them to memory.</p> <p>C. 2nd – 6th Grades: A 10% growth in proficiency levels on site and district-generated Common Core State Standards assessment(s), including Interim Formative Assessments.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, Foster Youth, GATE and Hispanic.</p>
Data Used to Form this Goal:
<ul style="list-style-type: none">• OARS CCSS assessments• Scott-Foresman Placement Tests• Scott-Foresman Topic Tests• Progress Report Monitoring• Site and district generated assessments
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Kindergarten: 85% at benchmark or above on Envision Math End of Year assessment• 1st grade: 52% at benchmark or above on Envision Math End of Year assessment• 2nd-5th grades will be provided after the students take assessments in January and March, 2015

How the School will Evaluate the Progress of this Goal:

- Interim Formative Assessments
- Envisions and CCSS site/district-generated assessment data
- Teachers will meet in grade level meetings analyze data each trimester
- Progress Monitoring using common assessments to collaborate on focus students

Strategy #1

STRATEGY:
 The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for language arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Focus on Essential Standards blueprints and/or standards and CA Common Core Standards. Staff development for mathematics will focus on deconstructing the standards and aligning instruction and assessment with a clear lesson objective.	Principal Coach Teachers	Provide time during staff meetings and SIP day to focus on CCSS. Topics of professional development is to be based n teacher request/need. 8/14-6/15 Assist with facilitating professional development. 8/14-6/15 Attend site and district professional development. Create lessons aligned with CCSS. Generate site assessments for CCSS. 8/14-6/15				
2. Teachers will use grade-level collaboration planning meetings to examine student work samples to ensure students are mastering grade level standards.	Principal	Principals and Teachers work together to establish 8/14-6/15	See Goal #1			
3. Implementation of Scott-Foresman Mathematic program as aligned with CCSS. Ensure the appropriate time for mathematic instruction at each grade level through monitoring daily classroom schedules and observations.	Principal Teachers	Review of classroom schedules and classroom visits. 8/14-6/15 Order transitional materials as needed. 8/14-9/15				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Hold Student Monitoring Conferences with teachers.	Principal, Coach, Teacher	Provide assessment data. Hold meetings to analyze data and determine areas of needed instruction. 9/14-6/15	See Goal #1			

Strategy #2

STRATEGY:

The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Hold Student Success Team (SST) and CoST meetings to collaborate on needs of at-risk students and support needed.	Principal	Hire Substitutes 8/14-9/15	See Goal #1 See Goal #1			
2. Provide four ISP Teachers to work with 1st-5th grade students in areas of academic need.	Principal, Coach	Hire and schedule teachers to provide intervention. 9/14-6/15	See Goal #1			
3. Reduce Class Size (QEIA) for 4th and 5th grades.	Principal	Hire teachers 9/14-6/15	See Goal #1			
4. Jr. Science Club (3rd GATE, 4th and 5th) to provide differentiation to students using environmental science.	Principal, Coach, Teachers	Hire Teachers 1/15-6/15 Plan and oversee club 1/15-6/15	See Goal #1			

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering transnational kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide incoming Parent Night Meetings: Kinder Readiness program and DVD; Ready, Set, Go (RTI2 for Kindergartners who have no prior schooling or English language skills Mixteco-speaking students).	Principal, Coach, Teachers ORC	Hire teacher to teacher and coordinate parent meetings. Coach to assist facilitation of parent meetings. 8/14-6/15 Contact, recruit and support parent attendance at meetings. 8/14-6/15	See Goal #1			

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th to 6th.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Hold vertical meeting between 5th and 6th grades.	Principal Teachers	Schedule meetings 5/15				
2. Hold transnational meetings for Special Education students between 5th and 6th grade students.	Principal SPED Teacher, Speech Pathologist, Site Psychologist.	Schedule meetings 5/15 Provide information on SPED students to new school(s). 5/15				
3. Schedule a presentation from Haydock Intermediate for 5th graders during the School of Choice selection process.	Principal	Schedule meeting 12/9/14				
4. Monthly Parent outreach Meetings: ELAC, SSC, Mixteco-Speaking parent meetings.	Principal, ORC, SSC. ELAC	Organize and facilitate meetings 8/14-6/15	See Goal #1			

Strategy #5

STRATEGY:
 The school will provide professional development to support the implementation of Common Core State Standards, technology, English Learners, Transitional Kindergarten and Environmental Science.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Assist teachers with deconstructing and understanding CCSS, creation of thematic units, and generating site-based assessment.	Principal, Coach, ORC, Teachers	Schedule Meetings 8/14				
2. Provide site-based technology professional development that promotes students engagement based on CCSS.	Technology Committee, Teachers	Schedule site-based training, teachers to attend site and district training 9/14-6/15				
3. Provide students with academic agendas for the upcoming school year to support home-school academic and behavior communication.	Principal, Teachers	Purchase and use 9/14-6/15	See Goal #1			
4. Monthly Parent Outreach Meetings: including, but not limited to ELAC, SSC. Mixteco-speaking parent meetings.	Principal, ORC, ELAC, SSC	Organize and facilitate 9/14-6/15	See Goal #1			
5. Provide parent support with Parent Institute for Quality Education (PIQE) to support students mastery of Common Core State Standards.	Principal, ORC	Coordinate workshops and childcare 2/15-6/15	See Goal #1			

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Offer Title 1 Meetings to inform parents of: <ul style="list-style-type: none"> • Parent Compact • Parent involvement Policy • Back to School Night 	Principal, Coach, ORC, Teachers	Schedule Meetings 8/14-6/15	See Goal #1			
2. Review assessment data, CCSS implementation plan and new progress report at parent conferences.	Teachers	Review data and CCSS implementation. 8/14-6/15				
3. Provide students with academic agenda for the upcoming year to support-school academic and behavior communication.	Principal, Teachers	Purchase and use of agendas 8/14-6/15	See Goal #1			
4. Monthly Parent Outreach Meetings, including, but not limited to ELAC, SSC, Mixteco-speaking parent meetings to provide communication about school programs.	Principal, ORC, ELAC, SSC, Teachers, District Translator	Organize and facilitate 8/14-6/15				
5. Provide parent support with Parent Institute for Quality Education (PIQE) to support students mastery of Common Core State Standards.	Principal, ORC	Coordinate workshops and childcare 2/15-6/15	See Goal #1			
6. Provide parent support with Latino Family Literacy to support students mastery of reading.	Principal, Teacher, ORC	Coordinate workshop 2/15-6/15	See Goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Provide Family Math Night(s) for parents to support students mastery of math Common Core State Standards.	Principal, ORC, Coach, Teachers	Coordinate event 2/15-6/15	15 Teachers; 2 hours	1000-1999: Certificated Personnel Salaries	QEIA	1050
			3 Translators/Office Staff; 2 hours	2000-2999: Classified Personnel Salaries	QEIA	114
			2 Staff; 2 hours	2000-2999: Classified Personnel Salaries	QEIA	42
			Snacks	4000-4999: Books And Supplies	QEIA	100

Strategy #7

STRATEGY:
The school will support the district implementation of the (After School Education and Safety - ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide teachers liaison to work with after school program and school site.	Principal, Teacher, ASP Director, ASP Coordinator	Collaborate with ASP staff and teachers to support struggling students				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #3:

- A. AMAO #1: 100% of all English Learners in levels Beginning through Early Advance will increase one level on the CELDT.
- B. AMAO#2: An increase of 10% of all EL Students who have been in language instruction educational programs for less than five years will reach English Proficient Level on CELDT. An increase of 10% of all EL students who have been in language instruction educational programs for more than five years will reach English Proficient Level on CELDT.
- C. AMAO#3: Student scores on the reading INTERIM Formative Assessment will increase by 10% or more between the Winter and Spring assessments.
1. El students in K-5th grade will score at benchmark on the DIBLES assessment.
 2. El students in K-5th grade will score at benchmark on the Envisions END of year test.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SPED, and Hispanic.

Data Used to Form this Goal:

- CELDT data
- DIBELS data
- Essential Literacy Skills Checklist (Kindergarten and 1st)
- Common Assessments from focused essential standards
- CST NCLB Guidelines (2nd – 5th grades)
- ELD Continuum
- Interim Formative Assessments (IFA's)
- EL Monitoring Assessments

Findings from the Analysis of this Data:

- Kindergarten: 79.61% are above the expected ELD level (B)
- 1st grade: 30.67% are at/above the expected ELD level(EI)
- 2nd grade: 30.88% are at/above the expected ELD level (I)
- 3rd grade: 14.93% are at/above the expected ELD level of (EA)
- 4th grade: 7.41% are at/above the expected ELD level of (A)
- 5th grade: 1.72% are at/above the expected ELD level of (A)
- 6th grade: 9.3% are at/above the expected ELD level of (A)

How the School will Evaluate the Progress of this Goal:

- ELD instruction focused on proficiency CELDT bands
- ELD progress monitoring assessment
- ELRT students will be monitored closely
- Teachers will meet in grade level teams to reflect on common assessments and identify focus students' progress
- Progress monitoring using DIBELS
- Progress monitoring using Interim Formative Assessments
- Progress monitoring conferences

Strategy #1

STRATEGY:
 The school will ensure the full implementation of the State approved English Language Development curriculum and support state standards for English Learners.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implement the District Master Plan for English Learners.	Principal, Coach, Teachers	Provide ELD instruction; use SIOP strategies during instruction of CCSS/Content Areas; provide interventions for students at risk; monitor progress. 8/14-6/15				
2. Students placed in CELDT proficiency leveled groups for ELD and provided instruction based on language goals.	Teachers, Coach	Provide ELD instruction; provide interventions for students at risk; monitoring progress. 8/14-6/15				
3. Provide time, at grade level meetings for teachers to analyze assessments from ELD standards and ELD assessments. Develop and review goals that focus on areas of need.	Principal, Coach, Teachers	Teachers to review data and select appropriate strategies for teaching ELs. 8/14-6/15				
4. English Language Review Team (ELRT) to monitor catch-up plans for all 3rd-6th grade EL students identified as at risk by ELS department.	Principal, Coach, Teachers	ELRT to create catch-up plans based on student needs. Teachers to implement plan with support from site Coach. 8/14-6/15	Certificated Staff	1000-1999: Certificated Personnel Salaries	Title I	750
5. Team as grade levels to differentiate instruction by student need and EL levels. Classroom instruction to include SIOP strategies and written Language Objectives for lessons.	Coach, Teachers	Teachers with the support from site Coach use current data to group students and in teaming setting instruct students. 8/14-6/15				
6. Recognize student growth on CELDT via annual assembly.	Principal, ORC	Provide certificates 3/15	Certificates	4000-4999: Books And Supplies	Title III	100

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Teachers to work with English Language Services Coach (TOSA) to support classroom instruction.	Principal, Coach, Teachers, ELS Coach	Data provided, model lessons/coaching given, ELD strategies shared, SIOP levels reviewed, when requested. Site and ELS Coach to collaborate on school-wide implementation of SIOP 8/14-6/15				

Strategy #2

STRATEGY:
The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Hold Student Success Team (SSt) and Coordinated Services Team (CoSt) meetings to collaborate on needs of at-risk students and support needed.	Principal	Hire substitutes 8/14-6/15	See Goal #1			
2. Hold English Learner Review Team (ELRT) meetings to identify English Learners who require a plan to address areas of academic needs.	Principal, Coach, Teachers	Hire substitutes 8/14-6/15	Teachers; 2 days	1000-1999: Certificated Personnel Salaries	QEIA	328
3. Hold Long-Term English Learner (LTEL) meetings to prevent students from becoming identified as LTELs.	Principal, Coach, Teachers	Hire substitutes 8/14-6/15	Teahcers; 2 days	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	328

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering transnational kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide incoming Parent Night Meetings: Kinder Readiness Program (2 weeks) and DVD; Ready, Set, Go (RTI2 for Kindergartners who have no prior schooling or English language skills including, Mixteco-speaking students).	Principal, Coach, Teachers	Hire teachers to teach and coordinate parent meetings. Coach to assist facilitation of parent meetings. 8/14-6/15	Teachers funded by District NFL			
	ORC	Contact, recruit and support parent attendance at meetings. 8/14-6/15	Classified Staff	2000-2999: Classified Personnel Salaries	Title I	2000
			Materials	4000-4999: Books And Supplies	Title I	500

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th to 6th for English Learners.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Hold vertical meeting between 5th and 6th grades.	Principal, Teachers	Schedule meetings 5/15	See Goal #1			
2. Hold transitional meeting for Special education students between 5th and 6th grade students.	Principal SPED Teachers, Speech Pathologist, Site Psychologist	Schedule meetings 5/15 Provide information on SPED students to new school(s) 5/15	See Goal #1			
3. Schedule a presentation form Haydock Intermediate for 5th graders during the School of Choice selection process.	Principal	Schedule meetings 12/9/14	See Goal #1			
4. Meeting for Mixteco-speaking Parents of 5th graders.	Principal, ORC	Coordinate meeting 8/14-6/15				

Strategy #5

STRATEGY:

The school will provide professional development to support the implementation of Common Core State Standards, technology, English Learners, Transitional Kindergarten and Environmental Science.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. CAFE Ventura County	Principal, Teachers	Register and attend CAFE Conference 1/15-6/15	1 Teacher	5800: Professional/Consulting Services And Operating Expenditures	Title III	200
2. CAFE Conference	Principal, Teachers	Register and attend conference 1/15-6/15	5 Teachers	5800: Professional/Consulting Services And Operating Expenditures	QEIA	6000
			1 Administrator	5800: Professional/Consulting Services And Operating Expenditures	QEIA	1200

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Parent meetings with Mixteco/Zapoteco speaking parents to address student academic progress, conferences, school attendance, school policies, etc.	Principal, ORC	Schedule and facilitate meeting; coordinate with MICOP for translator 8/14-6/15	Childcare; 2 workers	2000-2999: Classified Personnel Salaries	Title III	
2. Parent meetings including, but not limited to ELAC, Title 1. During these meetings parents are provided with an opportunity to review/provide input on the SPSA, Parent compact an the site Parental Involvement.	Principal, ORC, Teachers	Schedule and facilitate meetings, document input from parents 8/14-6/15	See Goal #1			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #4:

1. Positive Behavior Plan:

- Students attendance at school will increase from 2013/2014 by 25% overall for the school
- Reduce office referrals and suspensions
- Positive and progressive behavior programs will be implemented school-wide to reduce referrals and suspensions and to maximize instructional learning time
- Students will attend a safe and drug free school
- Full implementation of CHAMPs
- Incorporate a Site Counselor

B. Emergency Preparedness:

- Safety and Disaster Plan will be revised annually
- All staff and students will response appropriately in an emergency event
- Parents will become informed on Ramona School Plan for emergency pick-up of their children
- All staff will be able to follow the OSD Crisis Intervention/Emergency Operations Plan

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SPED, and Hispanic.

Data Used to Form this Goal:

- Feedback from staff, included but not limited to teachers and playground aides
- Discipline files and suspensions
- Behavior data compiled by ORC
- Zangle attendance data
- Parent interviews and survey
- Students' reports on discipline
- Observation and collaboration meeting with Principal, psychologist, and ORC staff of student behavior
- Staff feedback on site and District Emergency plans

Findings from the Analysis of this Data:

- Behavior:
- Misunderstanding of definition of bullying with teachers, students, and parents
 - Inconsistent behavior management and reinforcements among staff (including teachers and playground supervisors)
 - Inconsistent reporting practices
 - Review of referrals to the office for perceived incidences of bullying, disruption of class instruction and some cases of aggressive behaviors displayed by students
 - Attendance data for revealed high absences were centralized to a few families
 - Need for a consistent school-wide discipline plan and the plan has to be communicated to and involve all stakeholders in the school community
- Safety:
- School Safety Plan was updated in 2013-14, but lacked key components of student and staff safety and communication with parents
 - Parents have not informed of procedures of what to do in an event of a disaster when trying to apprehend their children
 - Need of systematic disaster plan to include all staff and parent volunteer on campus in an event of an emergency
 - On an average 100 people comprised of adults, adolescents and siblings of current students were present on campus during the early morning the first trimester last year. Their presence impeded class starting time and required staff dedicated to ensuring they were off campus

How the School will Evaluate the Progress of this Goal:

- CoST meetings to monitor behavior
- Monitor attendance/behavior referral data
- Monitor the number of SARB meetings needed during the year
- Monitor decreased of truancy and absences after A2A "Letter One" sent out
- RTI2
- Student Monitoring Conferences
- Reports from Site Counselor
- Staff feedback

Strategy #1

STRATEGY:

Implement a Schoolwide Positive Behavior Support System (CHAMPs) to ensure students are able to focus fully on advancing their academics and social interactions on a bully-free campus and where positive behavior is shared explicitly and rewarded in a safe environment.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide professional development on CHAMPs for Staff who are new to school site	Principal, ORC, Teachers, Playground Aides	Teachers to attend CHAMPs training offered by the VCOE or on site (sub out teachers not trained in the summer) 8/14-6/15	Substitutes	1000-1999: Certificated Personnel Salaries	QEIA	450
		Develop and implement school wide behavior expectations 8/14-6/15	Support Staff	2000-2999: Classified Personnel Salaries	QEIA	300
		Create incentives program for positive behavior 8/14-6/15	Incentives	4000-4999: Books And Supplies	QEIA	3088
		Train new Playground Aides 8/14-6/15	On-site Training	4000-4999: Books And Supplies	QEIA	263
		Purchase CHAMPs Playground books 2/15	Books	4000-4999: Books And Supplies	QEIA	400
		Purchase CHAMPs/Character Materials	Materials	4000-4999: Books And Supplies	QEIA	1200
		2. Implement tardy/attendance incentives program	ORC	Continue incentives program for tardies/attendance 8/14-6/15	Materials	4000-4999: Books And Supplies
3. Implementation of district provided: groups with City Impact, Ventura County Healthy, counselors	ORC, Site Counselor	Coordinate services based on student need 8/14-6/15				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Implementation of the School Comprehensive Safety Plan.	School Comprehensive Safety Plan Committee, Principal, Teachers, Staff	Purchase materials	Supplies and materials	4000-4999: Books And Supplies	QEIA	3000
5. Provide supervision before/after school and during whole school recess.	Principal and Playground Aides	Hire staff to supervise	5 Playground Aides	1000-1999: Certificated Personnel Salaries	Discretionary	47250

Strategy #2

STRATEGY:
The school will ensure a campus free from drugs and alcohol.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide drug, alcohol, and tobacco prevention education(e.g. Red Ribbon Week)	ORC	Coordinate events 8/14-615	Purchase Books	4000-4999: Books And Supplies	Discretionary	

Strategy #5

STRATEGY:
The school will provide professional development to support the implementation of School Comprehensive Safety Plan.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Develop and train staff and students on schoolwide policies and procedures	Principal, ORC, School Safety Officer (SRO), Emergency Preparedness Team	Revise and update current Emergency Plan. Select items needing to be purchased.	Walkie talkies	4000-4999: Books And Supplies	QEIA	5000
	Principal, Teachers, Staff	Training and practice drills for various emergencies Purchase safety materials				

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Communicate Comprehensive School Safety Plan with Parents.	Principal, Counselor, ORC	Share information at meeting(s)				

Strategy #7

STRATEGY:
The school will support the district implementation of the (After School Education and Safety - ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide emergency training for ASES Staff.	Principal, ASES Coordinator, Night Custodians	Conduct drills				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Environmental Science
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
Implementation of Environmental Focus Strand.
Data Used to Form this Goal:
This is the first year the focus strand will be implemented and data is unavailable.
Findings from the Analysis of this Data:
Data is expected after Environmental Science assessments have been created.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be both the implementation of the program and data from assessments.

Strategy #1

STRATEGY:
 The school will ensure the implementation of Environmental Science as our focus strand.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teacher collaboration time	Principal, Coach, Teachers	Schedule substitute, plan and implement environmental science lesson plans 6/14-8/15	Subs for all teachers; 3 days	1000-1999: Certificated Personnel Salaries	QEIA	12275
2. Focus Strand Materials	Principal, Coach, Teachers	Select and purchase curriculum 6/14-8/15	FOSS-UC Berkeley	4000-4999: Books And Supplies	LCFF - Targeted	6234
		Select and purchase materials and consumables 6/14-8/15	Consumable materials	4000-4999: Books And Supplies	LCFF - Targeted	2887
3. Jr. Science Club (4th and 5th)	Principal, Coach, Teachers	Hire teachers 6/14-8/15	4 teachers, 12 hours	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	3360
		Plan and teach lessons 6/14-8/15	Materials and supplies	4000-4999: Books And Supplies	LCFF - Discretionary	1000

Strategy #2

STRATEGY:
The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide Jr. Science Camp for GATE students to access differentiated instruction.	Principal, Coach, Teachers	Hire Teachers 9/14-6/15	2 teachers, 12 hours	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1680
		Plan and oversee club 9/14-6/15	Materials and consumables	4000-4999: Books And Supplies	LCFF - Discretionary	500

Strategy #5

STRATEGY:

The school will provide professional development to support the implementation of Common Core State Standards, technology, English Learners, Transitional Kindergarten and Environmental Science.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6

STRATEGY:

The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Schedule World Oceans Day (Week) (June) to showcase student work and expose students and parents to outside resources pertaining environmental science.	Coach	Coordinate Assembly (1/15)	K-5th grade assemblies	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	2456
	Teachers	Field Trips (K-5) (2/15)	Field Trips	0000: Unrestricted	LCFF - Targeted	5860
	Principal	Purchase Sound System (9/14)	Sound System	0000: Unrestricted	LCFF - Targeted	11000
	Principal, IT	Purchase Projector (3/15)	Cafeteria Projector	0000: Unrestricted	QEIA	7000
	Office Staff, Translators, and Playground Aides	Provide support (6/15)	2 Office Staff, 2 Translators, 2 Playground Aides	0000: Unrestricted	QEIA	422
	Teachers, Principal	Schedule Field Trips (6/15)	1 Field trip per class	0000: Unrestricted	LCFF - Targeted	5860

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	Centralized Services	88,317.00
2000-2999: Classified Personnel Salaries	Centralized Services	225,871.00
5000-5999: Services And Other Operating	Centralized Services	14,870.00
0000: Unrestricted	Discretionary	4,076.00
1000-1999: Certificated Personnel Salaries	Discretionary	50,154.00
2000-2999: Classified Personnel Salaries	Discretionary	3,670.00
4000-4999: Books And Supplies	Discretionary	88,349.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	5,040.00
4000-4999: Books And Supplies	LCFF - Discretionary	1,500.00
5800: Professional/Consulting Services And	LCFF - Discretionary	2,456.00
0000: Unrestricted	LCFF - Targeted	22,720.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	328.00
4000-4999: Books And Supplies	LCFF - Targeted	31,156.00
0000: Unrestricted	QEIA	23,622.00
1000-1999: Certificated Personnel Salaries	QEIA	224,554.00
2000-2999: Classified Personnel Salaries	QEIA	1,716.00
3000-3999: Employee Benefits	QEIA	32,076.00
4000-4999: Books And Supplies	QEIA	35,257.00
5800: Professional/Consulting Services And	QEIA	12,200.00
	Title I	31,028.00
1000-1999: Certificated Personnel Salaries	Title I	8,884.00
2000-2999: Classified Personnel Salaries	Title I	5,223.00
4000-4999: Books And Supplies	Title I	10,703.00
1000-1999: Certificated Personnel Salaries	Title III	13,036.00
2000-2999: Classified Personnel Salaries	Title III	4,004.00
4000-4999: Books And Supplies	Title III	1,978.00
5800: Professional/Consulting Services And	Title III	5,200.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Centralized Services	329,058.00
Discretionary	146,249.00
LCFF - Discretionary	8,996.00
LCFF - Targeted	54,204.00
QEIA	329,425.00
Title I	55,838.00
Title III	24,218.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

1. Implementation of CCSS in Math and ELA with the student engagement using technology.
2. Implementation of Environmental Science as Focus Strand.
3. Support English Language Learners.

Identify the major expenditures supporting these priorities.

Three major expenditures for the upcoming year pertain to class size reduction in 4th and 5th grades; the use of Intervention specialist for struggling students and the implementation of Environmental Science focus strand.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

1. Class size reduction.
2. Implementation of iPADS for every student.
3. Student Safety assurances.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Some outreach activities to parents were not all fully executed. While we offered Latino Family Literacy Workshops, we did not offer Parent Institute for Quality Education.

What specific actions related to those strategies were eliminated or modified during the year?

For the 2014-15 school year, we are providing the Latino Family Literacy Workshops and adding technology, math and literacy workshops.

Identify barriers to full or timely implementation of the strategies identified above.

A barrier to offering the PIQE workshops was the availability of parents to attend ALL of the sessions required to finish the program.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

The upcoming workshops are shorter in length or require less commitment.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

As data was reviewed for literacy using Essential Skills and DIBELS/IDEL, some of our students have not yet made sufficient growth in reading.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Analyzing data from site/district/state assessments prove the most reliable in reviewing student achievement.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Using old CST scores was ineffective since they are much to old now.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

The School Site Council was given the opportunity to provide input during meetings on what should be added or deleted to the current plan.

How were advisory committees involved in providing advice to the SSC?

The English Language Advisory Council provided input to the School Site Council as to what would best serve English Language Learners.

How was the plan monitored during the school year?

The SPSA was reviewed each trimester by staff and parents.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

All stakeholders are given the opportunity to provide input into the SPSA. No changes are identified at this time.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.
School Safety goal was met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
English Learners advancing one level on CELDT.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
Though many teachers have been trained in SIOP, several are still working on how to integrate ELD strategies into all content areas using CCSS.

Based on this information, what might be some recommendations for future steps to meet this goal?
More professional development on how to best integrate the CCSS ELA with ELD.

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
Mary Arias Elisondo, Principal	[X]	[]	[]	[]	[]
Cynthia Morales, President	[]	[X]	[]	[]	[]
Angie Martinez, Vice-President	[]	[]	[]	[X]	[]
Rosemary Avila, Secretary	[]	[]	[]	[X]	[]
Rosa Castillo	[]	[]	[]	[X]	[]
Ayde Mendoza	[]	[]	[]	[X]	[]
Bernadette Rodriguez	[]	[]	[]	[X]	[]
Maria Banuelos	[]	[]	[X]	[]	[]
Andrea Fagan-Ortiz	[]	[X]	[]	[]	[]
Deborah Weilbacher	[]	[X]	[]	[]	[]
Numbers of members of each category:	1	3	1	5	

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
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):

Signature

[Handwritten Signature]

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 January 14, 2015.

Attested:

Mary Arias Elisondo	<i>M Arias Elisondo</i>	1/14/15
Typed Name of School Principal	Signature of School Principal	Date
Cynthia Morales	<i>Cynthia Morales</i>	1/14/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

EDUCATION ACRONYMS
ACRÓNIMOS DE TÉRMINOS DE EDUCACIÓN

ACRONYM ACRÓNIMOS	ENGLISH DEFINITION DEFINICIÓN EN INGLÉS	SPANISH DEFINITION DEFINICIÓN EN ESPAÑOL
ADA	Average Daily Attendance	<i>Promedio de asistencia diaria</i>
AMAOs	Annual Measurable Achievement Objectives	<i>Objetivo medible de logro anual</i>
AP	Advanced Placement	<i>Colocación avanzada</i>
API	Academic Performance Index	<i>Índice de rendimiento académico</i>
APR	Accountability Progress Reporting	<i>Informe del progreso del sistema de rendición de cuentas</i>
ASES	After School Education and Safety Program	<i>Programa de educación y seguridad después de clases</i>
AVID	Advanced VIA Individual Determination	<i>Superación por iniciativa personal</i>
AYP	Adequate Yearly Progress	<i>Progreso anual adecuado</i>
CAHSEE	California High School Exit Examination	<i>Examen de egreso de escuelas preparatorias de California</i>
Cal-SAFE	California School Age Families Education	<i>Programa de educación para familias en edad escolar de California</i>
CALPADS	California Longitudinal Pupil Achievement Data System	<i>Sistema longitudinal de rendimiento por estudiante de California</i>
Cal-WORKS	California Work Opportunity and Responsibility for Kids	<i>Programa de oportunidad de trabajo y responsabilidad hacia los niños de California</i>
CDE	California Department of Education	<i>Secretaría de educación del estado de California / Departamento de educación de California</i>
CELDT	California English Language Development Test	<i>Prueba del desarrollo del inglés de California</i>
CHKS	California Healthy Kids Survey	<i>Encuesta de niños saludables de California</i>
CSEA	California School Employees Association	<i>Asociación de los empleados escolares de California</i>
CST	California Standards Test	<i>Pruebas basadas en las normas académicas de California</i>
CTE	Career Technical Education	<i>Educación para la carrera técnica ó vocacional</i>
CYA	California Youth Authority	<i>Autoridad juvenil de California</i>

EDUCATION ACRONYMS
ACRÓNIMOS DE TÉRMINOS DE EDUCACIÓN

ACRONYM ACRÓNIMOS	ENGLISH DEFINITION DEFINICIÓN EN INGLÉS	SPANISH DEFINITION DEFINICIÓN EN ESPAÑOL
DAIT	District Assistance and Intervention Team	<i>Equipo auxiliar de intervención del distrito</i>
DELAC	District English Language Advisory Committee	<i>Comité asesor del distrito escolar para los estudiantes del inglés como segundo idioma</i>
DLI	Dual Language Immersion	<i>Doble inmersión lingüística</i>
ED	Emotionally Disturbed	<i>Individuo con trastornos emocionales</i>
EETT	Enhancing Education Through Technology	<i>Mejorando la educación a través de la tecnología</i>
EL	English Learner	<i>Aprendiz del idioma inglés</i>
ELAC	English Learner Advisory Committee	<i>Comité asesor para los estudiantes de inglés como segundo idioma</i>
ESEA	Elementary and Secondary Education Act	<i>Ley de la educación primaria y secundaria</i>
IDEA	Individuals with Disabilities Education Act	<i>Ley de la educación de personas con discapacidades</i>
IEP	Individualized Education Program	<i>Programa de educación individualizado</i>
ISP	Intervention Support Provider	<i>Proveedor de recursos de intervención</i>
LEA	Local Education Agency	<i>Agencia local de educación</i>
LEP	Limited English Proficient	<i>Dominio limitado del idioma inglés</i>
MOU	Memorandum of Understanding	<i>Memorándum de acuerdo mutuo</i>
NAEP	National Assessment of Educational Progress	<i>Educación nacional del progreso educativo</i>
NCLB	No Child Left Behind Act of 2001	<i>Ley del 2001 Que Ningún Niño se Quede Atrás</i>
OCR	Office of Civil Rights	<i>Oficina de los derechos civiles</i>
OEA	Oxnard Educators Association	<i>Asociación de educadores de Oxnard</i>
OSSA	Oxnard Support Services Association	<i>Asociación de servicios de asesoría de Oxnard</i>
PSAA	Public Schools Accountability Act	<i>Ley de rendición de cuentas de las escuelas públicas</i>
PTA	Parent Teacher Association	<i>Asociación de padres de familia y maestros</i>

EDUCATION ACRONYMS
ACRÓNIMOS DE TÉRMINOS DE EDUCACIÓN

ACRONYM ACRÓNIMOS	ENGLISH DEFINITION DEFINICIÓN EN INGLÉS	SPANISH DEFINITION DEFINICIÓN EN ESPAÑOL
QEIA	Quality Education Investment Act of 2006	<i>Decreto del 2006 para la calidad de la educación</i>
RSP	Resource Specialist Program	<i>Programa especial de recursos didácticos</i>
SAP	Student Assistance Program	<i>Programa de apoyo estudiantil</i>
SARB	School Attendance Review Board	<i>Junta de revisión de asistencia escolar</i>
SARC	School Accountability Report Card	<i>Informes escolares de rendición de cuentas</i>
SBE	State Board of Education	<i>Mesa directiva de educación de California</i>
SDAIE	Specially Designed Academic Instruction in English	<i>Instrucción de contenido académico con adaptaciones para aprender el inglés</i>
SDC	Special Day Class	<i>Clase especial diurna</i>
SEI	Structured English Immersion	<i>Inmersión estructurada del idioma inglés</i>
SELPA	Special Education Local Plan Area	<i>Plan local de educación especial</i>
SIOP	Sheltered Instruction Observation Protocol	<i>Observación del protocolo de la enseñanza contextualizada</i>
SPSA	Single Plan for Student Achievement	<i>Plan escolar único para el aprovechamiento estudiantil</i>
SSC	School Site Council	<i>Consejo escolar / Consejo del plantel educativo</i>
STAR	Standardized Testing and Reporting Program	<i>Examen estandarizado anual y programa de reportes</i>
STS	Standards-based Tests in Spanish	<i>Prueba en español basada en las normas académicas</i>
TBE	Transitional Bilingual Education	<i>Educación bilingüe de transición</i>
TUPE	Tobacco-Use Prevention Education	<i>Programa educativo de prevención del uso de tabaco</i>



Ramona School Parent/Community Involvement Policy **Ramona Elementary School**

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ that parents play an integral role in assisting their child's learning;
- ✓ that parents are encouraged to be actively involved in their child's education at school;
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parental Involvement Policy and School-Parent Compact is distributed to parents and students annually at the beginning of the school year. Parents are asked to read and discuss the School Parental Involvement Policy with their child.
- ✓ Ramona Elementary School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Ramona Elementary School will make the School Parental Involvement Policy available to the local community online and in the office.
- ✓ Ramona Elementary School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Ramona Elementary School convenes an annual and regular meetings to inform parents of the following:

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's district wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Ramona Elementary School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
- ✓ Grade level Common Core State Standards are available for preview in the office

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

For parent involvement in classroom or direct contact with students, one must follow district policy which includes a background check. Upon completion of paperwork volunteers are subject to teacher and principal final approval before volunteer services began.

Parents/community members will be given timely responses to any concerns and suggestions.



**Normas de la Política de la Participación de los Padres/la
Comunidad en la Escuela
Ramona Elementary School**

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realiza todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con el propósito de lograr el éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñan un papel importante en apoyar en el aprendizaje de sus hijos;
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos;
- ✓ Que los padres son participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos;

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de la política acerca de la participación de los padres en la escuela y el convenio entre la escuela y los padres de familia se distribuye a los padres y a los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar las normas de la política con su hijo/a.
- ✓ La escuela Ramona notifica a los padres sobre las normas de la política acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.

- ✓ La escuela Ramona verificará que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local por medio del internet o en la oficina de la escuela.
- ✓ La escuela Ramona periódicamente actualiza las normas de la política acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.

NORMAS DE LA POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Ramona convoca reuniones anuales y ordinarias para informar a los padres de familia lo siguiente:

- ✓ Que la escuela de sus hijos participa en el programa Título I,
- ✓ De los requisitos del programa Título I,
- ✓ De los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito),
- ✓ De la participación de la escuela en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Ramona debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de la política acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso de los estudiantes, y los niveles de dominio que se espera de los estudiantes.

- ✓ **La carpeta de recursos para los padres de familia y la comunidad incluye:**
 - **Normas de la política acerca de la participación escolar,**
 - **Calendario escolar y calendario de reuniones,**
 - **Manual para los padres de familia y los alumnos,**
 - **Solicitud para registrarse como voluntario e información,**
- ✓ **Un folleto de los estándares escolares (Common Core State Standards) son disponibles en la oficina de la escuela**

A petición de los padres de familia, se definirán oportunidades para realizar reuniones ordinarias con el fin de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de la política acerca de la participación de los padres en la escuela. El

convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres, con el fin de mejorar el rendimiento de los estudiantes y los medios por el cual deben ejercerse.

Padres interesados en ser voluntarios en un salón de clase en distrito escolar de Oxnard requiere pases por un proceso de revisión de antecedentes. Después de completar los requisitos los voluntarios serán finalmente aprobados por el maestro y director antes de brindar sus servicios.

A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible.

Comprehensive School Safety Plan SB 187 Compliance Document

**2014-2015
School Year**

School: Ramona Elementary School
CDS Code: 56725386055362
District: Oxnard School District
Address: 804 Cooper Road
 Oxnard, CA 93030
Date of Adoption: May 7, 2014

Approved by:

Name	Title	Signature	Date
Mary Arias Elisondo	Principal	<i>M. Arias Elisondo</i>	4/10/14
Leadership Team		<i>Noel M</i>	5-1-14
English Language Advisory Committee	Representative	<i>Claudia C</i>	5/7/14
School Site Council	Chairperson	<i>Virginia L. Oniz</i>	5/8/14
School Resource Officer	Officer Brian Bishop	<i>[Signature]</i>	5-27-14

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Ramona Elementary School's office.

Safety Plan Vision

The mission of Ramona School is to provide a safe and nurturing environment where students are empowered to become successful lifelong learners, reaching their academic and social potential through a collaborative respectful partnership of parents, families, students, educators, school personnel, and community.

Components of the Comprehensive School Safety Plan (EC 32281)

Ramona Elementary School Safety Committee

Susan Johnston, Cheryl Hankins, Linda Gomez, Cristina Magallanes, Christina Austin, and Mary Arias Elisondo

Assessment of School Safety

At the beginning of the school year, all gates to the campus were open and accessible to the entire community. Over the course of several weeks it was noted that over 100 adults were on campus. Along with these parents came additional small children and teenagers. Our visitors kept our teachers from entering and beginning class at the ring of the bell on any given day. After sharing the school foci of safety and student achievement with staff, parents and the community, it was decided to close the Kindergarten gate for entry and exit and only allow children on the campus. This has improve the campus security by minimizing non-staff adults on campus. All visitors and guests must go through the main office to sign-in and out.

After several workshops offered by the Oxnard Police Department, it was decided that all staff members are required to carry a staff picture id on their person while on campus and that our limited-access campus be shifted to have one entry, the main entrance near the cafeteria. Our efforts to have this single door open in the morning is to minimize the disruptions and unidentified visitors on campus. To assist with increase traffic during morning arrival, the Oxnard Police Department aided in instructing parents and patrolling traffic down our street.

The Risk Management Department from the District conducts a Safety Inspection of each campus each year. A report is submitted and necessary changes are made by either school personnel or district personnel. A follow-up was conducted to ensure that recommendations were addressed. Later in the year, the School Resource Officer from the Oxnard Police Department conducted a security inspection with the principal of the campus and made recommendations which were addressed by school personnel or by the district. Also, the Lead Custodian and the principal conduct random safety inspections. Any safety issues are reported by staff to administration as they are noticed to be handled by the Lead Custodian or through work orders to the district office.

Throughout the day, to ensure that students engage in safe behavior, the school utilizes CHAMPs (a positive reinforcement program). School rules will be explicitly taught and students will receive immediate feedback on their behavior. All students are expected to follow the rules and teachers reinforce the rules in their classrooms. Discipline is applied when the expectations are not adhered to.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

The staff, School Site Council and the principal will review the programs at the end of each trimester. At this time the effectiveness of programs will be reviewed by comparing incidence of referrals and suspensions. The School Wide Plan should be reviewed by all staff annually. They shall receive a copy SIP day prior to school beginning or the first day of work on site. The safety team shall review the document at the beginning of each trimester. This meeting shall occur prior to the second week of beginning of said trimester. Necessary changes will be communicated to all staff.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

As stated in the Board Policy (BP 5141.4), "District employees shall report known or suspected incidence of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse."

When an employee suspects child abuse, the employee shall immediately meet and discuss the situation with a school counselor or an administrator. Information will be noted (name of person making report, name of child, present location of child, nature and extent of injury, and all other pertinent information.) At that time the counselor or administrator will assist the employee in making a call to Children and Family Services (654-3200) or the local Police Department (Oxnard 385-7600, Sheriff's Dept. 654-2311). The counselor or administrator will make note of time, date and name of official contacted. The employee will then complete and mail the required written report to the local Children and Family Services Agency. The Outreach Counselor (ORC) will notify the Principal.

Employees (mandated reporters) have absolute immunity and are not liable for filing a required report. If a mandated reporter does not wish to disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name after making the required call to Children and Family Services or appropriate law enforcement agency.

RAMONA SCHOOL CHILD ABUSE REPORTING PROCEDURES ADVISORY

If in doubt, file! (Call Children and Family Services or the Police Department)

1. Call Children and Family Services immediately to verbally report.
2. Forward completed Child Abuse Report form within 36 hours.

Do not pass on the responsibility to report. However, you can/should consult with your supervisor. If you have a reasonable suspicion, you then have a duty to check (reasonable suspicion creates a duty.) The burden of proof is not with you. Children and Family Services will do the investigation. School staff is not liable for defamation if done in the course and scope of your employment

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

GENERAL: The dismissal of students from the school shall be governed by the emergency procedures outlined in this procedure guide and consistent with the Initial Response System. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student.

A. Mass panic can be one of the greatest dangers to students. Staff members should remember that in times of stress, students will look for leadership to those who are normally in an authoritative position. **REMAIN CALM**, size up the situation and take action based on known facts and plans.

B. Each teacher **MUST KEEP THE REGISTER OR ENROLLMENT SHEET OF PUPILS READILY AVAILABLE AT ALL TIMES**. The teacher will remain with students until directed otherwise.

C. A well-prepared and tested plan for prompt and positive protection minimizes injuries and loss of life in a major disaster.

D. In the absence of orders from the superintendent, each school principal is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters.

E. During an emergency period or condition created by disaster occurrence students may only be released to parent, guardian or other adult specified on the Emergency Data Card. **THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.**

F. Emergency Announcements will be provided on the following radio stations.

AM Radio Stations:

Ventura: KVTA 1520

Los Angeles: KNX 1070

Spanish: KTRO 1520

FM Radio Stations:

Ventura: KHAY 100.7

Los Angeles: KBIG 104.3

Oxnard: KCAQ105

Public Agency Use of School Buildings for Emergency Shelters

Procedures are in place to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The district or county office shall cooperate with the public agency in furnishing and maintaining the services as the district or county office may deem necessary to meet the needs of the community.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Oxnard School District Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

STUDENT DUE PROCESS

The board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

ALTERNATIVES TO SUSPENSION / OPTIONS

All schools within the Oxnard School District may establish a suspension program which involves progressive discipline during the school day on campus, conferences, detention, student study team, referral to support services staff and/or other resources including District.

REQUIRED PARENTAL ATTENDANCE

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

DEFINITIONS

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision of school personnel.

NOTICE OF REGULATIONS

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

GROUNDINGS FOR SUSPENSION AND EXPULSION

Students may be subject to suspension or expulsion for committing any of the acts listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- c) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof..
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.

- k) Disrupted school activities or otherwise willfully defied the valid authority
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm.
 - n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
 - o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
 - s) Aided or abetted the infliction or attempted infliction of physical injury.
- E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
 E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils

Expulsion Recommendations – Education Code

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915)

- (a)(1) Causing serious physical injury to another person, except in self-defense.
- (a)(2) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- (a)(3) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(4) Robbery or extortion.
- (a)(5) Assault or battery upon any school employee.
- (c)(1) Possessing, selling, or otherwise furnishing a firearm.
- (c)(2) Brandishing a knife at another person.
- (c)(3) Unlawfully selling a controlled substance.
- (c)(4) Committing or attempting to commit a sexual assault.
- (c)(5) Possession of an explosive.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915[c])

Upon finding that the student committed any of these acts, the Board shall expel the student.

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee with the principal or designee's concurrence. (Education Code 48915 (c) (5))
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053 – 11058.

NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

PRINCIPAL'S DISCRETION IN RECOMMENDING EXPULSION

Discretion: Ability to make responsible decisions using individual choice or judgment. The school principal, in most all-disciplinary incidents, has "latitude of choice within certain legal bounds." When serious violation of school rules occurs, it is wise to consult with the district office before rendering a decision. Responsible decisions take into account the totality of circumstances, including the welfare of the child, the safety of others, appropriateness of consequences and predicted future behavior.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Whenever a student is identified as violent or dangerous per E.C. 49079 the teacher will be informed by the principal. The teacher shall keep this information in confidence and must not further disseminate it. However, if the teacher believes that the student is improperly placed (or is an immediate danger) these opinions (and related observations) should be shared with the principal immediately. The Student Study Team, and/or District SARB should be used for referral or added support in such cases. The district office also has a responsibility to insure that all appropriate actions are taken to identify, notify and support necessary interventions with regard to violent or dangerous pupils.

NOTICE OF SCHOOL DISRUPTION

Directive to Leave School Grounds Now

Your behavior constitutes an unlawful disruption at school in violation of Penal Code §§ 71, 601 and 626.8, Education Code §§ 44810 and 44811, and/or Code of Civil Procedure § 527.8.

YOU ARE DIRECTED TO LEAVE SCHOOL PROPERTY IMMEDIATELY!

The school district has procedures for resolving complaints and disputes which you may take advantage of if you wish. Please call (805) 487-3918 for further information. People at the Oxnard District Office will assist in situations such as this.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual harassment of any student by any employee, student or other person at school or at any school-related activity is prohibited. The Principal and school staff will ensure that students receive age appropriate information related to sexual harassment. Students must be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They must further be assured that they need not endure, for any reason, any harassment that impairs their educational environment or emotional well-being at school. They must be informed that they should immediately contact the principal or a trusted staff member if they feel they are being harassed.

School Suspension & Expulsion/Due Process: Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion for all the schools of the Oxnard School District.

Failure to Report: Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

School Reporting Procedure: Staff must immediately report complaints of sexual harassment to the principal or to Dr. Jesus Vaca, Assistant Superintendent (805) 487-3918. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

District Complaint Procedure: If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or Assistant Superintendent, Pupil Support Services, shall determine which procedure is appropriate.

Prohibition Against Retaliatory Behavior: The Oxnard School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Gang-Related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

California Education Code Title V, Section 302: A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to properly prepare for school, or shall be required to prepare himself for the schoolroom before entering.

Ramona Elementary School endorses the principle that dress and grooming of students is the responsibility of the student and parent/guardian and that good taste and good grooming are part of the socialization and learning process. School dress codes are regularly reviewed by the School Site Council and/or School Safety Committee following these board of education policies.

All clothing shall be neat, clean, and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school. Schools have the authority under state law to restrict the wearing of clothes which could be considered to be "gang" attire, or disruptive to the learning environment.

DRESS STANDARDS

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, gang attire (including professional sports attire) which bear drug, alcohol or tobacco company advertising, promotions and likeness, or which advocate racial, ethnic or religious prejudice. Any clothing, jewelry or personal items that interfere with school work; create disorder or disrupt the educational process, are not allowed.
3. Walking shorts are permissible and must be at least mid-thigh in length or reach the tip of middle finger as measured against the shorts or whichever is longer. All sports-wear-type shorts, bike shorts (spandex), frayed shorts, shorts with holes, or short-shorts are unacceptable. Shorts that stop between mid-calf and the knees, worn with long white socks are considered gang attire and may not be worn. There must be a least four inches between the top of the socks and bottom of the shorts.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Over-sized clothing is inappropriate. Clothing may be no longer than one size larger than the appropriate size. Pants must stay up on hips without use of a belt and should not cover shoes. Shirts longer than mid thigh in length must be tucked in pants.
6. Accessories and jewelry, which present a hazard to health or safety, are prohibited. Ear gauges, nose rings and lip rings may not be worn while on campus.
7. Hats, caps and other head coverings shall not be worn indoors.
8. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Students who violate the dress policy will be requested to correct inappropriate clothing, or call home to have proper clothing items brought to school. If available, "loaner clothes" may be given to replace inappropriate clothing.

DRESS CODE COMMON SENSE RULE:

Students may not wear clothing or hairstyles that are disruptive to the educational process.

ALL STUDENTS WILL BE HELD TO THE RAMONA ELEMENTARY SCHOOL DRESS CODE POLICY

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Daily

Students will enter Ramona's campus at the gate nearest the cafeteria upon arrival to school. At dismissal time, all students will exit three gates nearest their classrooms.

Any parent wishing to visit a classroom or conduct any other academic business will enter through the main office. All visitors must sign-in and be given an id indicating they have permission to be on campus.

All Oxnard School District employees must have their identification/badge displayed on their person during their time on campus.

Any person without proper ID will be asked to return to the office to properly identify themselves.

Drills and Emergency Evacuation - On Campus

Fire drills will be conducted regularly. Upon hearing the prescribed alarm, a series of short bells, all staff and students will leave the buildings and line up in an orderly fashion at the emergency assembly area; playground area along the blacktop as posted with the class room number. The following procedures will be implemented for FIRE AND OTHER EMERGENCY Evacuation.

1. Teachers will evacuate their classrooms and then walk them quietly to the emergency staging area on playground. **TEACHERS WILL BRING THEIR FIRST AID PACK AND CLASS LIST WITH THEM.**
2. Teachers are to make sure all children and adults have left the room and the classroom door is secure.
3. Classes in the computer lab and library will evacuate and proceed to the emergency staging area following a path that is the safest.
4. Support staff are to take the children with them to the staging area: Psychologist, RSP Teacher, Migrant Teacher and Healthy Start Staff.
5. At the emergency staging area teachers are to take a head count. Teachers are responsible for knowing where all the children in their charge are at classroom staging area. Any missing children should be noted and reported to the Principal.
6. The all clear signal will be one long bell or a verbal direction given by the principal/designee. At this signal, teachers are to return to the classrooms.

Duck, Cover and Hold Drills Procedure

1. A bell will sound.
2. At the sound of this bell teachers will instruct students to "DUCK, COVER AND HOLD." Students and staff are to go under a table or desk, hold on to the leg of the desk and cover their face with their other hand.
3. Everyone is to stay under their desk until they are told the coast is clear.

Emergency Evacuation - Off Campus

Upon a signal or directive for an "EVACUATION," all students need to line up and proceed to the assigned gates and walk to Colonia Park located along Juanita Avenue. All teachers need to make sure that all students are supervised and accounted for. During the evacuation drill, please lock all doors and close all windows. Playground personnel will make sure that all gates are locked after you exit the school campus. Once you reach Colonia Park, proceed to the baseball diamond on the west side of the park. You are to remain with your students and wait for further instructions. Please make sure all students are in a single line and ready for the administrator's directions.

- Grades in building 1201 and 1202 are to exit through the gate near the kindergarten area and walk to Colonia Park along Cooper Road.
- Grades in building 3 (including Pre-kinder students and personnel) are to exit through the gate near the kindergarten area and walk to Colonia Park along Cooper Road.
- Grades in building 4 (including administration personnel) are to exit through the gate on Cooper Road and next to the administration building and walk to Colonia Park along Cooper Road.
- Grades in building 5 (including computer lab and library personnel) are to exit through the gate next to the library along Bonita Avenue and you are to walk to the park along Bonita and First Street.
- Grades in building 6 (including Cafeteria Personnel) are to exit through gate next to the multi-purpose room and walk to the park along Bonita and First Street.

Then the "Evacuation Drill is over," the Principal or designee will give further instructions.

Teachers and Staff will complete an Emergency Checklist form in the event of a Fire Drills and Emergency Evacuation Drills. See attached.

Lockdown Drills - See Attached

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

School-wide Behavioral Management

Element:

CHAMPs Positive Behavioral Interventions and Support Plan

Opportunity for Improvement:

Programs are to be implemented for the 2013-14 school year.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Train Staff	Train all teachers, Playground Aides and ORC in CHAMPs.	Training offered through District Office and VCOE	M. Arias Elisondo	Attendance of Staff to trainings
Implement CHAMPs in classrooms	Staff to attend training and create CHAMPs posters	CHAMPs book and CD	M. Arias Elisondo and C. Casillas-Zuniga	Classroom walk-throughs
Implement CHAMPs during meals and assemblies	Staff to attend training and create CHAMPs posters	CHAMPs book and CD	M. Arias Elisondo and C. Casillas-Zuniga	Meal time observations

Component:

Materials and Supplies

Element:

Implementation of Comprehensive School Safety Plan

Opportunity for Improvement:

Obtain items needed to implement drills and actual emergency procedures needed.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Purchase emergency materials as needed	Take inventory of current supplies. Discuss with Committee items to be purchased. Purchase items	School/ District funding	M. Rosales & M. Arias Elisondo	Purchase of items
Prepare staff and students for emergencies	Hold monthly emergency drills for fire, evacuation or lockdown		Principal	Log

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Ramona Elementary School Student Conduct Code

PURPOSE

The School Rules and Procedures were developed and adopted in accordance with California Education Code 35291.5. This document represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

Conduct Code Procedures

GOALS

We want our students to develop a sense of values and to become:

- Caring
- Honest
- Responsible
- Well mannered and courteous
- Respectful
- Knowledgeable of right and wrong
- Fair
- Positive in outlook
- Compassionate
- Self-disciplined

BELIEFS

We believe our rules and procedures will:

1. Provide a starting point for behavior and conduct expected.
2. Provide a framework of expectations, rewards and consequences so we can be consistent and fair in disciplining students.
3. Promote overall school safety and security for each student.
4. Demonstrate our agreement and commitment to developing self-discipline and responsible youth.
5. Provide opportunities for students and parents to participate with school faculty, staff and administration in ensuring the highest possible instructional climate.
6. Promote knowledge and teach behavior which will help each student become self-respecting, successful and contributing adults.

PHILOSOPHY

A student's education is dependent upon a "team" effort involving the student, parents and school personnel. Each member of the team has specific responsibilities which must be met if the educational experience is to have the greatest positive results. Students, parents and teachers are encouraged to maintain an ongoing dialogue about the standards for personal conduct in relation to life at school. We want to be an extraordinary place of safety and positive opportunity for everyone.

Expectations for Students

Be regularly in school attendance and be on time for each class.
Know and obey school rules, regulations and guidelines.
Behave in such a way that it does not disrupt the learning of others.
Respect public and private property.

Have a good attitude

Expect success
Accept responsibility
Respect myself and others
Think before acting

Expectations for Parents

Provide a place and assure that your child is in school and on time each day.
Provide a place and assure that your child is appropriately prepared for school (dress, nutrition and sleep).
Be responsible for the pupil's behavior.
Teach the your child respect for the law and the rights of others.
Visit your school periodically and participate in conferences as called.
Know the district, school and classroom rules and regulations and be supportive of your school.
Help your child to learn self-discipline.

Expectation for Teachers

Provide current contact information to the school office for emergencies and to update information as needed.
Provide learning experiences appropriate for each student.
Consistently enforce classroom rules and district rules and policies.
Communicate on a regular basis with parents concerning their child's progress.

Be available to parents for conference.
Continually improve professional competencies in matters of student control and discipline.
Develop enthusiasm for learning through experiences that are interesting and relevant to pupils.

Expectations for Administrators

Inform students and parents about school district discipline standards.
Consistently monitor classroom, school and district rules and policies.
Counsel with students and parents regarding disciplinary matters.
Provide professional growth experiences which will assist staff in increasing competencies for student control and discipline.
Provide leadership that will establish, encourage and promote teaching and effective learning.

Basic School Rules

Attend school regularly.
Be on time.
Be prepared for class.
Treat others with respect, care and consideration.
Promptly obey school authorities without argument.
Conserve and protect school and private property.
Engage in activities without "body contact."
Obey all school, playground, etc. rules.
Use appropriate language.
Follow district dress/uniform standards.
Use class time wisely.
Work quietly without disturbing others.
Respect the rights of others.
Complete all assignments on time.
Follow other rules which may be adopted in individual classrooms.

Student Conduct, Concerns and Consequences

Student conduct which prevents students from learning or teachers from teaching, will not be tolerated. We have established clear consequences for behavior that interferes with learning and rewards for positive behavior, to help all students maintain acceptable personal conduct. We provide classroom instruction in personal and social skills, incorporating the teaching of school rules and making wise choices in prevention of discipline incidents. Students learn that when they violate a school or classroom standard, a consequence will result. Disruptive, disrespectful behavior or harassment will not be tolerated. Students are not to endanger others, continually disregard rules or repeatedly interfere with others' right to learn.

Students May Be Disciplined for the Following Reasons:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
- (3) Willfully used force or violence upon the person of another, except in self-defense.
- r) Possessed, sold, or furnished any firearm, knife, dangerous object or explosive.
- s) Possessed, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.
- t) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcohol, intoxicant, or representation of items thereof.
- u) Committed or attempted to commit robbery or extortion.
- v) Caused or attempted to cause damage to school property or private property.
- w) Stole or attempted to steal school property or private property.
- x) Possessed or used tobacco, or tobacco products.
- y) Committed an obscene act or engaged in habitual profanity or vulgarity.
- z) Offered, possessed, arranged or negotiated to sell any drug paraphernalia.
- aa) Disrupted school activities or otherwise willfully defied the valid authority.
- bb) Knowingly received stolen school property or private property.
- cc) Possessed an imitation firearm.
- dd) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.
- ee) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.

- ff) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- gg) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- s) Aided or abetted the infliction or attempted infliction of physical injury.

E.C. 48900.5 Pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
E.C. 48900.7 Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

- E.C. 48900.2 Committed sexual harassment as defined in section 212.5 of the California Education Code.
- E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- E.C. 48900.4 Engaged in harassment, threats, or intimidation against school district personnel or pupils.

Note: Students may be disciplined for acts related to school activities or attendance which occur at any time including:

- While on school grounds;
- While going to or coming from school;
- During the lunch hour whether on or off campus;
- During, or going to or coming from, a school sponsored activity.

Other causes of disciplinary action:

- Deliberate littering of school premises;
- Chewing gum while at school;
- Possessing cellular telephones or electronic paging devices;
- Not adhering to the school dress code;
- Making bomb threats or false fire alarms;
- Setting fires or using explosive devices which threaten or cause damage to human life or property on school grounds or at school sponsored events;
- Habitual tardiness/truancy;
- Forging parents' signatures or school documents (CAC 306).

Consequences

After rules are taught, student may be counseled by their teacher, aide or principal for a first and second infraction. Parents may be notified in writing and/or telephone call for repeated infractions, by the student's teacher and/or principal. After counseling, students will lose privileges and may receive detentions for repeated infractions.

Continued infractions may require a parent conference with the student's teacher and/or principal. Serious infractions may result in immediate suspension and/or recommendation for expulsion for the student.

CELL PHONES AND ELECTRONIC DEVICES

It is our policy to prohibit the use of personal cellular phones or electric devices by students on campus during normal school hours. Students are permitted to possess cellular phones or electronic devices on campus provided that any such device shall remain off and stored in a backpack, pocket, or other place where it is not visible during normal school hours or school sponsored activities. Students are permitted to use cellular phones or electronic devices off campus before and after school. Students must comply anytime a request is made by school personnel to cease the use of a cellular telephone or other device even before or after school. The District is not responsible for lost or stolen cellular telephones or other personal items of value such as iPods, cameras, electronic games, radios, CD players, computers, etc.

Positive Reinforcements

Incentives are used to promote exemplary student conduct.

Bullying

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

There are three types of bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:

oTeasing

oName-calling

oinappropriate sexual comments

oTaunting

oThreatening to cause harm

- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

oLeaving someone out on purpose

oTelling other children not to be friends with someone

oSpreading rumors about someone

oEmbarrassing someone in public

- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

oHitting/kicking/pinching

oSpitting

oTripping/pushing

oTaking or breaking someone's things

oMaking mean or rude hand gestures

Cyberbullying

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

Report Cyberbullying

When cyberbullying happens, it is important to document and report the behavior so it can be addressed. Steps to Take Immediately:

- Don't respond to and don't forward cyberbullying messages.
- Keep evidence of cyberbullying. Record the dates, times, and descriptions of instances when cyberbullying has occurred. Save and print screenshots, emails, and text messages. Use this evidence to report cyberbullying to web and cell phone service providers.
- Block the person who is cyberbullying.

Report Cyberbullying to Online Service Providers

Cyberbullying often violates the terms of service established by social media sites and internet service providers.

- Review their terms and conditions or rights and responsibilities sections. These describe content that is or is not appropriate.
- Visit social media safety centers to learn how to block users and change settings to control who can contact you.
- Report cyberbullying to the social media site so they can take action against users abusing the terms of service.

Report Cyberbullying to Law Enforcement

When cyberbullying involves these activities it is considered a crime and should be reported to law enforcement:

- Threats of violence

- Child pornography or sending sexually explicit messages or photos
- Taking a photo or video of someone in a place where he or she would expect privacy
- Stalking and hate crimes

Some states consider other forms of cyberbullying criminal. Consult your state's laws and law enforcement for additional guidance.

Report Cyberbullying to Schools

- Cyberbullying can create a disruptive environment at school and is often related to in-person bullying. The school can use the information to help inform prevention and response strategies.

For more information see <http://www.stopbullying.gov/what-is-bullying/definition/index.html>

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices. Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the teacher and Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Students are expected to respect all others while on school grounds or while participating in school activities. Any student engaging in hate-motivated behavior will be subject to the school discipline policies in accordance with the district policies and guidelines.

Safety Plan Review, Evaluation and Amendment Procedures

The staff and the principal will review the school rules and discipline program at the beginning of each trimester. The School Site Council shall review the plan annually. These groups will consider the impact of the school-wide recognition programs and their effectiveness. The number of discipline referrals and suspensions will be reviewed. All community members are encouraged to maintain an ongoing dialogue about standards for personal conduct and school safety.

Safety Plan Appendices

Emergency Contact Numbers

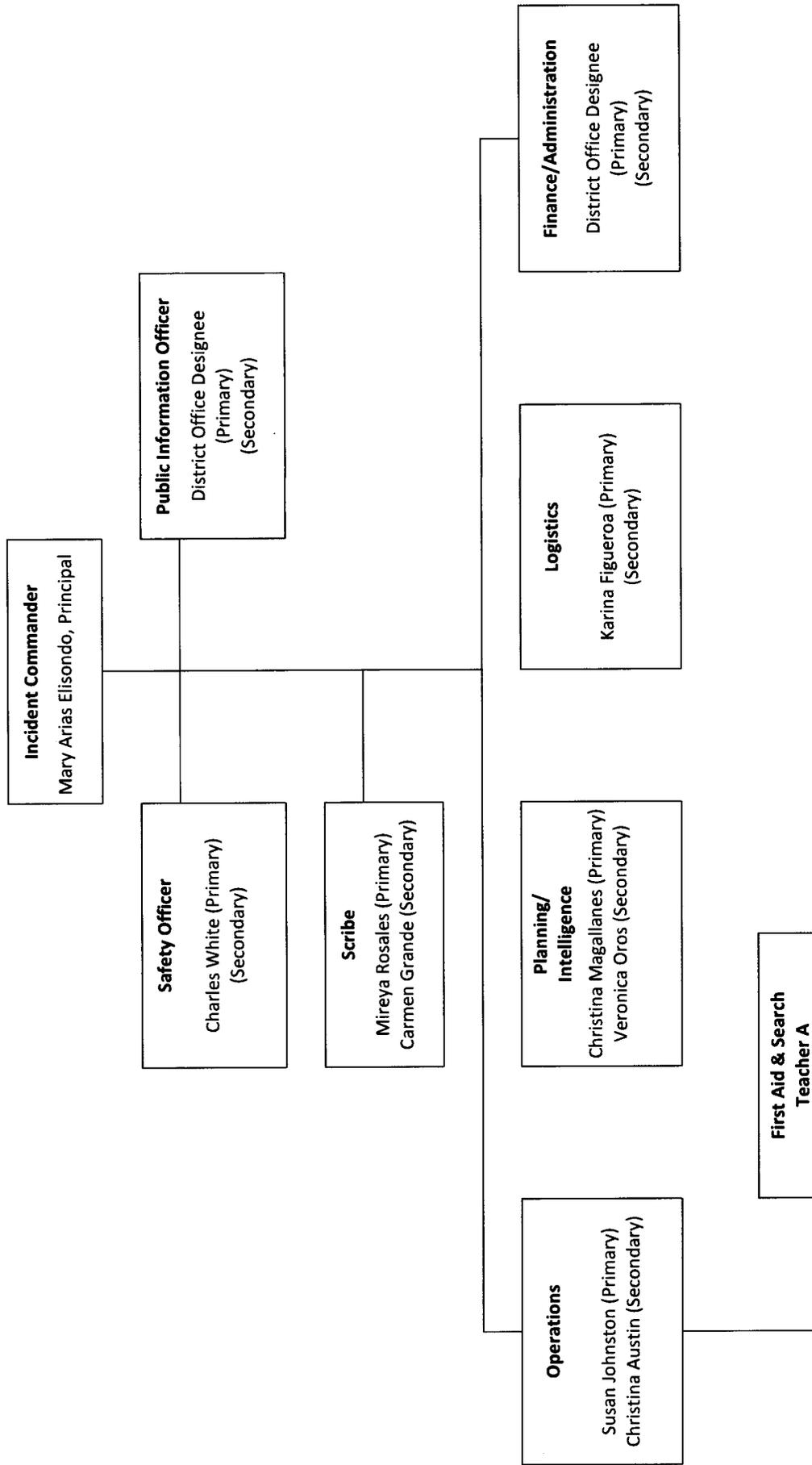
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Ventura County Sheriff's Department	911 Emergency	(805) 388-5700 Camarillo (805) 654-2380 Ventura
Law Enforcement/Fire/Paramedic	Police Department	911 from a land line (805) 486-1663 from a cellular phone	(805) 385-7600 Main Line
Law Enforcement/Fire/Paramedic	Fire/Paramedic Emergency	911 Emergency	(805) 385-7722 Fire Department
City Services	Ventura County Children & Family Services	(805) 654-3200	
Public Utilities	Southern California Edison	(800) 655-4555 0, 2	Non-Emergency, Direct Number
Public Utilities	Southern California Gas	(800) 427-2200 3, 5	(5) is non-residential
Public Utilities	Telephone Repair	611	
Local Hospitals	St. Johns Hospital	(805) 988-2500	
Local Hospitals	Ventura County Medical Center	(805) 652-6120	
Local Hospitals	Community Memorial Hospital	(805) 652-5011	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
September review with plan with staff. Review plan with safety committee at each regular scheduled meeting. January review plan with Leadership Team, Safety Committee and School Site Council. Update plan by February of each year.		

Ramona Elementary School Incident Command System



Sara Caruso (Primary)
Cindy Morales (Secondary)
Search and Rescue/Morgue
Jose Llamas
John Ramirez
Cheryl Hankins

**Student Release &
Accountability
TeacherB**
Eduardo Hermosillo (Primary)
Ana Hunt (Secondary)
Diane Mendoza
Linda Gomez
Maria Reyes

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency. These might include: Earthquake, Hazardous materials, Flooding, Fire, Dam Failure, Transportation Incident (Air, Train, Truck), School Violence, Terrorism, Tsunami, and Public Health Emergency.

Step Two: Identify the Level of Emergency

OSD emergency response and recovery operations will be managed in one of three modes, depending on the magnitude of the emergency/disaster.

Level 1 is a minor incident that is quickly resolved and internal resources or limited help. The District will maintain normal staffing and reporting protocols. At this operational level, the environment is monitored for changes.

Level 2 is a more significant emergency that impacts district buildings and or school sites. For level 2 the Emergency Operations Plan is activated. The EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 is a disaster that involves the entire District, school sites and the surrounding community. At Level 3, the EOP is activated, and the entire District Emergency management organization is activated.

Step Three: Determine the Immediate Response Action

The staff and students response to any emergency/disaster is based on an understanding of the nature of the emergency/disaster, the potential hazards, the likely response services and knowledge of what individuals and groups should do to increase their chances of survival and recovery.

Immediate action responses may include: Drop cover and hold, Shelter in place, Lock down, Campus Evacuation, Off Campus Evacuation, and/or All Clear.

Step Four: Communicate the Appropriate Response Action

Based on the Emergency, we would activate members of the Emergency Incident Command System.

Pending level of Emergency communication locally is reported to parents by the Connect Ed telephone system. Significant Emergencies are then reported by the District. OSD reports and notifications are to be made to the Ventura County Operational Area via the City of Oxnard and those directives that are currently in place through the SIMS and NIMS plan.

Types of Emergencies & Specific Procedures

Aircraft Crash

1. Call 911 to report the crash. Designate whether private or commercial.
2. Notify the District Office.
3. Establish a Command Post and activate the Incident Command System.
4. Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations.
5. Render first aid as necessary.
6. Take roll and report results to the principal.
7. Assist emergency responders and coordinate activities accordingly.
8. Once civil/military responders have taken charge of the accident area, coordinate the release of students (if necessary) with the District Office.

Animal Disturbance

1. Have all students return to/ remain inside. Instruction can continue but everyone must stay inside.
2. Notify animal control at 805.3857786/Oxnard PD non-emergency number or 911 for emergency situations.
3. If injuries have occurred render first aid as necessary
4. Once animal has been removed return to normal procedures

Armed Assault on Campus

1. Call 911
2. Institute Lockdown - Priority 1 procedures
3. Remain on Lockdown until "All Clear" is instituted by police.

Biological or Chemical Release

V. CHEMICAL ACCIDENT

1. If you are notified of potentially hazardous release or accident, notify the Superintendent immediately.
2. Render first aid as necessary.
3. Establish a Command Post and implement the Incident Command System.
4. The decision to evacuate the site will be made by the Superintendent based on the recommendations of the principal and/or by competent civil authority.
5. If an evacuation order is imminent, move students and staff to a designated evacuation/shelter area. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
6. Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
 - 1) Direct all students and staff to remain indoors.
 - 2) Direct all heating and ventilation systems to be shut down.
 - 3) Direct that all windows be closed.

Bomb Threat/ Threat Of violence

All cell phone usage is to terminate immediately at the danger of a bomb or explosion.

1. The receiving person should attempt to keep the caller on the line and complete the form entitled "Bomb Threat Report" (see form following).
2. Contact the police and the District Office.
3. Establish a command post.
4. If appropriate, send staff a written message to search own classroom (see sample emergency message following).
5. If deemed necessary, evacuate. Determine if you will evacuate prior to conducting a search.
6. DO NOT use radios or cellular telephones.
7. An organized search of the campus should be conducted under the direction of the principal or law enforcement agencies.

8. Activate the Incident Command System; Hazard Control Unit.
9. In the event that a suspicious object is located, all personnel should be kept clear of the area until law enforcement agencies have evaluated the conditions.
10. Return to your normal routine only when the principal and the law enforcement agencies are confident that any threat has passed.

Bus Disaster

The following procedures are for use by bus drivers and appropriate school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses two possible scenarios involving a bus disaster: (1) an earthquake and (2) a serious accident or bus fire. It is important to note that drivers may need to make spontaneous, independent decisions based on the nature of the emergency, age of the children, location of the bus, and other unique circumstances to ensure children's safety.

Procedure

Scenario 1 – Earthquake

1. Upon first indication of an earthquake, the bus driver should issue Drop, Cover, and Hold procedures to all students on the bus.
2. The bus should be moved away from all power lines, bridges, overpasses, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The bus driver should set the emergency brake, turn off the ignition, and wait for the shaking to stop.
4. The bus driver should check students for any injuries and provide first aid, as appropriate.
5. In the event the bus is disabled, the driver and students should stay in place until help arrives.
6. The bus driver should contact the School Administrator and the District Transportation Director to report the location and condition of students on the bus.
7. The School Administrator will determine what additional appropriate notifications should be made and will brief the District Superintendent on the situation.
8. If the bus driver is instructed to resume the bus route, the driver should continue to pick students up. Students should only be dropped off if a responsible adult is at the bus stop.
9. If it is impossible to return to school, the bus driver should contact the School Administrator and remain with the children until further instructions are received.
10. The bus driver is responsible for all students who board the bus throughout the emergency.

Scenario 2 – Serious Accident or Bus Fire

1. The bus driver will park the bus in a safe location with the emergency brake set and the ignition off.
2. In the event of a fire, students and the driver should evacuate the bus immediately and move to a safe location away from the bus and traffic using available barricades (e.g., trees, cars) when available.
3. The bus driver will immediately call 9-1-1 and provide the exact location of the bus and wait for the arrival of emergency response personnel.
4. The bus driver should check students for injuries and provide appropriate first aid.
5. The bus driver should call the School Administrator and the District Transportation Director (refer to the Essential Contacts in the Appendices of this Plan) to report the location and condition of students.
6. The School Administrator will determine what additional appropriate notifications should be made and will and the District Superintendent on the situation.

7. The bus driver is responsible for accounting for all students throughout the emergency.

Disorderly Conduct

1. Consult with the Police Department and the District to coordinate appropriate protection.
2. Establish a Command Post and an Incident Command System. Notify the Superintendent (805) 487-3918.
3. Inform teachers and staff of the emergency situation. If necessary, signal a "Lockdown".
4. Do not release staff or students without authorization.
5. Screen all persons entering campus. A government issued picture ID (IE: drivers license) will be required.
6. All students and staff are to remain in their respective classrooms and work areas.
7. Lock all doors and windows and close all window blinds or curtains.
8. Avoid window areas.
9. When the emergency is over, signal all clear.

Earthquake

A. INSIDE SCHOOL BUILDING:

1. The teacher, or staff member in authority, will implement action, "DUCK – COVER AND HOLD." Stay inside building until the shaking stops.
2. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
3. Do not use telephones.
4. Implement action, "LEAVE BUILDING" (long bell), when instructed to do so, after the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
5. Avoid touching electrical wires and metal objects such as chain link fences.
6. Render first aid if necessary.
7. Take roll and report missing students to principal.
8. The principal/designee is to establish a command post, assess damage, activate search team and activate the incident command system.
9. Activate a buddy system; determine needs of neighboring schools.
10. Principal to request assistance through school district channels.
11. Notify the District Emergency Operations Center of any breaks in utility lines.
12. The superintendent/designee will determine the advisability of closing the school, based on the report of the principal.

B. IF OUTSIDE:

1. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
2. The safest place is in the open. Stay there until the earthquake is over.
3. Follow procedures 5 through 12 under "Inside School Building."

C. WALKING TO AND FROM SCHOOL:

1. The safest place is in the open. Stay there.
2. Move away from buildings, utility poles, signs, trees, metal fences and exposed wires.
3. DO NOT RUN! Do "DROP – TAKE COVER."
4. After an earthquake, if on your way TO school, continue to school.
5. After an earthquake, if on your way FROM school, continue home.

D. ON SCHOOL BUS:

1. If possible, the bus driver will pull to the side of the road away from any buildings, poles, and large trees issue command "DROP – TAKE COVER."
2. Turn off ignition and set brakes.
3. Wait until the earthquake is over.
4. If possible, contact dispatch office by radio for instructions.

E. HANDICAPPED STUDENTS:

1. Students with handicap conditions may need special assistance and instruction regarding falling debris. Additional drills may be needed to make certain the procedures are mastered.
2. Each handicapped student's needs should be assessed in relation to the possibility of a disaster and his/her preparedness.

Explosion or Risk Of Explosion

1. DUCK, COVER, AND HOLD command is to be given immediately. Do not approach windows or doors.
2. If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by competent authority.
3. When clear to evaluate/evacuate.
4. If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
5. Render first aid as necessary.
6. Notify authorities (911) and the Superintendent.
7. Activate the Incident Command System.
8. Teachers are to take roll and report missing students to the office.
9. If possible to fight small fires without endangering life, do so.
10. If necessary, notify utility companies of any breaks in their lines.

Fire in Surrounding Area

A. INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.
14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

Fire on School Grounds

A. INITIAL RESPONSE:

1. Sound the school alarm and evacuate building.
2. Notify the fire department by dialing 911.
3. Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
4. Assist disabled during the evacuation.
5. Render first aid as necessary.
6. Check all bathrooms and training rooms for staff and students.
7. If it is possible for adults to fight small fires (no bigger than a desk) without endangering life and/or causing injury, do so.
8. Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
9. Keep access roads open for emergency vehicles.
10. Teachers should take roll and report missing students to the office. No one should leave the area until instructed to do so.
11. Notify the Superintendent.
12. The principal will recommend to the superintendent whether further action such as the EVACUATION OF SCHOOL should be implemented.
13. Notify utility companies of a break or suspected break in their lines.

14. After a serious fire, fire department officials and maintenance personnel should determine whether the building is safe before student and staff return.
15. In the event of a fire near the school, the principal shall determine what action is appropriate and notify the Superintendent.

Flooding

- 1) Warning of an impending flood would normally be received at the endangered location by telephone from the District Office or from a civil agency (police or fire). If access to the Internet is available, the national weather service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
- 2) Establish a Command Post and communicate with the District Office. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
- 3) Keep students indoors until it is determined to be safe
- 4) Move students to pre-designated assembly areas if an evacuation is ordered.
- 5) Teachers are to take roll, complete Disaster Report, and report all missing students to the office.
- 6) The principal may initiate the following emergency actions:
 - Dismiss school.
 - Leave campus and move to a safe place

Loss or Failure Of Utilities

1. Notify the appropriate utility company and the District Office.
2. Determine if any power, sewer, gas or water lines are down or ruptured on or adjacent to the campus. If so, activate the Incident Command System.
3. Determine if an evacuation is necessary.
4. Use emergency lighting (flashlights) and open window shades to provide as much light as possible.
5. Should the utility failure be for an extended period, make recommendations to and coordinate activities with the District Office.

Motor Vehicle Crash

1. Call 911 to report the crash.
2. Evaluate situation start first aid where possible
3. Notify the District Office
4. Establish a command post as needed
5. Determine if any staff or students are in immediate danger. If necessary evacuate location to move away from crash.
6. Consult with District Office and Emergency personnel for further direction and coordinate activity as needed.

Psychological Trauma

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies may result in the following conditions:

- Temporary disruption of regular school functions and routines
- Significant interference with the ability of students and staff to focus on learning
- Physical and/or psychological injury to students and staff
- Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff.

Specific procedures relating to crisis management can be found in the Oxnard School District – School Crisis Intervention Team Manual.

Procedure

1. The School Administrator will contact the District Superintendent to establish a Crisis Intervention Team, which has primary responsibility for providing necessary assistance after all types of crises.

2. The District Superintendent will determine whether a District EOC activation is necessary to support school site Crisis Intervention Team operations.
3. The Crisis Intervention Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Crisis Intervention Team will provide direct intervention services for students and staff.
5. The School Administrator, District Superintendent and Crisis Intervention Team will work together to determine when and how school functions should be restored.
6. The Crisis Intervention Team should provide ongoing assessment, if needed, as well as follow-up services, as required.

Suspected Contamination of Food or Water

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the School Administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The School Administrator should call 9-1-1, District Superintendent, Child Nutrition Services and Ventura County Public Health .
3. District Superintendent will determine whether a District EOC activation is necessary to support school site operations.
4. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
5. The School Administrator and school staff will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
6. The School Administrator should work with local authorities and District Superintendent to determine necessary follow-up actions, including the need to notify other potentially affected schools in the District.
7. The School Administrator and District Superintendent will work with Ventura County Public Health to determine when normal school operations can resume.
8. The School Administrator will ensure that parents are notified of the incident, as appropriate.

Emergency Evacuation Map

Emergency Evacuation School Site Safety Check

Students in Office: _____

Visitors in Office: _____

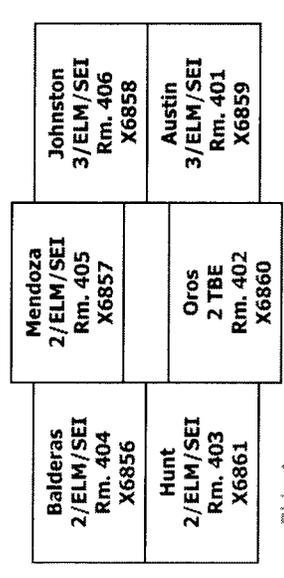
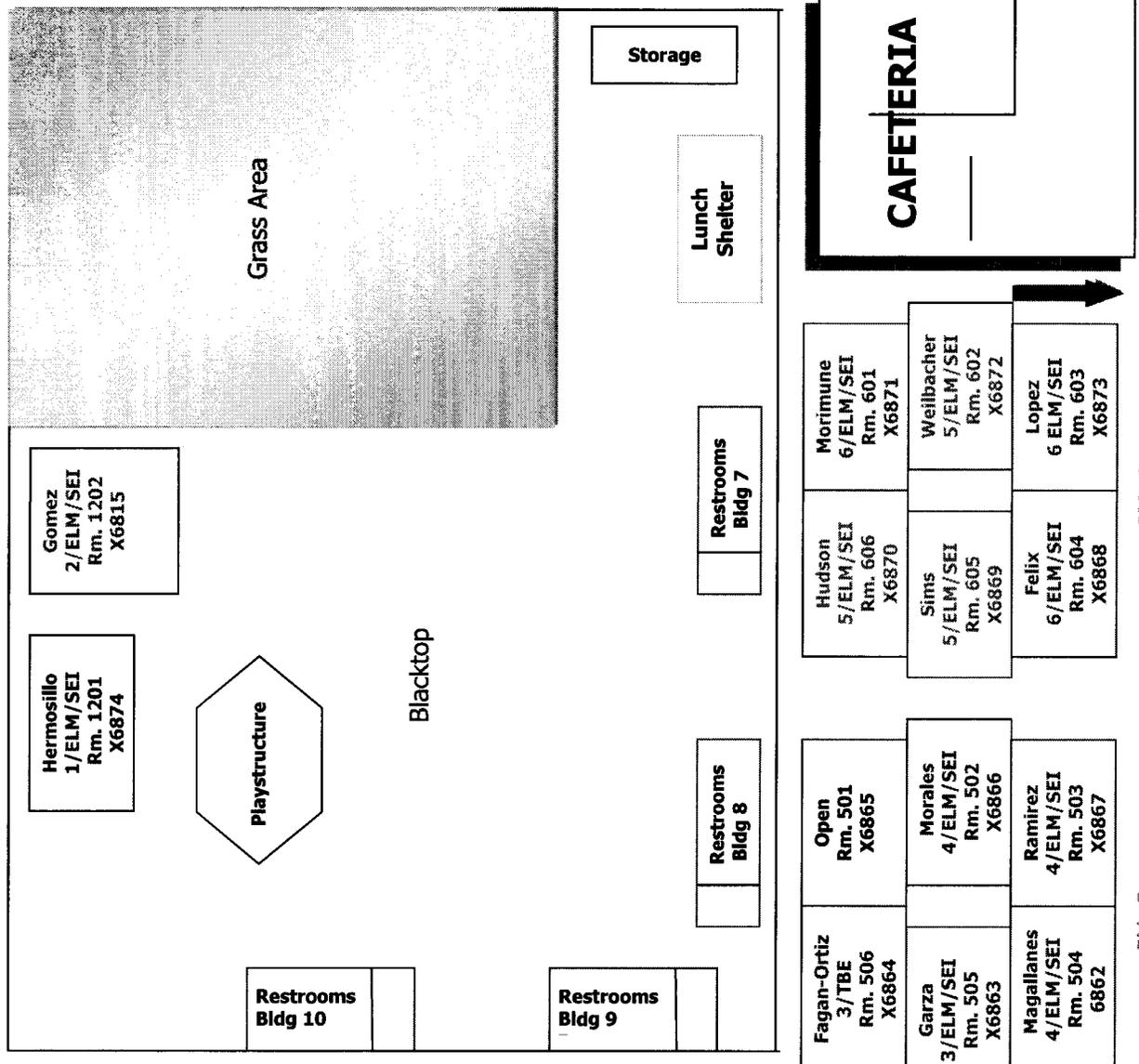
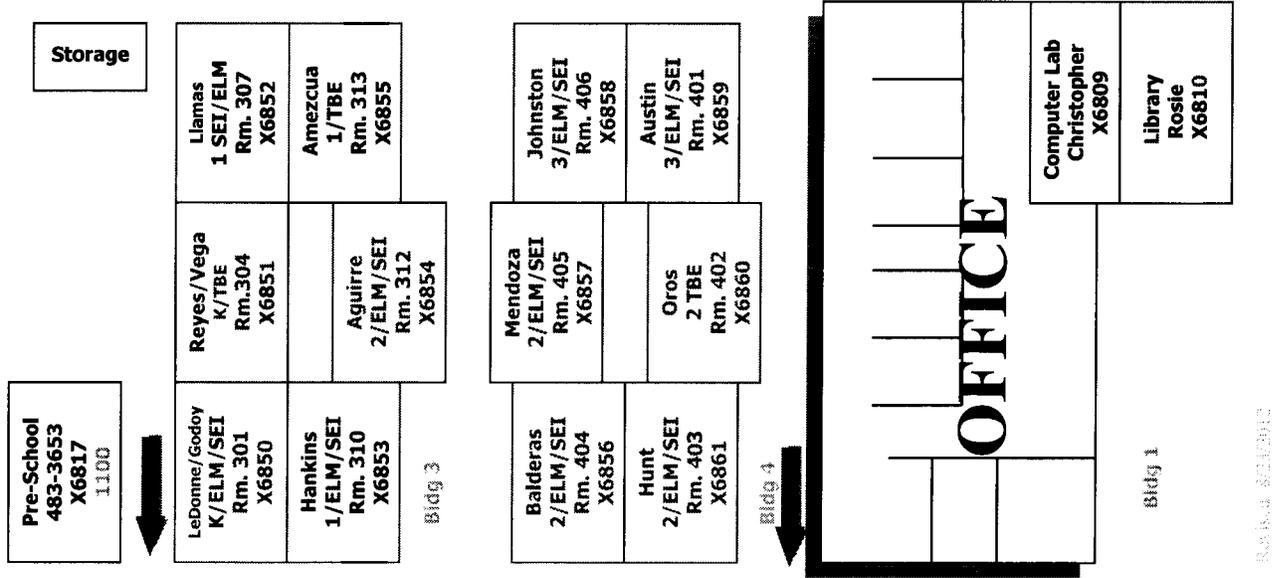
	<u>Person #1</u>	<u>Person #2</u>	<u>Alternate</u>
During School Hours			
Revision of Buildings:	Computer Lab Tech <small>(Blds. Pre-school, 3, 4, 9, 10, 11, 12)</small>	Lead Custodian <small>(Blds. 1, 2, 5, 6, 7, 8)</small>	Playground Staff
Collecting Green Sheets:	ORC	Attendance Tech	Playground Staff
Support Staff Count:	Attendance Tech		Office Manager
Emergency Runners:	_____	_____	_____

After School Hours			
Revision of Buildings:	Custodian #1 <small>(Blds. Pre-school, 3, 4, 9, 10, 11, 12)</small>	Custodian #2 <small>(Blds. 1, 2, 5, 6, 7, 8)</small>	Computer Tech
Collecting Green Sheets:	ORC	Attendance Tech	ASP Coord.
Support Staff Count:	Attendance Tech		ASP Coord.
Emergency Runners:	_____	_____	_____

Notes:

* All support staff meet at Command Center
 * Office Manager or alternate - The following numbers need to be called to notify of emergency:
 DIAL – **(805) 485-4521** Oxnard School District - **(805) 385-1501 ext.2031** Oxnard Fire Department - **(805) 487-6311**

Ramona Elementary School



The Single Plan for Student Achievement

School: Emilie Ritche Elementary School
CDS Code: 56725386110738
District: Oxnard School District
Principal: Bertha M. Anguiano
Revision Date: February 23, 2015

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:

Contact Person: Bertha M. Anguiano
Position: Principal
Phone Number: 805-385-1572
Address: 2200 Cabrillo Way
Oxnard, CA 93030
E-mail Address: banguiano@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Emilie Ritchen Elementary School's Vision and Mission Statements

Vision Statement

Emilie Ritchen is a community of successful life long learners.

We work together to foster responsibility, respect and appreciate one another, and maintain high expectations for all students.

School Profile

We at Emilie Ritchen School, have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring Ritchen School is a welcome, stimulating environment where students are actively involved in learning academics and positive values. Through the shared vision of staff, parents, and administrators and our combined hard work, our students will be challenged to reach their maximum potential. Signs of success that reflect our exemplary staff, student, and community participation are:

- Commitment toward raising achievement scores for all significant subgroups
- Teacher collaboration for high achievement scores
- State-approved, Board-adopted, Standards-based curriculum
- Parent involvement and community support
- Community-sponsored academic awards
- Interventions for students identified through data
- After-school program, run jointly between the Oxnard School District and the STAR, Inc. Program
- Two fully-functional computer labs, totaling 60 computers hosting Accelerated Reader, SuccessMaker, Waterford, Rosetta Stone, and Brain Pop

Opportunities for Parental Involvement

Ritchen School benefits from an extremely active and involved Parent Teacher Association (PTA), which works with the community through various school fundraisers, activities, and field trips. Parents are also very active as volunteers at the school. The school welcomes and appreciates parent involvement.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	514	503		36	27		10	8		6	3	
Growth API	738	701		798	820							
Base API	723	738		752	799		724					
Target	5	5										
Growth	15	-37										
Met Target	Yes	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	448	448		261	265		407	393		65	57	
Growth API	730	688		697	657		719	685		799	718	
Base API	719	730		689	699		704	719		745	800	
Target	5	5		6	5		5	5				
Growth	11	-42		8	-42		15	-34				
Met Target	Yes	No		Yes	No		Yes	No				

Conclusions based on this data:

1. No subgroup made their expected growth target, with the greatest drop for Hispanic and EL students.
2. There are many other measures of our student's growth that we use throughout the year and as a school community, we do not feel API scores are reflective of student learning. When comparing resources of schools, our community believes our students have performed well considering these differences in resources.
3. We expect reported results this school year to establish a baseline, however we do not have results for 2014 as we participate in the online assessments.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		98	100		100	100		100	100	
Number At or Above Proficient	221	173		22	15		--			--		
Percent At or Above Proficient	43.1	34.5		62.9	55.6		--	--		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	183	140		91	68		159	124		44	21	
Percent At or Above Proficient	40.8	31.3		34.9	25.8		39.1	31.6		67.7	36.8	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. All student groups showed a decline in Percent At or Above Proficient. Our greatest decline was in Students with Disabilities - 29.5%; followed by decline of 9.4% for Hispanic students; 8.6 decline for English Learners, 7.2% decline for Socioeconomically Disadvantages.
2. Our greatest focus for the 2013-2014 school year must be Hispanic, through which we will reach English Learners and Socioeconomically Disadvantaged Students and Students with Disabilities.
3. We expect reported results this school year to establish a baseline, however we do not have results for 2014 as we participate in the online assessments.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	238	185		22	14		--			--		
Percent At or Above Proficient	46.3	36.8		61.1	51.9		--	--		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	199	156		104	83		177	135		38	24	
Percent At or Above Proficient	44.4	34.8		39.8	31.3		43.5	34.4		58.5	42.1	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		No	No		No	No		--	--	

Conclusions based on this data:

1. All student groups declined in AYP proficiency levels. Group declines from greatest to least loss are: Students with Disabilities - 14.9%, All students 9.5%, White 9.2%, Socioeconomically Disadvantaged 8.2%, English Learners 8.0%, and Hispanic .5%.
2. Our focus groups this year need to be Students with Disabilities and all other students based on formative assessments given throughout the year.
3. We expect reported results this school year to establish a baseline, however we do not have results for 2014 as we participate in the online assessments.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					9	16	11	19	38	66	58
1			5	8	21	34	13	21	23	37	62
2			6	14	15	36	14	33	7	17	42
3			6	11	17	30	24	42	10	18	57
4	2	4	9	20	19	42	9	20	6	13	45
5			5	13	21	55	6	16	6	16	38
6	2	6	8	24	18	55	3	9	2	6	33
Total	4	1	39	12	120	36	80	24	92	27	335

Conclusions based on this data:

1. The largest % of our students in grades 2 - 6 tested into the Early Intermediate and Intermediate groups.
2. The larger class sizes for ELD instruction are Early Intermediate and Intermediate groups. We will focus on how more support can be given to these students in smaller groups.
3. We need to focus on subscores and specific learning needs of ELs.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	266	265	267
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	266	265	267
Number Met	127	131	103
Percent Met	47.7%	49.4%	38.6%
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	252	70	269	65	257	72
Number Met	37	20	29	24	24	14
Percent Met	14.7%	28.6%	10.8%	36.9%	9.3%	19.4%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

Conclusions based on this data:

1. There was growth in AMAO1 NCLB Target - 47.7% in 11-12; to 49.4%students who met this goal in 11-12
2. There was growth in AMAO 2 NCLB Target - 28.6% in 11-12; to 36.9% of students who met the goal in 13-14
3. We expect reported results this school year to establish a baseline, however we do not have results for 2014 as we participate in the online assessments.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. The % of students who met the AMAO 1 goals decreased from 2011-2012 to 2-12-2013
2. AMAO 2 scores stayed basically the same from 2011-2012 to 2013-2014.
3. EL students district-wide did not make the AMAO target. We expect reported results this school year to establish a baseline, however we do not have results for 2014 as we participate in the online assessments.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts
LEA GOALS:
1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14. 2. 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. 3. By 2005-06, all students will be taught by highly qualified teachers. 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning. 5. All students will graduate from high school
SCHOOL GOAL #1:
A. TK- 80% of Transitional Kinder students will exit TK recognizing 20/26 upper and lower case letters, know some letters sounds, recognize rhyming words, and read first 10 Kinder HFW. B. Kindergarten- All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency on DIBELS. C. First Grade- All students will exit 1st grade at benchmark on Nonsense word Fluency and Oral Reading Fluency. D. 2nd to 5th Grade student scores on the Reading IFAs will increase by 10% between winter and spring assessments. E. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, GATE, and Foster Youth.

Data Used to Form this Goal:

- TK Math and Essential Literacy Skills Progress Report
- DIBELS data (Kindergarten and 5th grades)
- BPST
- Core Curriculum Assessments
- CELDT
- Waterford data
- SME reports
- IFA
- AR/STAR Reading reports
- Students who receive free and reduced lunch to identify our SED subgroup members
- Attendance rates
- OARS ASSESSMENTS

Findings from the Analysis of this Data:

Students that have attained DIBELS Benchmark for End of Year 2014

K: 16%

1st: 29%

2nd: 21%

3rd: 33%

4th: 35%

5th: 42%

Overall: 34%

CELDT:

2nd Grade: 52% moved 1 or more levels

3rd Grade: 45% moved up one or more levels

4th Grade: 35% moved up one or more levels

5th Grade: 31% moved up one or more levels

2nd-5th grade students analysis of data will be provided after students take their assessments in January and March 2015.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods to identify student strengths and weaknesses
- Teachers will plan interventions during UA time that they implement or the ISPs implement to support student growth - progress monitoring
- Weekly meetings with the academic coach and principal to determine needs and plan site strategies
- Language and Content Objectives will be reviewed in all classrooms with students.
- RTI
- Progress Monitoring
- STAR/AR progress
- ELRT
- Attendance rates
- Student Monitoring meetings
- DIBELS

Strategy #1

STRATEGY:

The School will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for language arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will meet in grade level to collaboration and discuss data and needs.	Grade level Leadership team member, Principal, Coach, Teachers	September 2014 through June 2015 2 x monthly, teachers will meet in grade level or multiple grade levels to discuss progress of students, .				
B. Provide materials to support implementation of curriculum-Warehouse charges.	Teachers, Principals	September 2014 through June 2015 Ongoing as assessments needed; teaching materials and supplies	teaching materials, copies and supplies	4000-4999: Books And Supplies	Discretionary	10000
C. The Instructional Coach (TOSA) will support teachers in implementing the adopted curriculum.	Coach, Teachers	September 2014 through June 2015	Support to teachers in full implementation of curriculum	1000-1999: Certificated Personnel Salaries	District Funded	105420
D. Supplemental materials will used to support the full implementation of the ELA CCSS.	Teachers	August 2014 through June 2015	CCSS Standards Plus Materials	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF - Discretionary Discretionary	9500 7860
E. Teacher will have vertical meetings between grade levels in lieu of grade level collaborative meetings for discussion of implementation of CCSS, student progress and interventions available.	Teachers, Principal, and Coach	September 2014 through June 2015 2 times a year in the fall and spring	No Site Expense			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
F. Subscriptions and Apps for iPads will be purchased to support implementation of curriculum and CCSS.	Principal, Teachers, Coach and Lab Tech	November 2014 through June 2015	Moby Max, Brain Pop,	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	10000.00
			Lab Tech Salary	2000-2999: Classified Personnel Salaries	District Funded	49472
G. Conduct Student Monitoring Conferences to determine student progress and identify students who may be at risk and plan interventions.	Principal, Coach, Teachers	Winter and Spring 2015	10 days of floater teacher substitutes	1000-1999: Certificated Personnel Salaries	Title I	1652
H. Extend maintenance agreement for duplo machine and copy machines to make copies to support implementation of curriculum.	Principal	Annual Charge	Rizzo machine	5000-5999: Services And Other Operating Expenditures	Discretionary	1950.00
			Maintance Agreement for copy machines	5000-5999: Services And Other Operating Expenditures	District Funded	12930
I. Purchase computer supplies and hardware to support Technology Focus strand in the classroom.	Principal, Leadership, Lab Tech	August 2014 through June 2015	LCFF Targeted: Provide materials for K-5 strand Apple TVs, Cables, and Printer	4000-4999: Books And Supplies	LCFF - Targeted	3941
			Replace old projectors and computers	4000-4999: Books And Supplies	Discretionary	8980

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
J. A DIBELS Team will be formed to assess all students three times during the year.	Teachers, Substitutes, Coach	August 2014 through June 2015	4 Substitutes for 15 days	1000-1999: Certificated Personnel Salaries	Discretionary	8161
				1000-1999: Certificated Personnel Salaries	Title III	1535
K. Investigate and Review materials to support grade level science units strand focus.	Teachers, Coach, Principal	January 2015 through June 2015	No site expense			
L. Purchase materials to support grade level science units strand focus.	Teachers, Coach, Principal	January 2015 through June 2015	LCFF-Materials Science Strand Focus	4000-4999: Books And Supplies	LCFF - Targeted	10000
M. Extra clerical support will be provided to support the school.	All staff	August 2014 through June 2015	Classified Personnel	2000-2999: Classified Personnel Salaries	Discretionary	12329
N. Materials and Supplies will be purchased to support the core instructional program.	All staff	August 2014 through June 2015	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	24282

Strategy #2

STRATEGY:

The School will ensure opportunity and educational access/interventions and enrichment for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. ISP #1 to provide interventions to second through fifth grade students in reading and math	Coach, Principal, Teachers, ISP	December 2014 through June 2015	Intervention	1000-1999: Certificated Personnel Salaries	Title I	11962
			Intervention	1000-1999: Certificated Personnel Salaries	Title III	8720
B. ISP #2 to provide intervention and enrichment to second through fifth grade students in reading and math	Principal, Coach, Teachers, ISP	January through June 2015	Intervention	1000-1999: Certificated Personnel Salaries	Title I	12593
			LCFF Targeted: Enrichment	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	8395
C. Materials and Supplies needed for intervention will be provided.	Principal, Coach, Teachers, ISP	December 2014 through June 2015	materials and supplies	4000-4999: Books And Supplies	Title I	3000
D. AR/STAR Renaissance Learning license will be purchased and implemented for student use to Increase independent reading.	Principal, Teachers, Librarian	September 2014 through June 2015	AR Licensing and use	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	4509
			Library Tech Salary	2000-2999: Classified Personnel Salaries	District Funded	27949

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
E. Provide recognition to students for goals met and tests taken in AR/Renaissance Learning. Three times a year students will receive certificates at an assembly for meeting their trimester goal. At the end of the year for those who meet their annual goal, PTA provides a day of celebration and recognition for those students.	Teachers, PTA, Principal, Librarian	September 2014 through June 2015	LCFF Targeted: Academic Incentives	4000-4999: Books And Supplies 0000: Unrestricted	LCFF - Targeted PTA	1404
F. Maintain Science Lab and make available to all students with classroom teacher support. Trained students who will set up labs, inventory materials and support primary grades when doing experiments.	Coach, Teachers, Principal	September 2014 through June 2015	LCFF Targeted: K-5 Strands- Materials and Supplies for lab experiments	4000-4999: Books And Supplies	LCFF - Targeted	3000.00
G. Student monitoring, COST meetings will be held at least one day a month to address the needs of at risk students.	Principal, ORC, COST/SST Team	September 2014 through June 2015- Hire 2 substitutes per day	Teacher Substitute	1000-1999: Certificated Personnel Salaries	Title I	3303
H. Student monitoring SST meetings will be held at least one day a month to address the needs of at risk students.	Principal, ORC, COST/SST Team	September 2014 through June 2015-Hire 2 substitutes per day	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	3303
I. IEP Meetings- annual and tri-annual will be held throughout the year so we are in compliance with requirements.	Special Ed. Teachers, Psych, Speech Thearapist, Principal	September 2014 through June 2015 - Hire 2 substitutes per day, one for Sped teacher and one for Gen Ed. teacher	Teacher substitutes	1000-1999: Certificated Personnel Salaries	Title I	3303
J. Special Ed Team members will meet every second Monday of the month to determine the dates for IEPs, concerns about students and needs of Gen Ed teachers in supporting students in reading.	Special Ed. Teachers, Psych, Speech Thearapist, Principal	September 2014 through June 2015	No site expense			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
K. Identify students, including Foster Youth for 4-6 week tutoring sessions before/after school.	Teacher Tutors, Coach, Principal	Three times per year: Fall 2014, Winter and Spring 2015	Teacher Extra hours	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	9681
L. Provide Publications needed for progress monitoring, assessments, interventions, tutoring, and teaching.	Teachers, Principal, and Coach	September 2014 through June 2015	Instructional reproducibles, resources for all grade levels	0001-0999: Unrestricted: Locally Defined	Title I	15924

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Organize parent meetings for In-Coming TK/Kindergarten students so parents are aware of school routines, academic and social expectations.	District, Principal, TK/Kinder teachers	August for TBE K, June 2015 for incoming 2015 Kinder students	Teacher Extra Help one hour per teacher, times 5 teachers	1000-1999: Certificated Personnel Salaries	Discretionary	285
			Items needed for Ice-Cream Social	0000: Unrestricted	Discretionary	100.00
B. Provide Ready, Set, Go! TK/Kinder Readiness Program for students who have no prior school experience	DO, Principal,	July 2015	No site expense			
C. Hold TK Program Options Parent Meeting	Principal, TK/Kindergarten teachers, ELS Personnel	December 2014/January 2015	No site Expense			
D. Collaboration meetings will be held between site K teacher and site TK and PreK teachers.	PreK, TK and K Teachers	January 2015 through June 2015	PreK teacher extra hours	2000-2999: Classified Personnel Salaries	Discretionary	100
			TK and K teacher extra hours	1000-1999: Certificated Personnel Salaries	Discretionary	500

Strategy #4

STRATEGY:

The school will implement a transition plan for 5th grade students transition to Middle School or K - 8 school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide 5th grade students and their parents with information about transitioning to another school setting.	Principal, Parents, Teachers, DO personnel	Parent meetings - May/June 2015 One evening and 1 during the day	Teacher Extra Help, 1 hour per 3 teachers	1000-1999: Certificated Personnel Salaries	Discretionary	120
B. Provide time for Special Ed teachers to hold transition meetings for 5th who will enter Middle School.	RSP and SDC teachers will meet with teachers at the next school students will attend.	April 2015 through June 2015	No Site Expense			
C. Offer parents choice during Open Enrollment/School of Choice.	DO, Principal	3 times during the year Fall 2014, December 2014, spring 2015	No Site Expense			

Strategy #5

STRATEGY:

The school will provide professional development to support the full implementation of the State approved language arts curriculum and support the Common Core State Standards for language arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide Language Arts CCSS grade level specific PD.	Coach, DO, teachers, Principal	August 2014 through June 2015	No site expense			
B. Provide Professional development including implementation of iPads for student learning reading.	Principal, Lab Tech., Coach	October 2014 through June 2015	Goal #1 Strategy #1F			
C. Provide opportunity for 4 teachers to attend National Science Teacher Association (NSTA) Conference, including membership, Travel and related materials.	Principal, Leadership Team,	December 2014	Cost for Conference, membership and travel for 4 teachers \$1200 ea	5000-5999: Services And Other Operating Expenditures	Discretionary	2800.00
D. Provide opportunity for Principal, Site Tech, coach and one teacher from each grade level to attend Computer Using Educator (CUE) Conference, including membership, Travel and related materials.	Principal, Leadership Team	March 2015	Cost for Conference, membership, travel and related materials for 9 people \$1500 ea	5000-5999: Services And Other Operating Expenditures	Discretionary	13500.00
D. CHAMPS - PD and implementation of CHAMPS to support positive student behavior.	Teachers, DO Principal	August 2014 through June 2015	No site expense			
E. Coach will provide PD based on teacher/coach identified need.	Coach, teacher, Principal	August 2014 through June 2015	No site expense			

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hold quarterly Title I meetings Coffee with the Principal meetings in which parents learn how they can assist their child at home in Language Arts and learn about school goals.	Principal, Parents	September 2014 through June 2015	Copies and Supplies	4000-4999: Books And Supplies	Title I	500
B. Hold meetings to jointly develop Parent Compact	Principal, Teachers, Parents, ELAC and SSC		No site expense			
C. Hold meetings to jointly develop Parent Involvement Policy	Principal, Teachers, Parents, ELAC and SSC		No site expense			
D. Offer Parent/teacher Conferences	Tk-5 teachers	November 2014, February 2015	No additional site expense			
E. Awards Assemblies every trimester and Celebration of learning Awards Assemblies.	Principal, Coach, PTA, Parents	November 2014 through June 2015	Goal #1 Strategy #2E			
F. Encourage parents to attend SST/IEP Meetings.			Goal #1 Strategy #2J			
G. Annual Survey to help identify parent needs to support their children.	Principal, Office staff	January	No additional expense			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
H. Presentation of parent workshops which focus on parenting skills will be conducted by ORC and School Counselor.	ORC, Counselor, Parents	October 2014 through June 2015	Counselor Salary	1000-1999: Certificated Personnel Salaries	District Funded	105157
			ORC Salary	2000-2999: Classified Personnel Salaries	District Funded	66993
			Extra Hours for ORC	2000-2999: Classified Personnel Salaries	Title I	616
I. Classified extra help will be made available for translation and parent support at parent conferences and evening Title I meetings.	Classified Staff, Teachers, Principal	September 2014 through June 2015	Classified Extra hours or overtime	2000-2999: Classified Personnel Salaries	Title I	2230
				2000-2999: Classified Personnel Salaries	Discretionary	5466
				2000-2999: Classified Personnel Salaries	Title III	668

Strategy #7

STRATEGY:
The school will support the district implementation of the After School Education and Safety-ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>A. Teacher Liaison:</p> <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with and communicates with school staff as needed 	Principal, Teacher Liaison, City Staff and ASP coordinator	September 2014 through June 2015	No site expense			
<p>B. ASES Administrator and Liason meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.</p>	Principal, Teacher Liaison, City Staff and ASP coordinator	September 2014 through June 2015	No site expense			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #2:

- A. TK - 80% of students will be able to count to 30, count up to 20 objects, recognize numbers to 20, know basic shapes and do simple patterns on the TK Progress Report.
- B. Kindergarten- 90% students will count, recognize, represent, name, and order a number of objects (up to 30); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
- C. 1st Grade- 90% students will count, read, and write whole numbers to 100; Count and group objects in ones and tens; Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
- D. 2nd to 5th Grade student scores on the Reading IFAs will increase by 10% between winter and spring assessments
- E. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, GATE and Foster Youth.

Data Used to Form this Goal:

TK Math and Essential Literacy Skills Progress Report
OARS CCSS assessments
SME Math components and reports
CELDT-2013 results
OARS progress monitoring
enVision topic assessments
IFA Assessments

Findings from the Analysis of this Data:

4th-5th Grade Basic Skills Test

Envision Topic Test

Performance Tasks

2nd and 5th grade analysis of data will be provided after students take their assessments in January and March 2015.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods to identify student strengths and weaknesses
- Teachers will plan interventions during UA time that they implement or the ISPs implement to support student growth
- Weekly meetings with the academic coach and principal to determine needs and plan site strategies
- Language and Content Objectives will be reviewed with students
- SMART Goals
- Ongoing formative assessments

Strategy #1

STRATEGY:
 The School will ensure the full implementation of the State approved math curriculum and support the Common Core State Standards for math.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will meet in grade level to collaboration and discuss math data and student needs.	Principal, Coach, Grade Level Leadership, Teachers	September 2014 through June 2015 2x monthly, teachers will meet in grade level or multiple grade levels to discuss progress of students.	See Goal #1 Strategy #1A			
B. Provide materials to support implementation of curriculum-warehouse charges	Teachers, Principal	September 2014 through June 2015 Ongoing as assessments needed: teaching materials and supplies	See Goal #1 Strategy #1B			
C. The Instructional Coach (TOSA) will support teachers in implementing the adopted curriculum.	Instructional Coach, Teachers	September 2014 through June 2015	See Goal #1 Strategy #1C			
D. Supplemental materials will used to support the full implementation of the Math CCSS.	Teachers	August 2014 through June 2015	See Goal #1 Strategy #1D			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
E. Teachers will have vertical meetings between grade levels in lieu of grade level collaborative meetings for discussion of implementation of Math CCSS, students progress and interventions available.	Teachers, Principal, and Coach	September 2014 through June 2015 2 times a year in the fall and spring	No site expense			
F. Subscriptions and Apps for iPads will be purchased to support implementation of Math CCSS.	Principal, Teachers, Coach, and Lab Tech	November 2014 through June 2015	Goal #1 Strategy #1F			
G. Conduct Student Monitoring conferences to determine student progress in Math and identify students who may be at risk and plan interventions	Principal, Coach, Teachers	Winter 2015 and Spring 2015	Goal #1 Strategy #1G			
H. Extend Maintenance agreement for duplo machine to make copies to support implementation of curriculum.	Principal	Annual Charge	See Goal #1 Strategy #1H			
I. Extra Clerical support will be provided to support the school.	All staff	August 2014 through June 2015	See Goal #1 Strategy #1M			
J. Materials and supplies will be purchased to support the core instructional program.	All staff	August 2014 through June 2015	See Goal #1 Strategy #1N			

Strategy #2

STRATEGY:
The School will ensure opportunity and educational access/interventions and enrichment for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. ISP #1 to provide interventions to second through fifth grade students in reading and math	Principals, Coach, Teacher and ISP	December 2014 through June 2015	Goal #1 Strategy #2A			
B. ISP #2 to provide intervention and enrichment to second through fifth grade students in reading and math	Principals, Coach, Teacher and ISP	January through June 2015	Goal #1 Strategy #2B			
C. Materials and Supplies needed for math intervention will be provided to the ISP's.	Principal, Teachers, Coach, ISP	December 2014 through June 2015	Goal #1 Strategy #2C			
D. Provide time for grade levels to develop and review goals that focus on student areas of need at after school grade level meetings	Principal, Coach, Teachers	Meetings scheduled 3 times a month, teachers determine subject they need to discuss.	No additional cost			
E. Ensure access to consumable and supplemental materials needed to implement project based math learning opportunities.	Principal, coach, teachers	Dublo Machine agreement	maintenance agreement			
F. Student monitoring, COST meetings will be held at least 1 day a month to address the needs of at risk students.	Principal, ORC, COST/SST Team	September 2014 through June 2015 - Hire 2 substitutes per day	Goal #1 Strategy #2G			
G. Student monitoring SST meetings will be held at least 1 day a month to address the needs of at risk students.	Principal, ORC, COST/SST Team	September 2014 through June 2015 - Hire 2 substitutes per day	Goal #1 Strategy #2H			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
H. IEP Meetings, annual and tri-annual, will be held throughout the year so we are in compliance with requirements.	Special Ed. Teachers, Psych, Speech Therapist, Principal	September 2014 through June 2015- Hire 2 substitutes per day, one for Sped teacher and one for Gen Ed. teacher	Goal #1 Strategy #2J			
I. Special Ed Team members will meet every second Monday of the month to determine the dates for IEPs, concerns about students and needs of Gen Ed teachers in supporting students in math.	Special Ed. Teachers, Psych, Speech Therapist, Principal	September 2014 through June 2015	No site expense			
J. Conduct Student Monitoring Conferences two times per year to determine student progress in math and identify students who may be at risk and plan interventions.	Principal, Coach, Teachers	Winter and Spring 2015	Goal #1 Strategy #1G			
K. Provide Publications needed for progress monitoring, assessments, interventions, tutoring, and teaching.	Teachers, Principal, and Coach	September 2014 through June 2015	See Goal #1 Strategy #2L			

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Organize parent meetings for incoming TK/Kindergarten students so parents are aware of school routines, academic and social expectations	District, Pricipal, TK/Kinder Teachers	August for TBE, June 2015 for incoming 2015 Kinder students	Goal #1 Strategy #3A			
B. Hold TK Program Options Parent meeting	Principal, TK/Kindergarten teachers, ELS Personnel	December 2014/January 2015	No site expense			
C. Provide Ready, Set, Go! TK/K Readiness Program for students who have no prior school experience	DO, Principal	July 2015	No site expense			

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students transition to Middle School or K - 8 school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide 5th grade students and their parents with information about transitioning to 6th grade, to another school setting	Principal, Parents, Teachers, DO personnel	Parent Meetings - May/June 2015 One in the evening and one during day	Goal #1 Strategy 4A			
B. Provide time for Special Ed teachers to hold transition meetings.	RSP and SDC teachers	May/June 2015	District Expense			
C. Offer parents choice during Open Enrollment/ School of Choice.	DO personnel, Principal	3 times during the year Fall 2014, December 2014 and Spring 2015	District Expense			

Strategy #5

STRATEGY:

The school will provide professional development to support the full implementation of the State approved math curriculum and support the Common Core State Standards for math.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide Math CCSS grade level specific Professional Development.	Coach, DO, teachers, Pricipal	August 2014 through June 2015	No site expense			
B. Provide technology PD to include implementation of iPads for student learning of math.	Principal, Lab Tech., Coach	October 2014 through June 2015	No site expense			
C. Provide opportunity for 4 teachers to attend National Science Teacher Association (NSTA) Conference, including travel and related materials.	Principal, Leadership Team	December 2014	Goal #1 Strategy #5C			
D. Provide opportunity for Principal, Site Tech and one teacher from each grade level to attend Computer User Educator Conference (CUE), including membership, travel and related materials.	Principal, Leadership	March 2015	Goal #1 Strategy #5D			
E. Coach will provide PD based on teacher/coach identified need to improve instructional practice in Math.	Coach, Teacher, Principal	August 2014 through June 2015	No site expense			

Strategy #6

STRATEGY:

The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hold quarterly Title I meetings: Coffee with the principal meetings, in which parents learn how they can assist their child at home in language arts and learn about school goals.	Principal, Parents, ORC	September 2014 through June 2015	Goal #1 Strategy #6A			
B. Hold Meetings to jointly develop Parent Compact	Principal, Teachers, ELAC and SSC	August 2014 through June 2015	No site expense			
C. Meetings to jointly develop Parent Involvement Policy	Principal, ELAC,SSC	August 2014 through June 2015	No site expense			
D. Offer Parent/Teacher Conferences	TK-5th teachers	November 2014, February 2015	No additional cost			
E. Conduct Awards Assemblies every trimester and Celebration of Learning Awards Assemblies	Principal, Coach, PTA, Parents	November 2014 through June 2015	Goal #1 Strategy #6E			
F. Encourage parents to attend SST/IEP Meetings	Principal, ORC, Special Ed Team	September 2014 through June 2015	Goal 1 strategy #2J			
G. Conduct an Annual Survey to help identify parent needs to support their children	Principal, Office Staff	January 2015	Goal #1 Strategy #6G			
H. Presentation of parent workshops which focus on parenting skills will be conducted by ORC and School Counselor	ORC, Counselor, Parents	October 2014 through June 2015	Goal #1 Strategy #6H			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
I. Classified extra help will be made available for translation and parent support at parent conferences and evening Title I meetings.	Classified Staff, Teachers, Principal	September 2014 through June 2015	Goal #1 Strategy #61			

Strategy #7

STRATEGY:
The school will support the district implementation of the After School Education and Safety-ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with and communicates with school staff as needed 	Principal, Teacher Liaison, City Staff and ASAP Coordinator	September 2014 through June 2015	No site expense			
B. ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	School ASP liaison, ASES district administrator, city employees, Principal	September 2014 through June 2015	Centralized Services	None Specified		0

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #3:

- A. AMAO #1: 100% of all English Learners will advance one level on the CELDT
- B. AMAO #2: 21.4% of all EL students who have been in language instruction for less than five years will reach English proficiency level on CELDT. 47% of all EL students who have been in language instruction for less than five years will reach English proficiency level on CELDT
- C. AMAO #3: Student scores on the reading and math Interim Formative Assessment will increase by 10% or more between the Winter and Spring assessments.
 1. EL students in K-5th grade will score at benchmark on the DIBELS assessments.
 2. EL students in K-5th grade will score at benchmark on the Envisions End of Year test.
- D. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, GATE, Hispanic and Foster Youth.

Data Used to Form this Goal:

- CELDT
- CMA/CAPA
- INSPECT
- DIBELS
- Essential Skills
- Envision assessments
- Interim Formative Assessments
- Number of students redesignated

Findings from the Analysis of this Data:

To attain safe harbor the following are expectations for CELDT results:

Kindergarten – 32% increase at least one level on the CelDt

- 1ST Grade – 36% of EL students increase at least one level on the CELDT
- 2nd grade: 35.2% of EL students increase at least one level on the CELDT.
- 3rd grade: 34.5% of EL students increase at least one level on the CELDT
- 4th grade: 41.5% of EL students increase at least one level on the CELDT
- 5th grade: 47% of EL students increase at least one level on the CELDT
- 6th grade: 56% of EL students increase at least one level on the CELDT

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods to identify student strengths and weaknesses
- Teachers will plan interventions during UA time that they implement or the ISPs implement to support student growth
- Weekly meetings with the academic coach and principal to determine needs and plan site strategies
- RTI
- Progress Monitoring
- SMART Goals

Strategy #1

STRATEGY:

The School will ensure the full implementation of the State approved ELD curriculum and support the Common Core State Standards for ELD.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Implement the District Master Plan for English Learners	Principal, Coach, TK-5th Teachers	August 2014 through June 2015	No site expense			
B. Teachers will Implement ELD teaming daily.	K-5th Teachers	September 2014 through June 2015	No site expense			
C. Teachers will implement the district-adopted ELD curriculum.	K-5th Teachers	August 2014 through June 2015	No site expense			
D. Classroom visits made by principal and coach to provide support for implementation of effective EL instruction using SIOP strategies to teach other subjects.	Principal, Coach, EL Tosa	August 2014 through June 2015	Goal #1 Strategy #1C			
E. EL students will participate in the Accelerate Reader program and AR STAR Tests to monitor growth in reading.	Teachers, Library Tech	September 2014 through June 2015	Goal #1 Strategy #2D			
F. EL student progress will be monitored in student Monitoring conferences and grade level meetings	TK-5 Teachers, Principal	Winter 2015 and Spring 2015	Goal #1 Strategy #1G			
F. ELRT team will develop a Catch-Up Plan for each student in 3rd-5th grade identified long term EL by the School/ELS department.	District EL department, Principal, Coach, 3rd-5th teachers	January 2015 through June 2015	LCFF Targeted: decrease the number of LTEL at site	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1139
G. Teachers will work together to conduct peer observations to increase understanding of implementation of SIOP strategies.	Teachers, Principal	January 2015 through June 2015	No site expense			
H. Extra clerical support will be provided to support the school.	All staff	August 2014 through August 2015	See Goal #1 Strategy #1M			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
I. Materials and supplies will be purchased to support the core instructional program.	All Staff	August 2014 through August 2015	See Goal #1 Strategy #1N			

Strategy #2

STRATEGY:

The School will ensure opportunity and educational access/interventions and enrichment for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. ISP #1 to provide interventions to second through fifth grade EL students in reading and math	Teachers, Coach, Principal, ISP	December 2014 through June 2015	Goal #1 Strategy #1A			
B. ISP #2 to provide intervention and enrichment to second through fifth grade EL students in reading and math	Teachers, Coach, Principal, ISP	January 2015 through June 2015	Goal #1 Strategy #1B			
C. Intervention materials will be utilized to support EL students during ELD instruction, intervention, and tutoring before/after school.	Principal, ISP, Teachers, Coach	August 2014 through June 2015	Goal #1 Strategy #2C			
D. Intermediate proficiency CELDT level ELs in grades 3rd-5th will participate in intensive tutoring in ELD.	Principal, Teacher tutors, Coach	August 2014 through September 2014	Teacher Tutors	2000-2999: Classified Personnel Salaries	Title III	3289
E. EL students who require additional support will be identified and provided with intervention.	Principal, Teacher Tutors, Coach	August 2014 through September 2014	Teacher Tutors	2000-2999: Classified Personnel Salaries	Title III	4277
F. Subscriptions and Apps for ELs will be purchased to focus on foundational skills needed to access the CCSS.	TK-5 Teachers, Principal, Coach	October 2014 through June 2014	Goal #1 Strategy #1F			
G. Academic incentives will be provided to motivate and engage students.	Teachers, PTA, Principal, Librarian	September 2014 through June 2015	Goal #1 Strategy #2E			

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Organize parent meetings for Incoming TK/Kindergarten students so parents are aware of school routines, academic and social expectaions	District, Principal, TK/Kinder teachers	August for TBE K, June 2015 for incoming 2015 Kinder students	Goal #1 Strategy 3A			
B. Provide Ready, Set, Go! TK/Kinder Readiness Program for students who have no prior school experience.	DO, Principal	July 2015	No site expense			
Hold TK Program Options Parent Meeting.	Principal, ELS Personnel	December 2014/January 2015	No site expense			

Strategy #4

STRATEGY:

The school will implement a transition plan for 5th grade students transition to Middle School or K - 8 school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide 5th grade students and their parents with information about transitioning to another school setting.	Principal, Parents, Teachers, DO personnel	Parent meetings - May/June 2015 One evening and 1 during the day	Goal #1 Strategy #6A			
B. Provide time for Special Ed teachers to hold transition meetings.	RSP and SDC teachers will meet with teachers at the next school students will attend.	May/June 2015	No site expense			
C. Offer parents choice during Open Enrollment and School of Choice.	DO, Principal	3 times during the year Fall 2014, December 2014, spring 201	No Site expense			

Strategy #5

STRATEGY:
The school will provide professional development to support the full implementation of the State approved ELD curriculum and support the Common Core State Standards for ELD.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will attend district provide training in ELD/CCSS.	TK-5 Teachers, DO	August 2014 through June 2015	No site expense			
B. EL Specialist will provide instructional support to teachers and grade level teams as needed.	Teachers K-6, EL TOSA	August 2014 through June 2015	No site expense			

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hold monthly ELAC meetings to provide information on programs and interventions for EL students and offer child care.	Principal, ELAC Board, Parents, ORC	Monthly September 2014 through June 2015	Classified extra hours for child care	2000-2999: Classified Personnel Salaries	Discretionary	1233
B. Offer Classified Extra help for translation and parent support at Meetings and Conferences.	Principal, classified staff	September 2014 through June 2015	Goal #1 Strategy #6I			
C. Conduct and annual needs assessments to find out topics of interest or needs of EL parents and students.	Principal, Parents, ORC	November 2014	No site expense			
D. Parent Option Meetings will be held to inform EL parents of instructional programs.	Principal, EL services personnel, teachers	August 2014 through June 2015 As needed	No site expense			
E. Reclassification Meetings will be held with parents.	Principal, EL TOSA, Coach	May/June 2015	No site expense			
F. Hold meetings to jointly develop Parent Compact	Principal, Teachers, Parents, ELAC and SSC	September 2014	No site expense			
G. Hold meetings to jointly develop Parent Involvement Policy	Principal, Teachers, Parents, ELAC and SSC	September 2014	No site expense			
H. Hold quarterly Title I meetings. In Coffee with the principal meetings parents learn how they can assist their child at home.	Principal, Parents, ORC	September 2014 through June 2015	Goal #1 Strategy #6A			
I. Offer Parent/teacher Conferences to discuss student progress.	TK-5 teachers	November 2014, February 2015	No additional site expense			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
J. Conduct Awards Assemblies every trimester and Celebration of learning Awards Assemblies	Principal, Coach, PTA, Parents	November 2014 through June 2015	Goal #1 Strategy #6E			
K. Encourage parents to attend SST/IEP meetings	ORC, Special Ed Team	September 2014 through June 2015	Goal #1 Strategy #2J			
L. Presentation of parent workshops which focus on parenting skill will be conducted by ORC and School Counselor	ORC, Counselor, Parents	October 2014 through June 2015	Goal #1 strategy #6H			
M. Classified extra help will be made available for translation and parent support at parent conferences and evening Title I meetings.	Classified Staff, Teachers, Pricipal	September 2014 through June 2015	Goal #1 Strategy #6I			
N. Send Connect Ed messages to keep parents informed.	Principal, Office Staff	August through June	No additional cost			

Strategy #7

STRATEGY:
The school will support the district implementation of the After School Education and Safety-ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with and communicates with school staff as needed 	Principal, Teacher Liaison, City Staff ans ASP coordiantor	September 2014 through June 2014	No site Expense			
B. ASES Administrator and Liaison meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services	Principal, Teacher Liaison, City Staff ans ASP coordiantor	September 2014 through June 2014	No site Expense			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #4:

A. Positive Behavior Plan

- All students will be educated in learning environments that are safe, drug-free and conducive to learning.
- Students will be supported in attending school on time on a daily basis.
- All students will be supported in building positive peer relations.
- The number of office referrals will decrease by at least 10% from last year.

B. Emergency Preparedness

- All staff and students will be able to follow Oxnard School District Crisis Intervention/Emergency Operation Plan aligned with FEMA and SEMA requirements.
- All staff and students will participate in regular safety drills.

H. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, GATE, Foster Youth and Hispanic.

Data Used to Form this Goal:

Office Referrals
Discipline files
Suspension report
Attendance reports
Review of School Safety Plan
Review of OSD Crisis Intervention/Emergency Operation Plan

Findings from the Analysis of this Data:

Increase in complaints about bullying
Increased concern for student behaviors by teachers and the negative impact this is having on their ability to teach and the learning of other students in the room.
Parent concerns
Continue training for CHAMPS
Staffing changes require review of Safety Plan

How the School will Evaluate the Progress of this Goal:

RtI/COST meetings to monitor attendance and behavior data
Student Monitoring Conferences
Staff meetings
Teacher referrals to office
Safety/Disaster Committee meetings

Strategy #1

STRATEGY:

The School will ensure the full implementation of a positive behavior support system aligned with CHAMPS.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Attendance rates will be monitored and MiniSARB meetings will be held for those students with excessive tardies or absences.	ORC, Attendance Clerk, Principal	August 2014 through June 2015	No additional expense			
B. Incentives will be provided to increase or reward attendance.	ORC, Attendance Clerk, Counselor, Principal	September 2014 through June 2015	LCFF Targeted: Attendance incentives	0000: Unrestricted	LCFF - Targeted	1404.00
C. Continue Implementation of CHAMPS -a Positive Student Behavior Support Program.	Principal, CHAMPS team, teachers, ORC, Playground supervisors, Coach, Counselor, Librarian, Lab Tech, Office Staff	August 2014 through June 2015	LCFF Targeted: Positive student behavior program materials and supplies	4000-4999: Books And Supplies	LCFF - Targeted	1000.00
D. Increase Campus Supervision to ensure safety of students.	Principal	August 2014 through June 2015 Hire 6 playground aides	Playground, cafeteria and safety supervision	2000-2999: Classified Personnel Salaries	Discretionary	67539.00
E. Establish school wide expectations by use of CHAMPS to promote a safe, nurturing learning environment.	Principal, Teachers, CHAMPS team	August 2014 through June 2015	No additional Expense			
F. Recognize positive behavior during trimester award assemblies focusing on monthly character trait with use of incentives.	Teachers, Counselor, ORC, Principal	November 2014 and June 2015	Goal #4 Strategy #1C			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
G. Develop a Tier I school-wide positive behavior support and progressive discipline matrix	Principal, Counselor, ORC, Psychologist, Teachers	January 2015 and June 2014	extra hours	1000-1999: Certificated Personnel Salaries	Discretionary	400
			extra hours	2000-2999: Classified Personnel Salaries	Discretionary	100
H. All staff and students will participate in monthly emergency preparedness drills -fire, earthquake, and lock down drills.	All staff Certificated and Classified	September 2014 through June 2015	No site expense			
I. A schoolwide evacuation drill will be conducted annually.	All staff Certificated and classified	August 2014 through June 2015	No site expense			
J. The Safety/Disaster Committee will monitor the Safety Plan and make revisions as necessary.	TK-5 Teachers	January 2015 through June 2015	No site expensive			
K. Ensure Confidentiality of documents and information	Principal, School office manager, Special Ed team	August 2014 through June 2015	Contract for shredding services- Sred-it (Cintas)	5000-5999: Services And Other Operating Expenditures	Discretionary	135.00
L. Purchase and monitor use of recess and PE equipment.	Principal and Campus Supervisors	August 2014 through June 2015	Purchase variety of balls, jump ropes, hoolas and crates for storage	4000-4999: Books And Supplies	LCFF - Discretionary	3000
M. Implement new procedures during drop off/pick up of students to ensure student safety and alleviate traffic jams.	Principal and safety Committee	January 2015 through June 2015	facilities cost for repainting curbs and grounds, putting up signs	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	1467
			purchase equipment necessary such as cones, bull horns, safety vests, etc.	4000-4999: Books And Supplies	LCFF - Discretionary	1200

Strategy #2

STRATEGY:
The School will ensure opportunity and educational access/interventions and enrichment for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hold Rtl/SST consultation meetings to discuss additional assistance for students with behavior once a month.	Principal, ORC, COST/SST Team, Counselor	September 2014 through June 2015	Teacher substitutes	1000-1999: Certificated Personnel Salaries	Title I	1708
B. Implement a school-wide referral process of on site counseling services.	Principal, Counselor, ORC, COST/SST Team, Teachers, Coach	January 2014 through June 2015	Goal #1 Strategy #6H			
C. Students and families requiring additional assistance with behavior and family issues may be referred to Triple P.	Teachers, Counselor, ORC, Principal	August 2014 through June 2015	Goal #1 Strategy #6H			
D. Implement Second Step Curriculum to instill social/emotional skills with students identified as needing additional support.	Counselor	August 2014 through June 2015	No additional site expense			
E. Run different student groups for intervention/enrichment of social/emotional and leadership skills.	ORC, Counselor	August 2014 through June 2015	No additional site expense			

Strategy #5

STRATEGY:
 The school will provide professional development to support the full implementation of positive behavior support program and emergency preparedness.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Staff will participate in PD for CHAMPS to support positive student behavior.	Principal, CHAMPS Team	August 2014 through June 2015 SIP Day focus, outside consulted for refresher of program	LCFF Targeted: Positive student Behavior Program PD	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	3000.00
			LCFF Targeted: Positive student Behavior Program materials and supplies	4000-4999: Books And Supplies	LCFF - Targeted	500.00
B. In class support for implementation of CHAMPS will be made available to teachers who may want a CHAMPS team member come to their class.	Teachers, CHAMPS team	August 2014 through June 2015	Teacher substitute to release CHAMPS team member	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	569
C. Staff training will be provided during staff meetings for Disaster preparedness drills; fire, earthquake, evacuation, and lock down drills.	Principal, Safety/Disaster Committee, SRO	August 2014 through June 2015	No site expense			

Strategy #6

STRATEGY:

The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Students and Parents needing additional behavior support will be referred to Triple P or Parent Project classes.	SST/COST Team, ORC, Counselor	August 2014 through June 2015	Goal #1 Strategy #6H			
B. Parents will be informed of CHAMPS goals and objectives at ELAC, SSC, PTA, Coffee W/Principal meetings and special presentations.	Principal, ORC, Counselor	August 2014 through June 2015	No site expense			
C. Outreach and support will be provided for student and families that are experiencing hardship.	Principal, ORC, Parents	August 2014 through June 2015	Goal #1 Strategy #2G			
D. Counseling will be offered for students and families in need.	Principal, ORC, Parents	August 2014 through June 2015	Goal #1 Strategy #6H			

Strategy #7

STRATEGY:
The school will support the district implementation of the After School Education and Safety-ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>A. Teacher Liaison:</p> <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with and communicates with school staff as needed 	Principal, Teacher Liaison, City Staff and ASP Coordinator	September 2014 through June 2015	No site expense			
<p>B. ASES Administrator and Liason meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.</p>	Principal, Teacher Liaison, City Staff and ASP Coordinator	September 2014 through June 2015	No site expense			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified		0.00
0000: Unrestricted	Discretionary	100.00
1000-1999: Certificated Personnel Salaries	Discretionary	9,466.00
2000-2999: Classified Personnel Salaries	Discretionary	86,767.00
4000-4999: Books And Supplies	Discretionary	51,122.00
5000-5999: Services And Other Operating	Discretionary	18,385.00
5800: Professional/Consulting Services And	Discretionary	4,509.00
1000-1999: Certificated Personnel Salaries	District Funded	210,577.00
2000-2999: Classified Personnel Salaries	District Funded	144,414.00
5000-5999: Services And Other Operating	District Funded	12,930.00
4000-4999: Books And Supplies	LCFF - Discretionary	13,700.00
0000: Unrestricted	LCFF - Targeted	1,404.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	19,784.00
4000-4999: Books And Supplies	LCFF - Targeted	19,845.00
5000-5999: Services And Other Operating	LCFF - Targeted	1,467.00
5800: Professional/Consulting Services And	LCFF - Targeted	13,000.00
0001-0999: Unrestricted: Locally Defined	Title I	15,924.00
1000-1999: Certificated Personnel Salaries	Title I	37,824.00
2000-2999: Classified Personnel Salaries	Title I	2,846.00
4000-4999: Books And Supplies	Title I	3,500.00
1000-1999: Certificated Personnel Salaries	Title III	10,255.00
2000-2999: Classified Personnel Salaries	Title III	8,234.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Discretionary	170,349.00
District Funded	367,921.00
LCFF - Discretionary	13,700.00
LCFF - Targeted	55,500.00
Title I	60,094.00
Title III	18,489.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Increased student achievement in Language Arts, Mathematics, English Language Development and monitor the implementation of CHAMPS

Identify the major expenditures supporting these priorities.

ISP teachers; Extra hours teacher tutoring before and/or after school; CHAMPS training; Lesson planning and peer support; and Substitutes for DIBELS and ELS.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

ISP support for interventions, Extra hours tutoring before or after school

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

All teachers being trained in CHAMPS and full implementation of program.

What specific actions related to those strategies were eliminated or modified during the year?

Provide training for all staff, including all classified employees, in CHAMPS.

Identify barriers to full or timely implementation of the strategies identified above.

Difficult to get identified students to before or after school academic support due to transportation.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Give opportunity to students who are invited to tutoring the opportunity to attend after school program and offer intervention in the morning.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Data was student attendance at tutoring; comparison of CELDT scores for those student who did and then who didn't benefit from additional tutoring.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

AR participation by students - those who met their reading goals for the year scored higher on the STAR test and DIBELS test. We will wait this year to see if the tutoring for 3 weeks before CELDT administration was of benefit to students who received this tutoring. ISP interventions impacted student learning. When students met their grade level goal they were exited and more students added.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Tutoring that was not carried out specifically on one standard. Some teachers tried to teach too many standards.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications:
Same pretest and posttest will be used to measure student growth. Identify focus standards to be taught and do those with fidelity.

Involvement/Governance

How was the SSC involved in development of the plan?

They met regularly, reviewed student data, reviewed plan, provided input and approved plan.

How were advisory committees involved in providing advice to the SSC?

ELAC, PTA were both given the same information report as SSC. There are reps from both groups on SSC and they know they can provide advice as a member or as a visitor to SSC.

How was the plan monitored during the school year?

Leadership looked at assessment data when there was a school wide formative assessment, the coach and Principal reviewed data from formative assessments, targeted weaknesses at grade levels and then met with those grade levels to develop a plan.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
More focused grade level meetings 3 times a month, more classroom observations by the coach and principal, hold student monitoring conferences.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.
All parent meetings did take place - ELAC, SSC, PTA, Title I parent meetings, etc.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
All students in Kindergarten will exit K at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme segmentation, and Nonsense Word Fluency on DIBELS.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
Minimally effective strategies can be identified in some before and after school tutoring where siblings of students attended along with the targeted student because parents needed to drop them both off at once. This caused too many grade level academic needs for one teacher to handle and not many teachers are willing to tutor before and after school for the weeks or months needed.

Based on this information, what might be some recommendations for future steps to meet this goal?
More ISP teachers as some schools have so there could be 2 for math and 2 for ELA. ISPs might be more effective if they served in a push in capacity rather than pull out.

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
Bertha M. Anguiano	[X]	[]	[]	[]	[]
Bibi Nuno	[]	[]	[]	[X]	[]
Alison Grau	[]	[]	[]	[X]	[]
Jacqueline Hernandez	[]	[]	[]	[X]	[]
Ana Garcia	[]	[]	[]	[X]	[]
Pedro Flores	[]	[]	[]	[X]	[]
Raquel Cabral	[]	[]	[X]	[]	[]
Sandra Garcia	[]	[X]	[]	[]	[]
Heather Baca	[]	[X]	[]	[]	[]
Wendi Bowles	[]	[X]	[]	[]	[]
Numbers of members of each category:	1	3	1	5	

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

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

	Signature
	<i>Ana Garcia</i>
	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 January 26, 2015..

Attested:

Bertha M. Anguiano
Typed Name of School Principal

Bertha M. Anguiano
Signature of School Principal

1/26/15
Date

Alison Grau
Typed Name of SSC Chairperson

Alison Grau
Signature of SSC Chairperson

1/26/15
Date



Emilie Ritche Elementary
2200 Cabrillo Way
Oxnard, CA 93030
805-385-1572 Fax 805-981-4685
Principal: Bertha M. Anguiano



School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ that parents play an integral role in assisting their child's learning;
 - Parents receive information about how they can assist their child instructionally at Parent/Teacher conferences and during quarterly Coffee with Principal meetings.
- ✓ that parents are encouraged to be actively involved in their child's education at school;
 - Parents are invited to volunteer in their child's classroom according to district procedures.
 - Parents are invited to assist the PTA with organizing special educational opportunities.
 - Parents are invited to attend Family Nights for Reading, Math and Technology
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - Parents are part of the School Site Council, site English Learner Advisory Committee and District English Learner Advisory Committee.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the informational packet which is distributed annually at the beginning of the school year. Teachers review the Emilie Ritche School Compact and policies with the students at the beginning of the year. Parents

are asked to read and discuss the Emilie Ritchen School Compact with their students and sign and return an acknowledgment form.

- ✓ Emilie Ritchen School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Emilie Ritchen School will make the School Parental Involvement Policy available to the local community. The Compact and Involvement Policy will be available on the school website, in the school office, handed out at Back to School Night in the fall, and to parents who register after the start of the school year.
- ✓ Emilie Ritchen School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Emilie Ritchen School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Emilie Ritchen School convenes an annual and regular meeting to inform parents of the following:

- ✓ That their child's school participates in Title I
- ✓ About the requirements of Title I
- ✓ Of their rights to be involved, (a copy of the district's district-wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Emilie Ritchen School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information

- Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ Monthly Newsletters provide information on school activities and events.

If requested by parents, opportunities at regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

- ✓ School Site Council
- ✓ English Learner Advisory Committee
- ✓ Coffee With Principal

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Elections for School Site Council and ELAC members.
- ✓ Requests for PTA Volunteers at parent meetings and through the monthly newsletter.
 - Appointments of PTA Board Members at PTA meetings.
- ✓ Participation of a parent on the Superintendent's Parent Advisory Council.
 - This parent reports back to ELAC and SSC.
- ✓ Notifications of all parent meetings, special events and activities via the monthly school newsletter, school marquee and through Connect Ed phone messages.
- ✓ Holding Family Math, Literacy and Technology Nights to provide parents with information on grade level standards, curriculum and ways to help their children at home.
- ✓ Providing appropriate opportunities for parent education through various agencies and programs including the Parent Project and Triple P. All classes are available in English and Spanish.



Emilie Ritche Elementary
2200 Cabrillo Way
Oxnard, CA 93030
805-385-1572 Fax 805-981-4685
Directora: Bertha M. Anguiano



Póliza de Involucramiento de Padres

DECLARACION DE PROPOSITO:

El involucramiento de padres y miembros de la comunidad es un componente esencial para nutrir a nuestros estudiantes. Se hicieron todos los esfuerzos para invitar y considerar a padres y la participación de la comunidad para asegurar el éxito de nuestros estudiantes. Un equipo de padres, maestros y administradores desarrollo las siguientes pólizas de involucramiento de la escuela/padres/comunidad.

El involucramiento de padres significa la participación de padres en comunicación constante de dos vías y participar en el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo asegurar

- ✓ que los padres juegan un papel integral en el aprendizaje de sus hijos;
 - Los padres recibirán información de cómo pueden ayudar educativamente a sus hijos en las conferencias de padre/maestro y durante la reuniones de Café con la Directora dadas cada cuarto de año.
- ✓ que se les anima a los padres para que participen activamente en la educación de sus hijos en la escuela.
 - Se invita a los padres a ayudar en el salón de sus hijos de acuerdo con las pólizas del distrito.
 - Se invita a los padres a ayudar a la PTA en la organización de oportunidades educativas especiales.
 - Se invita a los padres a asistir a las Noches Familiares de lectura, matemáticas y tecnología.
- ✓ que los padres son socios de pleno derecho en la educación de sus hijos y se incluyen, en su caso, en tomar decisiones, y en los comités asesores para ayudar en la educación de sus hijos.
 - Los padres son parte del Consejo Escolar y el Comité Asesor de Aprendices al Ingles

Información sobre pólizas escolares y oportunidades de involucramiento se comunican a través de contacto directo de padres de las siguientes maneras:

- ✓ Las Pólizas de Involucramiento de los Padres/de la Comunidad y el Contrato de Escuela-Padre se distribuyen a los padres y estudiantes en el paquete informativo que se distribuye anualmente al inicio del año escolar. Los maestros revisan el Acuerdo y

las pólizas con los estudiantes de la Escuela Emilie Ritchen al inicio del año escolar. Los padres deben leer y discutir el Contrato entre la Escuela Emilie Ritchen con sus hijos y firmar y devolver el formulario de reconocimiento

- ✓ La escuela Emilie Ritchen notifica a los padres acerca de la Póliza de Involucramiento de Padres en un formato comprensible y uniforme y, de medida posible, distribuye las pólizas a los padres en un idioma que los padres puedan entender.
- ✓ La escuela Emilie Ritchen hará las Pólizas de Involucramiento de Padres a la disposición de la comunidad local. Las pólizas de Acuerdo e Involucramiento estará disponible en el de la escuela, en la oficina de la escuela, se entregara en el otoño durante La Noche de Regreso a la Escuela, y para los padres que se inscriban después del inicio del año escolar.
- ✓ La escuela Emilie Ritchen actualiza periódicamente la Póliza de Involucramiento de Padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- ✓ La escuela Emilie Ritchen ha adoptado el contrato de la escuela de Escuela-Padre como un componente de su Póliza de Involucramiento de Padres.

POLIZAS DE LA ESCUELA, OPORTUNIDADES DE INVOLUCRAMIENTO Y REUNIONES

La escuela Emilie Ritchen tiene reuniones anualmente y regularmente para informar a los padres de lo siguiente:

- ✓ Que la escuela de sus hijos participe en el Título 1
- ✓ Acerca de los requisitos del Título 1
- ✓ Acerca de sus derechos de participar (una copia de la Póliza de Involucramiento de los Padres del distrito)
- ✓ Acerca de la participación de la escuela en el Título I (estado del programa de ayuda específica)

Además, la escuela Emilie Ritchen lleva a cabo un foro abierto para los padres y miembros de la comunidad para involucrar más a los padres en el desarrollo y el acuerdo en común de la Póliza de Involucramiento de los Padres en la escuela.

Los padres son proporcionados con una descripción y explicación del plan de estudios en uso en la escuela, acerca de las formas de evaluación académica para medir el progreso del estudiante, y los niveles de competencia que los estudiantes deben cumplir.

- ✓ El Cuaderno de Recursos de Padres y de la Comunidad incluirá:

- Póliza de Involucramiento de Padres
 - Calendario de la Escuela/Reuniones
 - Guía de Padres/Estudiantes
 - Aplicaciones / Información acerca de Voluntarios
 - Información de Evaluación
 - Descripciones del plan de estudios para Artes del Lenguaje Inglés y Matemáticas y otras áreas de contenido.
- ✓ El sitio Web de la escuela proporciona información acerca del personal, actividades en el salón y recursos para los padres.
 - ✓ El boletín mensual proporciona información de actividades y eventos en la escuela.

Si los padres solicitan, se les dará la oportunidad en las reuniones regulares formular sugerencias y participar, según corresponda, en decisiones relacionadas a la educación de sus hijos, y se tratará de responder a cualquier sugerencias tan pronto sea posible. A los padres y miembros de la comunidad se les dará respuestas oportunas a sus inquietudes y sugerencias.

- ✓ Consejo Escolar
- ✓ Comité Asesor de Aprendices al Inglés
- ✓ Café con la Directora

El Acuerdo de la Escuela/Padres/Estudiantes es una parte de la Póliza de Involucramiento de los Padres. El Acuerdo fue desarrollado por maestros, padres y administradores. En él se describen las responsabilidades de la escuela y los padres para mejorar el desempeño de los estudiantes y los medios de cómo hacerlo.

Desarrollo de capacidades para la participación de los padres y la comunidad se muestra en la Póliza de Involucramiento de Padres del distrito. Incluyendo las siguientes actividades específicas:

- ✓ Elecciones para el Consejo Escolar y miembros de ELAC.
- ✓ Peticiones de voluntarios para la PTA durante las reuniones y a través del Boletín mensual.
 - Nombramiento de miembro de la junta de PTA en las reuniones de la PTA.
- ✓ La participación de los padres en el Consejo Asesor de Padres del Superintendente.
 - El padre da el informe durante las reuniones del ELAC y del Consejo Escolar.
- ✓ Las notificaciones de todas las reuniones de padres, eventos y actividades especiales a través del boletín mensual, el letrero enfrente de la escuela y a través de mensajes de teléfono de conexión ed.
- ✓ Tener Noches Familiares de Matemáticas, Lectura y Tecnología para proporcionar información a los padres acerca de las normas de nivel de grado, plan de estudios y maneras de cómo puede ayudar a sus hijos en casa.
- ✓ Brindar oportunidades adecuadas para la educación de los padres a través de agencias y programas que incluye el Proyecto de Padres y Triple P. Todas las clases están disponibles en inglés y español.

The Single Plan for Student Achievement

School: Rose Avenue Elementary School-The School of Science and Wellness
CDS Code: 5672538605370
District: Oxnard School District
Principal: Dr. Shannon Coletti
Revision Date: February 6, 2015

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:

Contact Person: Dr. Shannon Coletti
Position: Principal
Phone Number: 805.385.1575
Address: 220 South Driskill Street
Oxnard, CA 93030
E-mail Address: scoletti@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Rose Avenue Elementary School-The School of Science and Wellness's Vision and Mission Statements

Vision: Rose Avenue Elementary-The School of Science and Wellness, is dedicated to recognition of the unique value of each person; providing active learning in a safe, supportive environment; developing as a neighborhood school community, and promoting a partnership between home and school.

Mission: Rose Avenue Elementary-The School of Science and Wellness, is a place where everyone learns and everyone teaches. Our goal is to prepare the young to educate themselves throughout their lives. All students have potential and are winners-expect success!

School Profile

With the school Mission, Vision, and commitments in mind, Rose Avenue Elementary-The School of Science and Wellness, consistently and diligently works to improve successful gains in student achievement. Hard work and dedication to goals resulted in Rose Avenue consistently raising our test scores every school year. Rose has identified 47 students participating in our GATE,(Gifted and Talented Education) with a commitment to grow the program each school year.

Rose Avenue School was established in 1965, is one of twenty schools in the Oxnard Elementary School District. Rose Avenue School serves 772 Transitional Kindergarten, Kindergarten through-5th grade students on a traditional schedule. The school also contains two district preschools on the campus that serves 46 students, three special education classes, two computer labs with a full time computer technician, and a library with a full time library technician. In addition, Rose Avenue receives support from a speech pathologist, a resource teacher, an outreach specialist, an academic coach as well as support from a school psychologist.

The majority of focus behind the success at Rose Avenue School is in the area of teaching and learning. As we transition to the new Common Core State Standards (CCSS) with an emphasis on technology through the implementation of 1:1 devices for all students in grades K-5. We continue to use reading/language arts curriculum and Scott Foresman Mathematics in addition to implementing Language! from Cambium Learning and SIPP as two alternative reading intervention programs. The teaching staff at Rose is committed to the process of implementing CCSS and dedicated to higher level thinking and learning for all students. The principal monitors quality content area instruction through classroom visitations, grade-level meetings with teachers, and student monitoring conferences with individual teachers once each trimester.

Parents and community members are encouraged to get involved and play an active role in the development of the school. Understanding the school's education program, student achievement, and curriculum development assists both school and community in on-going program improvement. We make a commitment to provide the best educational program possible for students. The quality of our program is a reflection of our highly committed and dedicated staff. Rose Avenue School is a welcoming, stimulating and safe environment where students are actively involved in learning academics as well as positive values. Through constant evaluation of the Mission and Vision statement and our commitment as well as a critical analysis of best practices and changing needs, the staff at Rose Avenue School dedicate themselves to providing the best start in a journey of life-long learning for all students, families and community. Rose Avenue communicates this information to all stakeholders on a regular basis including SSC, ELAC, Title One , Coffee with the Principal and PTA meetings.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	540	511		0	0		3	2		0	0	
Growth API	681	710										
Base API	654	681										
Target	7	6										
Growth	27	29										
Met Target	Yes	Yes										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	536	508		449	426		518	491		63	50	
Growth API	681	711		671	703		681	708		540	553	
Base API	654	681		638	671		650	681		480	540	
Target	7	6		8	6		8	6				
Growth	27	30		33	32		31	27				
Met Target	Yes	Yes		Yes	Yes		Yes	Yes				

Conclusions based on this data:

1. Current interventions are helping our students make academic growth. We will continue with interventions such as tutoring, progress monitoring, Dibels to guide small groups, Math Topic/Common Core Assessments, ISP, UA, Lang!, SIPPS, teaming, math incentives and reading incentives.
2. API shows that sufficient growth is being made in all areas within the last 3 years however, we do not have results for 2014 as we participated in the online assessment statewide. We expect reported results this school year to establish a base line.
3. For the upcoming school year, we will strategically focus on students with specific disabilities, English Learners, Foster Youth and our GATE cohort.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		--			100	100		--		
Number At or Above Proficient	151	165		--			--			--		
Percent At or Above Proficient	28.0	32.3		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		99	100		100	99	
Number At or Above Proficient	150	164		118	131		148	156		6	8	
Percent At or Above Proficient	28.0	32.3		26.3	30.8		28.6	31.8		9.5	16.0	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. Interventions have been effective for all groups.
2. We have made significant growth from 2011-2013 in all subgroups however, we do not have results for 2014 as we participated in the online assessment statewide. We expect reported results this school year to establish a base line.
3. We need to focus on moving the percentage of proficient students up to our goal as well as support our English Learners, Foster Youth and grow our GATE cohort.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		--			100	100		--		
Number At or Above Proficient	225	245		--			--			--		
Percent At or Above Proficient	41.7	47.9		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	99	
Number At or Above Proficient	222	244		177	197		216	233		13	12	
Percent At or Above Proficient	41.4	48.0		39.4	46.2		41.7	47.5		20.6	24.0	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	Yes		No	Yes		No	Yes		--	--	

Conclusions based on this data:

1. Interventions are effective for our math goals.
2. We met all of our math goals in each subgroup however, we do not have results for 2014 as we participated in the online assessment statewide. We expect reported results this school year to establish a base line.
3. We need to continue with our math interventions during UA time and ISP small groups.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					6	5	29	24	88	72	123
1			9	10	24	27	27	30	30	33	90
2	1	1	15	14	37	35	41	39	12	11	106
3	1	1	8	11	36	51	14	20	12	17	71
4	1	1	21	27	40	51	13	16	4	5	79
5	1	2	27	42	25	39	9	14	2	3	64
Total	4	5	80	104	168	208	133	143	148	141	533

Conclusions based on this data:

1. We will continue teaching in differentiated ELD groups of no more than two adjacent levels using Avenues, The Academic Vocabulary Tool Kit and SIOP strategies.
2. At Rose Avenue we have two windows of opportunity for third through fifth grade learners to be reclassified.
3. Early Intermediate to Intermediate students in third through fifth grade require intensive English Language Development and embedded English Learner strategies in English Language Arts and other core subjects.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	484	466	466
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	484	466	466
Number Met	210	253	248
Percent Met	43.4%	54.3%	53.2%
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	460	122	442	114	468	114
Number Met	41	25	56	32	52	47
Percent Met	8.9%	20.5%	12.7%	28.1%	11.1%	41.2%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	

Conclusions based on this data:

1. According to the annual measurable achievement objectives the data suggests we met our goal in math, but not in English Language Arts.
2. However, a school wide action plan has been developed and is currently being implemented to support ELL's for the upcoming school year.
3. English Language Development is taught with fidelity as is math and language arts.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. According to AMAOs, data shows that district did not meet their targets for 2012-13.
2. District percentages dropped for AMAO 1 and 2.
3. At Rose Avenue, we have developed a school-wide action plan to meet our AMAO targets for 2013-14.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #1:

The percent of students scoring below proficiency on the previous year's ELA Assessment will reduce by 10%, as these students move towards Proficient or Advanced on common core assessments.

All students will increase performance by one level or maintain advanced level in ELA, using common core assessments. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Foster Youth, Special Education, SED and Hispanic.

- A. Kindergarten- All students will exit kindergarten at benchmark using First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.
- B. 1st Grade - All students will exit 1st grade at benchmark using Nonsense Word Fluency and Oral Reading Fluency.
- C. 2nd - 5th Grades: 80% of students and the significant sub-groups in 2nd - 5th Grades will score "benchmark" in Language Arts.
- D. The percent of students scoring below proficiency on the previous year's common core assessments will reduce by 10%, as these students move towards Proficient or Advanced.

Data Used to Form this Goal:

- DIBELS/IDEL (Kindergarten and 1st grades)
- HM Assessment Data
- Essential Literacy Skills Benchmarks for Kindergarten and 1st grades
- Accelerated Reader
- Interim Formative Assessments (IFA's) online

Findings from the Analysis of this Data:

- Kindergarten: 53.2% of the students attained the DIBELS benchmark for End of Year.
- 1st grade: 35.1 % of students attained the DIBELS benchmark for End of Year.
- 2nd-5th Grade Data will be available in the Winter and Spring of 2015 based on the administration of the Interim Formative Assessment.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings bi-monthly and after assessment periods.
- RTI
- Progress Monitoring
- SMART Goals
- Standardized Test Scores
- HM Assessment Data
- Dibels and Essential Skills
- Accelerated Reader
- Interim Formative Assessments (IFA's) online

Strategy #1

STRATEGY:

Rose Avenue Elementary-The School of Science and Wellness, will provide full implementation of the adopted Language Arts curriculum and appropriate curriculum. All Students will reach high standards, at a minimum attaining proficiency or better in Reading and Mathematics, by 2014-2015.

- A. Kindergarten- All students will exit kindergarten at benchmark using First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.
- B. 1st Grade - All students will exit 1st grade at benchmark using Nonsense Word Fluency and Oral Reading Fluency.
- C. 2nd - 5th Grades: 80% of students and the significant sub-groups in 2nd - 5th Grades will score "benchmark" in Language Arts.
- D. The percent of students scoring below proficiency on the previous year's common core assessments will reduce by 10%, as these students move towards Proficient or Advanced.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule grade-level collaboration meetings bi-monthly, with the use of floating substitute teachers, to analyze common core results of common core language arts assessments, identify strategic instructional strategies, and identify needed resources and supports.	Instructional Coach Teachers for each grade level Principal Assistant Principal	August 2014-June 2015 August 2014-June 2015 August 2014-June 2015	Substitute cost	1000-1999: Certificated Personnel Salaries	Title I	20,100.00
Teaming in Language Arts daily (grades 1-5) Language! (4-5) daily.	Teachers for their specific grades.		Not Applicable			
Academic Incentives	Principal, Assistant Principal, Coach, ORC and teachers	August 2014-June 2015		4000-4999: Books And Supplies	LCFF - Targeted	1,514.00
Provide materials for K-5 to support strand focus.	Principal Assistant Principal Teachers	August 2014-June 2015	Resource 0790	4000-4999: Books And Supplies	LCFF - Targeted	20,000.00

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS: Programs and resources that will be used for improvement

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Subscription and Apps for devices to support student academic achievement.	Principal, Computer Technician	August 2014-June 2015		5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	10,000.00
District Migrant Education: Summer School to provide support for migrant students		June 2014-July 2015	Not Applicable		District Funded	
Strategic Focus Groups(K-5)	Coach, Principal, Teachers	September 2014-June 2015		None Specified		
After School intensive intervention: First through Fifth grades	Coach, Principal, Teachers	September 2014-June 2015		1000-1999: Certificated Personnel Salaries	Title I	12,620.00
Foster Youth Interventions	Principal Assistant Principal Teachers			1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Language Arts (grades K-5) ISP works with small focus group K-5/4 times per week Groups monitored for 6-8 weeks	Literacy Coach Principal		1000-1999: Certificated Personnel Salaries		Title I	9,639.00
			1000-1999: Certificated Personnel Salaries		LCFF - Targeted	17,010.00
			1000-1999: Certificated Personnel Salaries		Title III	20,979.00
			1000-1999: Certificated Personnel Salaries		Discretionary	9,072.00

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Parent workshops for incoming Kinder parents to familiarize them with curriculum to acclimate to school.	Teachers, and Principal	May/June 2015	None Specified			
Ready, Set, Go! For incoming Kindergarten students without pre-k education	Teachers Principal	May/June 2015	Neighborhood for Learning	1000-1999: Certificated Personnel Salaries	NfL	1200
Arrange Pre-Kinder articulation meetings between preschool teachers and TK/K teachers	Pre-K Teachers, Principal and TK/K teachers	Sept 2014-June 2015	N/A	None Specified		

Strategy #4

STRATEGY:
5th grade transition to middle school: students partner with feeder schools to prepare for upcoming school year

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold vertical meetings between 5th grade teachers with intermediate feeder schools.	Teachers, Principal	March 2015 -June 2015		1000-1999: Certificated Personnel Salaries	Title I	500.00
5th to visit middle school campus. Presentations at Rose Avenue by intermediate school students	Teachers	Sept 2014-June 2015	Not Applicable			

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT FOR TEACHERS:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SIOP, Common Core Standards, Avenues, Language!, Technology for Promethean Board, OARS, and iPad,, Step Up Writing, CAFE, SIPPS, 6-Minute Solution, Academic Vocabulary Toolkit	Principal Coach Assistant Principal District EL TOSA	October 2014-June2015		None Specified	District Funded	
Subscriptions and Apps for devices to support student instruction.	Principal	August 2014-June 2015	refer to Goal #1			

Strategy #6

STRATEGY:
Community Support and Involvement: ACQUIRE PARENTS TO PARTICIPATE IN THESE ESSENTIAL GROUPS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Title I quarterly meetings to discuss and implement Parent compact, and Parent involvement Policy,	Principal Assistant Principal	September 2014 January 2015 April 2015	Not Applicable	None Specified		
Provide students (3-5 grade) with academic agendas for the 2015-2016 school year to support Home-School communication.		August 2014-June 2015		4000-4999: Books And Supplies	Title I	1,000.00
Provide Triple P and Parent Project classes for parents of at-risk students.	ORC, Counselor	August 2014-June 2015	Not Applicable			
Monthly parent meetings: ELAC, SSC, and PTA.	Principal, ELAC Officers, SSC officers, and PTA parents	September 2014-June 2015	babysitting		Title I	1,000.00
Monthly parent Newsletters sent out to parents with Educational topics, safety, and school procedures.	Principal	September 2014-June 2015	Not Applicable			

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison to work with the After school Program and school site	Principal ASES Administration	August 2014-June 2015		1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	3,640.00
-ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Principal, ASES Administration	September 2014-May 2015	Not Applicable			
Provide homework support and tutoring via the Oxnard Scholars After School Program	ASP staff, Teacher Liaison	August 2014-June 2015	Not Applicable	None Specified		

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
<ol style="list-style-type: none">A. Kindergarten- All students will count, recognize, represent, name, and order a number of objects (up to 30); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).B. 1st Grade- All students will count, read, and write whole numbers to 120; Count and group objects in ones and tens; know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.C. 2nd – 5th Grades: 80% of students and the significant sub-groups in 2nd-5th Grade will score “benchmark” on common core math assessments, including Envision Math Topic Tests.D. The percentage of students scoring below proficiency on the previous year’s assessments will move towards Proficient or Advanced on common core math assessments by 10%.E. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Foster Youth, Special Education, SED and Hispanic.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Envision Topic Test/Benchmark test (all grades)• Excel Math Program• Four minute timed test

Findings from the Analysis of this Data:

- Kindergarten: 80% of the students will attain the Math End of Year Benchmark.
- 1st grade: 80% of students will attain the benchmark for End of Year Math benchmark.
- 2nd-5th grade data will be available in the winter and spring of 2015 based on the administration of the Interim Formative Assessment (IFA's)

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade levels every other week and after assessment periods
- RTI
- Progress Monitoring
- SMART Goals
- Interim Formative Assessments (IFA's)

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full Implementation of Common Core Math Curriculum:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
UA intervention-Students receive small group math re-teach	ISP Coach Principal Assistant Principal	September 2014-June 2015	Not Applicable			
Foster Youth Intervention	Principal Assistant Principal Teachers		Refer to goal #1 Strategy 2			
Subscriptions and Apps for devices to enhance the educational opportunities for students	Principal		Refer to Goal #1			

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ISP- Kindergarten-5th grade Push In and Pull out programs-SIPPS	K-5th Grade Teachers ISP's Coach Principal Assistant Principal	September 2014-June 2015	Refer to Goal 1, strategy 1	None Specified		
District Migrant Education: Summer School to provide interventions for migrant kids.	Migrant Teacher	June 2014-July 2015	Refer to Goal 1	None Specified	District Funded	
Math Triumphs (Special Education grade 3-5), Excel for grades 1-5	Special Ed Teacher Principal Assistant Principal	Sept 2014- June 2015	N/A	None Specified	District Funded	
Follow the Response to Intervention model (RTI) to monitor student success and provide appropriate interventions.	Principal, Academic Coach	August 2014-June 2015		None Specified		
Provide technology as a tool for teachers to deliver Core Curriculum	Principal, Computer Technician	September 2014-June 2015		None Specified		
After school math tutoring for at-risk students (1-5)	Principal, teachers	September 2014-June 2015		1000-1999: Certificated Personnel Salaries	Title I	8,000.00
Conduct COST and SST meetings to address the needs of At-risk students	Principal, Parents, Academic Coach, teachers, ORC	September 2014-June 2015	Substitutes	None Specified	District Funded	

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
provide parent nights for incoming kindergarten/TK parents to familiarize them with curriculum and ways to assist their students to acclimate to school	K/TK Teachers Principal, Assistant Principal	March-June 2015	Neighborhoods For Learning	None Specified		
Provide TK/K workshops and necessary support materials to parents of incoming TK/K students.	K/TK Teachers Principal, Assistant Principal	March 2015-June 2015	Refer to Goal 1			
Arrange for collaboration and articulation meetings between preschool teachers and TK/K teachers.	Principal, Teachers	August 2014-June 2015		None Specified		

Strategy #4

STRATEGY:
5TH GRADE TO 6TH GRADE TRANSITION to feeder school

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold vertical meetings between 5th grade team and 6th grade teachers to collaborate with intermediate feeder school.	5/6th Grade Teachers, Principal	August 2014-June 2015	Refer to Goal 1			
5th grade visit to middle school feeder schools. Presentation at Rose for 5th grade students by intermediate feeder schools	Principal, Administrative staff	March 2015-June 2015	None Specified			

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Envisions grade level specific P.D.	Teachers Principal	October 2014-June 2015		None Specified	District Funded	
Provide Professional Development in technology, Common Core, use of data reports for analysis.	Principal	September 2014 -June 2015		None Specified	District Funded	

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold Title I quarterly meetings to discuss and implement Parent Compact, and Parent Involvement Policy	Principal	September 2014 January 2015 April 2015	None Specified			
Provide Triple P and Parent Project classes for parents of At-risk students	ORC, Counselor	September 2014-June 2015	None Specified			
Hold monthly meetings: ELAC, SSC, and PTA	Principal, parents	August 2014-June 2015	None Specified			

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison to work with the After School Program and school site	Principal Assistant Principal ASES Administrator	September 2014-May 2015	Refer to Goal 1		District Funded	
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Principal and ASES administrator	September 2014-May 2015	Refer to Goal 1		District Funded	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners:

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #3:

- A. AMAO #1: 59.0% of all English Learners will advance one level on the CELDT
- B. AMAO #2: 22.8% of students that have been in U.S. schools less than 5 years and should reach proficiency on common core assessments. 49.0% of students that have been in U.S. schools for 5 or more years will reach proficiency on common core assessments.
- C. AMAO #3: Having participated in the online assessment we do not have data for AMAO 3 however, we will have results for the upcoming 2015 school year establishing a baseline.

Data Used to Form this Goal:

- DIBELS data (Kindergarten and 1st grades)
- Smarter Balance Field Test
- IDEL (Kindergarten and 1st)
- CELDT
- ELRT 3-5
- Interim Formative Assessments (IFA's)

Findings from the Analysis of this Data:

- 12.74% of English Learners attained Early Advanced or Advanced on the CELDT
- 2nd-5th grade data will be available in the winter and spring of 2015 based on the administration of the Interim Formative Assessment (IFA's) in Math and Language Arts.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods
- RTI
- Progress Monitoring
- SMART Goals
- Interim Formative Assessments (IFA's)

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full Implementation of Common Core ELD Curriculums

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the District Master Plan for English Language Learners	ELD Team Teachers Instructional Coach Principal, Assistant Principal District EL TOSA	August 2014-June 2015	Observation and collaboration	None Specified	District Funded	
Instructional Coach to support the English Language Learners,	Principal, Coach	August 2014-June 2015		None Specified	District Funded	
EL- ISP Strategically instructing EL learners	Principal	October 2014-June 2015	Refer to Goal #1 Strategy 1			
Decrease LTEL/Complete ELRT/Implement Intervention	Principal Assistant Principal ELRT Team	August 2014-June 2015		1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,000.00
Subscriptions and Apps for devices to enhance student learning	Principal, Computer Technician	August 2014-June 2015	refer to goal #1			
Continue to refine implementation of ELD state standards through the implementation of Avenues and ensure instruction at each grade level through monitoring and classroom observations.	Principal Coach, Teachers	August 2014-June 2015		None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement SIOP for ELLs and team as a grade level to differentiate instruction by student needs	Teachers	August 2014-June 2015	None Specified			

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Language Arts (grades K-5) ISP works with small focus group K-5/4 times per week. Groups monitored for 6-8 weeks	Principal, Coach	September 2014-June 2015	refer to goal #1 Strategy 2			
1st-5th grade ELD teaming everyday for 1 hour a day	Teachers, Principal	September 2014-June 2015	Not Applicable			
Migrant education tutoring for migrant ELL's	Principal, teachers	September 2014-June 2015		None Specified	District Funded	

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Migrant –School Readiness Program (MESRP) Increase Educational Opportunities and Field Trips	Principal	July 2014-June 2015	N/A	None Specified	District Funded	
Provide TK/K workshops and necessary materials to parents of incoming students	Principal, teachers	August 2014-June 2015	See goal #1	None Specified		

Strategy #4

STRATEGY:
5TH to 6TH GRADE TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELRT (English Learner Review Team) Progress Monitor ELD students from 5th to 6th so they are identified prior to Intermediate School Entrance	Principal	September 2014-June 2015				
5th to 6th grade informational assemblies and field trip to Intermediate feeder schools.	Principal, Administrative staff from Intermediate Feeder schools	March 2015-June 2015		None Specified		
Vertical team meetings between 5th grade teachers and 6th grade teachers from the Intermediate feeder schools.	Principal, teachers	March 2015 -June 2015		None Specified		

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Avenues and SIOP training to support ELL students	District EL TOSA Principal, Assistant Principal Instructional Coach	August 2014-June 2015		None Specified	District Funded	
Academic Vocabulary Tool Kit to support ELL students	Principal, Coach, EL TOSA	September 2014-June 2015		None Specified	District Funded	
ELD TOSA to work with teachers and Coach to improve instruction in ELD and implementation of SIOP model	Principal, Coach, EL TOSA	September 2014-June 2015		None Specified	District Funded	

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings for ELL parents to revise and distribute parent policy and parent compact	Principal, parents	August 2014-June 2015	None Specified			
Inform parents at ELAC meetings the needed growth in ELD as measured by CELDT assessments	Principal, parents	March 2015-June 2015	None Specified			
Staff to provide translation support for parents of ELL students during conferences and other meetings.	Principal, teachers and other staff	September 2014-June 2015	2000-2999: Classified Personnel Salaries	Title I	1,000.00	

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison to support and work ELL students during the after school program	Principal, ASES Administrator	August 2014-June 2015	Refer to Goal 1			
ASES administrator to meet monthly with site principal to evaluate programs and work on correlating the after school program.	Principal, ASES Administrator	August 2014 -June 2015	refer to Goal 1	None Specified		

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #4:

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, foster youth and Hispanic. Implement the Olweus anti-bullying program school wide to help reduce tardies, absences, discipline referrals, suspensions and expulsions, while increasing attendance. The comprehensive school safety plan will also be implemented to establish a sound environment where dangers and distractions are eliminated and students can flourish academically.

Data Used to Form this Goal:

- Behavior Referrals
- Suspension Reports
- Expulsion Reports
- Incident Reports
- Bully Report
- Reduce evacuation time (school wide)
- Safety Training
- Materials for classroom

Findings from the Analysis of this Data:

- Reduced number of behavior referrals, suspensions, expulsions, bullying and incident reports
- Reduction in evacuation time

How the School will Evaluate the Progress of this Goal:

- Documenting fire/earthquake/lockdown drills
- Class visits supporting Olweus
- Reviewing behavior referrals
- Review referrals for bullying behavior, using the school-created Olweus Bullying Report
- Meeting with Safety Committee
- Student Council
- Creating Comprehensive School Safety Plan

Strategy #1

STRATEGY:
PROVIDING A SUPPORTIVE ENVIRONMENT WITH FULL IMPLEMENTATION CCSS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support for parents, staff and students in areas of attendance, Social skills, and resiliency.	Principal Assistant Principal Counselor	August 2014-June 2015	Counseling, SARB meetings, parent conferences	None Specified	District Funded	
Create and schedule enrichment Activities (field trips)	Principal	September 2014 -June 2015		5000-5999: Services And Other Operating Expenditures	Discretionary	7,620.00
Implement and provide academic Incentives for all students	ORC, Principal	September 2014-June 2015	Refer to Goal 1			
Implement and provide attendance Incentives: <ul style="list-style-type: none"> • School wide attendance program. • Parent mediation meetings. • Attendance Club. • A2A program (Attention to attendance) 	Principal and ORC	September 2014 -June 2015		4000-4999: Books And Supplies	LCFF - Targeted	1,524.00
Implementation of the Olweus anti-bullying program (bully prevention/positive student behavior)	Principal, ORC, Counselor	September 2014-June 2015			District Funded	
Hold Positive behavior assemblies tied into academic reading program	Principal, Assistant Principal	September 2014-June 2015		None Specified		
Provide drug, tobacco, and alcohol prevention education (Red Ribbon Week, Tobacco Bus etc.)	ORC, teachers, principal	September 2014-June 2015			District Funded	

Strategy #2

STRATEGY:

THE SCHOOL WILL INSURE EDUCATIONAL ACCESS, INTERVENTIONS, AND ENRICHMENT FOR ALL STUDENTS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Outreach Consultant and Counselor will work with students, parents, and staff who need additional support and provide resources	Principal Assistant Principal Counselor	August 2014-June 2015	Social emotional support		District Funded	
Establish and implement Comprehensive Safe School Plan <ul style="list-style-type: none"> • Monthly fire drill • Bi-monthly Priority 1/2 drills • Quarterly earthquake drills • Annual evacuation drill • Professional development for first aid and safety. 	Principal Assistant Principal Student Council Safety Committee	August 2014-June 2015				
Hold regular Student Study Team and Coordination of Service team meetings to support at-risk students	ORC, Principal, teachers, parents	September 2014-June 2015	Substitutes		District Funded	
Provide Social Emotional support for students and parents	Counselor	November 2014-June 2015			District Funded	

Strategy #3

STRATEGY:
SUPPORT IN-COMING KINDERGARTEN TRANSITIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Pre-school and TK is included in Olweus anti-bullying program and all safety drills.	Principal Assistant principal Olweus committee Student Council	August 2014-June 2015	N/A	None Specified		

Strategy #4

STRATEGY:
5TH to 6TH GRADE TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
"Extra time" 5th grade team and 6th grade teachers to collaborate • Reciprocal Visits	Principal Assistant principal 5th grade teachers	August 2014-June 2015	None Specified			
Schedule and coordinate Smoking Prevention/Tobacco Bus with 5th grade teachers.	Principal Assistant principal	September 2014-June 2015	District Funded			
Schedule and Coordinate TDAP Clinic	Principal Assistant Principal Attendance Technician	September 2014-June 2015	District Funded			
Hold monthly Friday Night Live Kids events.	Principal Assistant principal	September 2014-June 2015	2000-2999: Classified Personnel Salaries	TUPE		

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review, discuss and implement the Olweus anti-bullying program requirements to be implemented school wide.	Principal Assistant principal Olweus committee	August 2014-June 2015			District Funded	
Review, discuss and implement the Generation Ready program requirements to be implemented.	Principal Assistant principal	August 2014-June 2015			District Funded	

Strategy #6

STRATEGY:
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use the Outreach Specialist to coordinate parenting classes and workshops (Triple P and Parent Project)	Principal and District	August 2014-June 2015		2000-2999: Classified Personnel Salaries	District Funded	
Identify and involve parents to participate on ELAC meetings	Principal, ELAC Committee	September 2014-June 2015	Not Applicable			
Identify and involve parents to participate on SSC	Principal, SSC Committee	September 2014-June 2015	Not Applicable			
Identify and involve parents to participate on PTA	Principal, PTA Committee/Officers	September 2014-June 2015	Not Applicable			

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Designate a Teacher Liaison to coordinate the After School Program with principal and staff. <ul style="list-style-type: none"> Attend monthly coordination meetings at District and on site. 	Principal District Administrator	September 2014-June 2015	Refer to Goal 1		District Funded	
-ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Principal District Administrator	September 2014-June 2015	Refer to goal 1		District Funded	

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.

SUBJECT: Centralized Services for Planned Improvements in Student Performance

SCHOOL GOAL #1:

Goal 1: Language Arts

1. All students will reach high standards, at a minimum attaining proficiency or better in reading by 2014-2015.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school.

Goal 2: Mathematics

1. All students will reach high standards, at a minimum attaining proficiency in mathematics by 2014-2015.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in mathematics.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school.

Goal 3: English Learners

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2014-2015.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school.

Goal 4: Safety

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2014-2015.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA)	August 2014-June 2015	Coach	1000-1999: Certificated Personnel Salaries	District Funded	
		Coach	1000-1999: Certificated Personnel Salaries	District Funded	
Library Technician	August 2014-June 2015	Library	2000-2999: Classified Personnel Salaries	District Funded	
		Library	2000-2999: Classified Personnel Salaries	District Funded	
Computer Lab Tech	August 2014-June 2015	Site Lab Tech	2000-2999: Classified Personnel Salaries	District Funded	
		Site Lab Tech	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	
		Site Lab Tech	2000-2999: Classified Personnel Salaries	District Funded	
Maintenance Agreement for Copy Machine(s)	August 2014-June 2015	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	5,000.00
				Discretionary	3,667.00
Maintenance Agreement for Successmaker and Waterford	August 2014-June 2015	Maintenance Agreement		Title I	5,000.00
				LCFF - Targeted	5,000.00
				Discretionary	3,000.00
Professional Development for L.A.	August 2014-June 2015		None Specified	Title I	7,300.00
				Discretionary	3,000.00
Outreach Specialist	August 2014-June 2015	Outreach	2000-2999: Classified Personnel Salaries	District Funded	
Professional Development for ELD	July 1 2014-June 2015	Prof Development	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	12,000.00
Migrant Education	July1, 2014-June 2015			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
EL Testing	July 1, 2014-June 2015	Prof Dev	5000-5999: Services And Other Operating Expenditures	District Funded	

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	After School and Education Safety (ASES)	3,640.00
1000-1999: Certificated Personnel Salaries	Discretionary	9,072.00
5000-5999: Services And Other Operating	Discretionary	7,620.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	23,010.00
4000-4999: Books And Supplies	LCFF - Targeted	23,038.00
5000-5999: Services And Other Operating	LCFF - Targeted	10,000.00
1000-1999: Certificated Personnel Salaries	NfL	1,200.00
	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	50,859.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title III	20,979.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School and Education Safety (ASES)	3,640.00
Discretionary	16,692.00
LCFF - Targeted	56,048.00
NfL	1,200.00
Title I	53,859.00
Title III	20,979.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

To raise the academic performance of all students established under the common core state standards.

Identify the major expenditures supporting these priorities.

Certificated and Classified employees

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Professional Development, Collaboration, Teaming

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Not Applicable

What specific actions related to those strategies were eliminated or modified during the year?

Not Applicable

Identify barriers to full or timely implementation of the strategies identified above.

Not Applicable

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Not Applicable

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Not Applicable

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

ISP

Coach

Interventions

UA

Math incentive program

Interim Formative Assessments (IFA's)

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Teachers did not have enough time to collaborate and participate on committees to implement the Common Core State Standards. District did not provide in depth materials supporting Common Core in regard to our Pilot adoption for the upcoming school year.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications:
Continue to implement early in the year and PD for teachers not trained

Involvement/Governance

How was the SSC involved in development of the plan?

SSC participates in the development and approval of the plan.

How were advisory committees involved in providing advice to the SSC?

Leadership, PTA, ELAC, Title One Committees were involved in the process.

How was the plan monitored during the school year?

We discuss the plan at SSC, ELAC, PTA leadership and specific grade level meetings.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

We will spend more time collaborating between grade levels.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.
Rose Avenue met the target in all subgroups.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
Not Applicable

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
Professional development implemented earlier in the year and continued support throughout school year.

Based on this information, what might be some recommendations for future steps to meet this goal?
We will continue to train all teachers in SIPPS and implement AR school wide.

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:

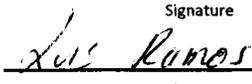
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Shannon Coletti, Ed.D.	[X]	[]	[]	[]	[]
Pablo Ordaz	[X]	[]	[]	[]	[]
Raquel Rodriguez	[]	[]	[X]	[]	[]
Cathy Mallen	[]	[X]	[]	[]	[]
Gene Figueroa	[]	[X]	[]	[]	[]
Virginia Delgado	[]	[]	[]	[X]	[]
Patricia Duran	[]	[]	[]	[X]	[]
Abril Figueroa	[]	[]	[]	[X]	[]
Irma Faulk	[]	[]	[]	[X]	[]
Yvonne Moreno	[]	[]	[]	[X]	[]
Numbers of members of each category:	2	2	1	5	

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

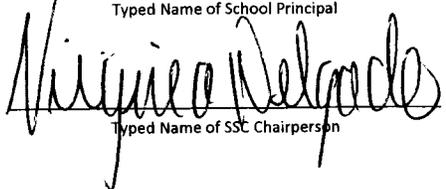
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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):**

<input type="checkbox"/> State Compensatory Education Advisory Committee	<hr/> Signature
<input checked="" type="checkbox"/> English Learner Advisory Committee	 <hr/> Signature
<input type="checkbox"/> Special Education Advisory Committee	<hr/> Signature
<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee	<hr/> Signature
<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement	<hr/> Signature
<input type="checkbox"/> Compensatory Education Advisory Committee	<hr/> Signature
<input type="checkbox"/> Departmental Advisory Committee (secondary)	<hr/> Signature
<input type="checkbox"/> Other committees established by the school or district (list):	<hr/> Signature

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

Attested:

Dr. Shannon Coletti <hr/> Typed Name of School Principal	 <hr/> Signature of School Principal	2/24/15 <hr/> Date
 <hr/> Typed Name of SSC Chairperson	 <hr/> Signature of SSC Chairperson	2/24/15 <hr/> Date

Parent Involvement Policy



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501

www.oxnardsd.org

Rose Avenue Elementary School

The School of Science and Wellness

220 South Driskill Street, Oxnard CA 93030

(805) 385-1575 Fax: (805) 485-8061



School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring the following:

- ✓ Parents play an integral role in assisting their child's learning: agendas sent home daily, parent conferences, back to school night, and parent meetings.
- ✓ Parents are encouraged to be actively involved in their child's education at school: parents are welcomed as classroom volunteers, and PTA.
- ✓ Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child: SSC, ELAC, Parent Information Meetings, and Open door policy to visit principal.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The school Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the First Day Packet and policies with the students at the beginning of the year. Parents are asked to read and discuss the First Day Packet with their child and sign and return an acknowledgment form.
- ✓ Rose Avenue School notifies parents about the School Parental Involvement Policy in an understandable uniform format to the extent practicable and distributes this policy to parents in a language parents can understand.
- ✓ Rose Avenue School will make the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Rose Avenue School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Rose Avenue School has adopted the school's school-parent compact as a component of its School Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Rose Avenue School convenes annual and regular meetings to inform parents of the following (babysitting, and flexible meetings times are provided):

- ✓ Rose Avenue School participates in Title I (status of targeted assistance program)
- ✓ Requirements of Title I
- ✓ Parent rights to be involved, (a copy of the district's districtwide parental involvement policy)

Additionally, Rose Avenue School conducts an open forum for parents and community members for further involvement by parents in the joint development and joint agreement of its School Parental Involvement Policy.

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Parents are provided with a description and explanation of the curriculum used by the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestion as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal distributes newsletters along with automated telephone calls to inform parents of upcoming events and activities. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings
- ✓ Annual Needs Assessment

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Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPOSITO DE LA DECLARACION:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo de los estudiantes. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad para asegurarnos del éxito de nuestros estudiantes. Un equipo de padres de familia, maestros y administradores desarrollo el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, reciproca y involucra el aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de lo siguiente:

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas enviadas a la casa diariamente, conferencias de padres, noche de regreso a la escuela y juntas de padres.
- ✓ Se anima a los padres a que participen activamente en la educación de sus hijos: Los padres son bienvenidos a los salones como voluntarios, y al PTA.
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos: El Concilio Escolar, El Comité Asesor para Aprendices de Ingles, La Junta de Información para los Padres, y la política de que la directora ó el subdirector siempre estén disponibles para hablar con los padres.

La información sobre las normas escolares y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo con padres de la siguiente manera:

- ✓ Las políticas acerca de la participación de los padres y la comunidad en la escuela, el convenio entre la escuela y los padres de familia son distribuidos a Padres y estudiantes en un Paquete Compacto de Normas Escolares, mismo que se distribuye anualmente al inicio del año escolar. Los maestros revisan este Paquete de normas con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar este Paquete de Normas Escolares con sus hijos/as, firman y devuelven las formas de conocimiento del mismo.
- ✓ La Escuela Rose Avenue notifica a los padres sobre las normas de política acerca de la participación de los padres en la escuela en un formato uniforme y comprensible a medida de lo posible y distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La Escuela Rose Avenue verificara que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local colocándolos en el vestíbulo de la oficina de la escuela
- ✓ La Escuela Rose Avenue periódicamente actualizara las normas de pólizas acerca de la participación de los padres en la escuela para satisfacer las cambiantes necesidades de los padres y la escuela.
- ✓ La Escuela Rose Avenue ha adoptado el acuerdo entre la escuela y los padres como un componente de su política de participación en la escuela.

NORMAS DE POLITICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La Escuela Rose Avenue convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad en el horario de las reuniones son disponibles):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa del Título I
- ✓ Explicarles a los padres de familia los requisitos del programa del Título I
- ✓ Informarles a los padres de familia los derechos que estos tienen para participar en la educación formal de sus hijos (se proporciona copia de las participación general de los padres de familia en el distrito)

The School of Science and Wellness



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501

www.oxnardsd.org

Rose Avenue Elementary School

The School of Science and Wellness

220 South Driskill Street, Oxnard CA 93030

(805) 385-1575 Fax: (805) 485-8061



Además, la escuela Rose Avenue debe conducir un foro abierto para los padres y los miembros de la comunidad con el fin de que se desarrolle aun más la colaboración de los padres de familia y concuerden colectivamente con las normas de política acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso de los estudiantes y los niveles de dominio que se espera lograr.

- ✓ El libro de recursos para los padres de familia y la comunidad debe incluir:
 - Normas de política acerca de la participación escolar
 - Calendario escolar y calendario de reuniones
 - Manual para padres de familia y alumnos
 - Solicitud e información para registrarse como voluntario.
 - Información sobre las evaluaciones académicas
 - Descripciones del plan de estudios de artes de lenguaje y matemáticas así como otras áreas.
- ✓ El sitio de Internet de la escuela proporciona información sobre el personal docente, las actividades del salón y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar describiendo los estándares que se impartirán cada año.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que estos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se les facilitaran respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. La directora distribuye un boletín así como llamadas telefónicas para informarle a los padres sobre los próximos eventos y actividades. La directora mantiene una póliza de bienvenida a su oficina para cualquier pregunta o preocupación que los padres pudieran tener.

El Paquete Compacto de Normas Escolares entre la escuela, los padres y el estudiante forma parte de las normas de pólizas sobre la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento de los estudiantes y los medios por el cual deben ejercerse.

La estructuración de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Junta de Padres
- ✓ Evaluaciones necesarias anuales

The School of Science and Wellness

The Single Plan for Student Achievement

School: Sierra Linda Elementary School
CDS Code: 56725386055388
District: Oxnard School District
Principal: Sally Wennes
Revision Date: January 21, 2015

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:

Contact Person: Sally Wennes
Position: Principal
Phone Number: (805) 385-1581
Address: 2201 Jasmine Avenue
Oxnard, CA 93036
E-mail Address: swennes@oxnardsd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Sierra Linda Elementary School's Vision and Mission Statements

Sierra Linda's mission, vision, values, and goals include:

MISSION-

We exist to develop children's academic, technological, and social skills in order to advance their knowledge and encourage active participation in a global society.

VISION-

In order to accomplish our purpose, our school community needs to be informed, student-centered, and collaborative.

VALUES-

We can achieve our vision by continuing on-going reflection and collaboration about best practices, using data, prioritizing time, money, and interventions, engaging in professional development that is relevant to student achievement, implementing interventions for both academic and social/behavioral needs (Response to Intervention/Instruction), and engaging students using technology as an integral part of instruction.

GOALS- How will we make our progress?

Staff

All staff members will teach reading and/or intervention and mathematics aligned to the state framework and district adoption.

All students will receive the daily requirements for reading and mathematics for 180 days.

All teachers will review formative assessment data, chart student progress, and alter instruction to better meet the needs of students every theme in ELA and in mathematics.

All teachers will receive in classroom support for ELA and mathematics.

Sierra Linda staff will annually evaluate student interventions based on data and develop an intervention pyramid for the school and each grade level for the coming year based on proven results.

Students

All staff members will administer, meet and review and revise instruction approximately every six weeks based on language arts assessments.

All staff members will administer formative assessments, meet and review and revise instruction approximately every six weeks, or as needed.

All English learners will meet or exceed annual targets on the California English Language Development Test (CELDT).

Parents

Parents will support school and district behavior, homework and dress-code policies.

Parents will ensure that my child completes homework and daily assignments.

Parents will attend Back to School Night, parent conferences and other school related activities to support my child's academic achievement.

Parents will be available for communication regarding my child's academic and social progress.

School Profile

Sierra Linda School, located in north-side area of the city of Oxnard, has a diverse student population of approximately 660 TK through 5th graders including 87% Hispanic, 5% Anglo, 5% African American, 1% Asian, and 2% other with 58% EL and 75% SED, eligible for free or reduced priced lunch. .

With our Mission, Vision, and Commitments in mind, we at Sierra Linda Elementary School consistently work to improve upon our gains in student achievement. Hard work and dedication to our goals resulted in Sierra Linda School exiting Program Improvement status in 2011. Although our students continued to make gains, they were not able to keep pace with the percentage cut points of NCLB and our school re-entered Program Improvement in 2012. Sierra Linda currently remains in year two of Program Improvement

We continue to examine the areas of teaching and learning, interventions, in-coming Kindergarten transitions, 5th to 6th grade transition, professional development, parent involvement, and after school program. We critically examine and determine what actions empower our students to achieve and which areas need further development in order to enable more students to achieve greater success.

The majority of focus at Sierra Linda School has been in the area of teaching and learning. We are in a transitional period as we explore the new Common Core State Standards (CCSS). We continue to use the Houghton Mifflin reading/language arts curriculum and the Scott Foresman mathematics curriculum. The staff is in the process of implementation of the CCSS and are focused on higher level thinking and learning. The principal is monitoring quality content area instruction through classroom visitations and student monitoring conferences with individual teachers once each trimester. Sierra Linda School has become proficient at using data on many levels to help guide our teaching and learning. Grade levels meet regularly to collaborate on the analysis of Houghton Mifflin language arts, Scott Foresman mathematics, and English Language Development (ELD) as well as data from Renaissance Learning Assessments (STAR Reading and Math), DIBELS, and Essential Literacy Skills Benchmark for grades K-1. Teachers share grade level data to plan lessons, identify strategic instructional strategies, and target students needing intervention. Data analysis allows teachers, parents, and students to monitor progress toward academic goals, determine which strategies and interventions are working, identify which students need before or after school tutoring, and target specific needs of individual students to maximize their potential achievement. Planning for intervention is driven by data analysis which targets individual students who need to have focused instruction in targeted areas to increase their academic achievement.

Additional support in the area of teaching and learning contribute to our growth in student achievement. School wide use of the Accelerated Reader program assists in expanding student vocabulary and comprehension skills in reading/language arts. Regular use of the Waterford program in Kindergarten and 1st grade supports early reading skills that will enable students to enter the following grade on or above grade level. We also use Waterford as an interventional support for some 1st through 3rd grade students. Intervention Support Providers (ISP), servicing all grades, allow teachers to further target specific students and provide intervention at UA time during school day as a follow-up to classroom instruction.

The acquisition of academic English language skills continues to be an important goal for Sierra Linda School students, especially for our English Language Learners (ELL). To help build this strong academic base, we begin Scott Foresman Mathematics instruction in English in Kindergarten with Spanish support. We continue to build upon this fundamental instruction through the 5th grade. Students coming from the Houghton Mifflin Lectura Spanish reading series transition to instruction in English language arts gradually from first through third grade, which provides them maximum instructional opportunities to become proficient in English. English Language Development (ELD) instruction is a top priority in all grade levels. The entire Sierra Linda School staff models English across the school setting to provide practical use and practice opportunities for EL students. To refine implementation of the ELD standards, Sierra Linda staff uses collaboration meetings to review and plan ELD lessons. The scheduling of ELD teaming to implement a transition plan, which includes the development of academic vocabulary and English language skills for all EL students, assists in their transition to English.

Sierra Linda School staff consists of 34 highly qualified staff according to the guidelines of No Child Left Behind (NCLB). A thorough examination of our goals at Sierra Linda School has led to highly focused and motivated professional development of our staff. SB472 training in the areas of reading/language arts and mathematics further empowered our staff to become as precise and effective as possible when teaching students in these targeted goal areas. Last year, our emphasis was on training teachers in the SIOP strategies and supporting the implementation of the SIOP model across the school, and that continues to be a focus this year. The school principal completed both AB466 training as well as AB75 training and SIOP strategies in order to support the staff in full implementation of core curriculum. The staff also regularly participates in additional high quality, district approved training in reading/language arts, mathematics, or ELD through staff development offered at the district office or elsewhere in the county. Furthermore, Sierra Linda School continues to have an on-site Instructional Coach to support TK-5 teachers and students in those core content areas. Sierra Linda will continue staff development on how to transition EL students to English, including the development of academic vocabulary and language skills.

Sierra Linda is committed to providing appropriate interventions for all students. The Response to Intervention (RTI) model at Sierra Linda practices various forms of team teaching. Intervention group size is reduced and the levels of differentiation is increased by adding support from ISP teachers. Sierra Linda conducts regular CoST and Student Success Team (SST) meetings with a panel of staff members to address the needs of at risk students. For the 2014-2015 school year, a teacher liaison will work with the after school program and Sierra Linda School to coordinate communication between the two programs.

Parent involvement is a key element for the continued academic success at Sierra Linda School. Teachers regularly communicate with parents by phone, written notes, and with involvement at the school site. At the beginning, and throughout the school year, parents are welcomed to Sierra Linda School through a variety of general parent meetings, monthly Coffee With the Principal chats,

parent nights, and individual classroom parent meetings/programs. Teachers use standards based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Our Outreach Consultant (ORC) will provide parenting classes using the Triple P and Parent Project curriculum this year. Parenting classes are offered in English and in Spanish to further encourage parents' participation and to support positive interaction with their children. Sierra Linda School created a Kindergarten Readiness DVD, which is presented along with supporting materials to the parents of all incoming Kindergarten students at a series of Get Ready for Kindergarten transition nights. These materials continue to support the students in Kindergarten throughout the year and are also given to new students and their families as they enroll later in the year.

Transition presentations are provided for 5th grade students and their parents before their entry into Middle School. Through constant reevaluation of the mission, vision, and commitment and a critical analysis of our best practices and changing needs, Sierra Linda School dedicates ourselves to providing the best start in a journey of life long learning for all of our students, families, and communities.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	450	445		20	18		22	18		4	2	
Growth API	776	772		873	891		724	695				
Base API	767	776		847	873		770	719				
Target	5	5										
Growth	9	-4										
Met Target	Yes	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	393	399		259	284		404	393		60	63	
Growth API	771	769		770	770		768	773		663	598	
Base API	758	771		757	770		763	767		678	662	
Target	5	5		5	5		5	5				
Growth	13	-2		13	0		5	6				
Met Target	Yes	No		Yes	No		Yes	Yes				

Conclusions based on this data:

1. Our English Learners have remained consistent of the past two years, even with more interventions given. Similarities exist between our English Learning population and our Hispanic populations. Slight improvement was made with our Socioeconomically Disadvantaged subgroup.
2. Students with Disabilities continued to be a focus. In addition, we added a group of 2nd grade SDC students to our campus this year. These students took the CST test, as they had not yet qualified for the CMA. This may have accounted for the dip in scores overall.
3. Without updated statewide data, the observations from 2013-2014 remain the same.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	98		100	100		100	100		100	100	
Number At or Above Proficient	205	207		14	14		7	5		--		
Percent At or Above Proficient	45.6	47.4		70.0	77.8		31.8	27.8		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	98		100	99		100	99		100	88	
Number At or Above Proficient	175	184		116	125		174	180		23	17	
Percent At or Above Proficient	44.5	47.1		44.8	44.6		43.1	46.5		38.3	30.9	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	No		No	Yes		--	--	

Conclusions based on this data:

1. Growth was made in three of the four student groups (Hispanic, English Learners, and Socioeconomically Disadvantaged). While not significant enough to meet the criteria in all areas, the percent of students scoring proficient was higher.
2. Students With Disabilities dropped in their percentage of students at or above proficient. This could be due to a new class of 2nd grade SDC students taking the CST (not yet eligible for CMA).
3. Without current statewide testing data, the conclusions from 2013-2014 remain consistent.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	269	258		15	14		12	8		--		
Percent At or Above Proficient	59.8	58.0		75.0	77.8		54.5	44.4		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	232	229		153	166		238	233		30	24	
Percent At or Above Proficient	59.0	57.4		59.1	58.5		58.9	59.3		50.0	38.1	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1. Without current statewide assessment for 2013-2014, the conclusions from the prior year remain consistent.
2. Slight dips were seen with our Hispanic and Socioeconomically Disadvantaged groups of students, while English Learners went up slightly. No AYP criteria was met in any of these categories.
3. Students With Disabilities dropped in their percentage of students at or above proficient. This could be due to a new class of 2nd grade SDC students taking the CST (not yet eligible for CMA).

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					16	30	11	20	27	50	54
1			6	12	14	27	16	31	15	29	51
2	1	1	10	15	25	37	25	37	6	9	67
3	1	2	7	17	23	56	7	17	3	7	41
4	1	3	14	44	15	47	2	6			32
5	4	10	14	36	16	41	3	8	2	5	39
6			6	32	7	37	5	26	1	5	19
Total	7	2	57	19	116	38	69	23	54	18	303

Conclusions based on this data:

1. The lower grades have a heavier concentration of English Learners at the beginning stages of the CELDT. More students at the primary grades are also in Transitional Bilingual classes, and are not exposed to as much English as those in the upper grades.
2. Students are being reclassified, and the numbers of 5th and 6th graders are lower as a result.
3. Intermediate and Early Intermediate levels of students are much higher than other levels.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	279	276	251
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	279	276	251
Number Met	151	132	138
Percent Met	54.1%	47.8%	55.0%
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	271	59	276	56	248	54
Number Met	48	20	47	17	42	19
Percent Met	17.7%	33.9%	17.0%	30.4%	16.9%	35.2%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

Conclusions based on this data:

1. Students did not meet any of the AMAO targets in 2013-2014, even with the growth that did occur.
2. A dip took place in AMAO #1 with less of a percent meeting expected guidelines. This was not due to an increase in the target, but was due to a dip in our percentage overall.
3. AMAO #2 reflects a drop with our percent of students meeting the target as well. While our students who have been here less than five years was very close to that in a previous year, it's still an area needing growth, and further study.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. Sierra Linda's AMAO #1 was above the district average, but AMAO's #2 were both below the district average.
2. The district numbers of students tested seems to be growing where those at Sierra Linda are getting smaller.
3. We have almost three times as many students who have less than 5 years of EL instruction, which may support the fact that we reclassify our students with regularity.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #1:

The percent of students scoring at or above grade level on the STAR Reading (grades 2nd-5th) or the Early Literacy Assessment (K-1st) will increase by 10% between the start and end of the 2014-2015 school year.

Those who are already at grade level on the STAR Assessments will maintain or improve their current level over the course of the 2014-2015 school year.

This goal pertains to all students including the following subgroups: English Learners, Foster Youth, Migrant Students, Special Education, SED, and Hispanic.

Data Used to Form this Goal:

- DIBELS data (All grades)
- Essential Literacy Skills (Kindergarten and 1st grades)
- Early Literacy Assessment (Kindergarten and 1st grades)
- STAR Reading Assessment (2nd - 5th Grades)

Findings from the Analysis of this Data:

- Kindergarten- 29% of students are at/above benchmark by start of year 2014-2015
- 1st grade- 45% of students are at/above benchmark by start of year 2014-2015
- 2nd grade: 21% of students are at/above benchmark by start of year 2014-2015
- 3rd grade: 33% of students are at/above benchmark by start of year 2014-2015
- 4th grade: 36% of students are at/above benchmark by start of year 2014-2015
- 5th grade: 24% of students are at/above benchmark by start of year 2014-2015

How the School will Evaluate the Progress of this Goal:

- STAR assessment data
- Standardized Test Scores if available
- Interim Formative Assessments
- DIBELS and Essential Skills
- Technology based assessments
- Teachers will meet in grade level meetings after assessment periods to analyze data
- Progress Monitoring
- SMART Goals analysis
- Student Monitoring Conferences

Strategy #1

STRATEGY:

TEACHING AND LEARNING: The school will ensure the full implementation of the State Approved Language Arts curriculum and support the Common Core State Standards for Language Arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire substitutes for Student Monitoring, ELRT, Benchmark Monitoring, RtI Conferences and Grade Collaboration/Articulation in order to ensure collaboration with teachers about best practices, and review student progress	Principal Teachers	August 2014-June 2015	Substitute Costs	1000-1999: Certificated Personnel Salaries	QEIA	16,500.00
		August 2014-June 2015		3000-3999: Employee Benefits	QEIA	2,353.23
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,000.00
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2,000.00
				3000-3999: Employee Benefits	LCFF - Discretionary	427.86
				1000-1999: Certificated Personnel Salaries	Title I	2,500.00
				3000-3999: Employee Benefits	Title I	356.55
				1000-1999: Certificated Personnel Salaries	Discretionary	5,000.00
				3000-3999: Employee Benefits	Discretionary	713.10

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Instructional Support Providers (3 positions) – 4.9 hrs day/4 days per week (each) for all grade levels in order to further support students needing intervention	Principal TOSA - Academic Coach	October 2014-June 2015 October 2014-June 2015	ISP Salary Costs	1000-1999: Certificated Personnel Salaries	QEIA	29,484.80
				3000-3999: Employee Benefits	QEIA	4205.12
				1000-1999: Certificated Personnel Salaries	Title I	12,531.00
				3000-3999: Employee Benefits	Title I	1787.17
				1000-1999: Certificated Personnel Salaries	Title III	13,268.00
				3000-3999: Employee Benefits	Title III	1892.28
				Reduce class ratios in 1st, 2nd, and 4th grades. (3 teachers total)	Principal	August 2014-June 2015
3000-3999: Employee Benefits	QEIA	78,673.55				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Order copies for assessments and support materials through publications – We Love Reading Books, Phonics Library, and grade level specific curricular support as needed	Principal	August 2014-June 2015	Publications Costs	5000-5999: Services And Other Operating Expenditures	QEIA	6,000
				5000-5999: Services And Other Operating Expenditures	Title I	5,000
				5000-5999: Services And Other Operating Expenditures	Discretionary	8,182.07

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Order Instructional Supplies - Supplies for classroom and general school use, including those devoted to Art/PE Strand focus and academic incentives Also includes computer supplies (hardware, toner, office computers, printers)	Principal	August 2014-June 2015	Instructional Supplies	4000-4999: Books And Supplies	Title I	17,995.40
				4000-4999: Books And Supplies	Title III	2,591.72
				4000-4999: Books And Supplies	LCFF - Targeted	21,314.00
				4000-4999: Books And Supplies	LCFF - Discretionary	3,033.18
				4000-4999: Books And Supplies	Discretionary	70,685.33
				4000-4999: Books And Supplies	QEIA	44,445.30
			Computer Supplies	4000-4999: Books And Supplies	Title I	10,000.00
			Computer Supplies	4000-4999: Books And Supplies	Discretionary	10,000.00
			Computer Supplies	4000-4999: Books And Supplies	QEIA	35,526.00
Enter into Maintenance Agreements for Instructional Technology (Explode the Code, Brainpop, Starfall)	Principal Computer Technician	August 2014-June 2015		5000-5999: Services And Other Operating Expenditures	QEIA	5,000.00
		August 2014-June 2015		5000-5999: Services And Other Operating Expenditures	Discretionary	1,670.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create Enrichment Activities for Field Trips for students	Principal Teachers	August 2014-2015	Field Trips	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	6,570.00
Order subscriptions and applications for use with technology (Renaissance Learning, VPP for App Purchases for iPads); CUE Conference costs to provide professional development technology support for teachers.	Principal	August 2014-2015	Technology Support	5800: Professional/Con sulting Services And Operating Expenditures	LCFF - Targeted	10,000.00
				5800: Professional/Con sulting Services And Operating Expenditures	LCFF - Discretionary	2,714.76
				5800: Professional/Con sulting Services And Operating Expenditures	Title I	4,600.00
				5800: Professional/Con sulting Services And Operating Expenditures	Discretionary	1,000.00
				5800: Professional/Con sulting Services And Operating Expenditures	QEIA	35,000.00

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS - The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Instructional Support Providers (3 positions) – 4.9 hrs day/4 days per week (each) for all grade levels in order to further support students needing intervention	Principal TOSA - Instructional Coach	October 2014-June 2015 October 2014-June 2015	See Goal #1 - Strategy 1 for budget indication			
Provide Before/After School Tutoring in order to further support targeted students needing small group intervention.	Principal	January 2015-June 2015	Teacher Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	10,000.00
				3000-3999: Employee Benefits	LCFF - Discretionary	1,426.20

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide extra clerical support to allow for an additional hour of time in office for parent communication and teacher support;	Principal	August, 2014 - June 2015	To increase hours of Office Clerk to support TK-5 students.	2000-2999: Classified Personnel Salaries	Discretionary	3,881.00
				3000-3999: Employee Benefits	Discretionary	2702.21
			Extra Clerical Hours	2000-2999: Classified Personnel Salaries	Discretionary	2,000.00
				3000-3999: Employee Benefits	Discretionary	467.00
			Clerical Substitutes	2000-2999: Classified Personnel Salaries	Discretionary	1,500.00
				3000-3999: Employee Benefits	Discretionary	350.25
			Overtime	2000-2999: Classified Personnel Salaries	Title I	539.39
				3000-3999: Employee Benefits	Title I	125.96
				2000-2999: Classified Personnel Salaries	Discretionary	4,000.00
				3000-3999: Employee Benefits	Discretionary	934.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Order subscriptions and applications for use with technology (Renaissance Learning, VPP for App Purchases for iPads); CUE Conference costs to provide professional development technology support for teachers.	Principal	August 2014-June 2015	See Goal #1 - Strategy 1 for budget indication for subscriptions and applications.			
Create Enrichment Activities for all students	Principal	August 2014-June 2015	See Goal #1 - Strategy 1 for budget indication for subscriptions and applications.			

Strategy #3

STRATEGY:
Pre-School Transitions (Elementary Schools) - The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct incoming parent night meetings – introduction to Kindergarten standards and curriculum; make and takes to support learning strategies	Principal	March-June 2015	Not Applicable			
	ORC	March-June 2015				
	TK/K Teachers	March-June 2015				
Conduct cross grade level articulation – Pre K to Kindergarten	Teachers	Spring, 2015	Not Applicable			

Strategy #4

STRATEGY:
5TH to 6TH GRADE TRANSITION - The school will implement a transition plan for 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Allocate collaboration time for 5th grade teachers to articulate with 6th grade teachers at the middle schools.	Principal	February 2015-June 2015	See Goal #1 - Strategy #1 for budget indication. Part of articulation.			
	5th Grade Teachers	February 2015-June 2015				
Hold transition meetings with RSP and SDC teachers	RSP and SDC Teachers	May, 2015	Not Applicable			

Strategy #5

STRATEGY:
 PROFESSIONAL DEVELOPMENT - The school will provide professional development to support the staff in implementation of the State approved language arts curriculum and support the Common Core State Standards for language arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct conferences & bring in consultants for Grade level presentations and student release days (Topics to include a focus on Common Core, Writing, Differentiated Strategies, Technology, Health & Arts Strand Focus, and Vocabulary Development.)	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication for substitutes.			
Attend conferences to focus on Curriculum and Instruction	Principal	August 2014-June 2015		5000-5999: Services And Other Operating Expenditures	Discretionary	4,000

Strategy #6

STRATEGY:
 PARENT INVOLVEMENT - The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Coffee with the Principal parent meetings (1x/month)	Principal	September 2014-June 2015	Not Applicable	2000-2999: Classified Personnel Salaries	Title I	1,000.00
	ORC	September 2014-June 2015	Child care cost	3000-3999: Employee Benefits	Title I	233.53
Hold English Language Advisory Committee meetings	Principal	September 2014-June 2015	Not Applicable			
	ORC	September 2014-June 2015	See Goal #1 - Strategy #6 for budget indication for child care.			
	ELAC Board	September 2014-June 2015				
Sponsor PTA Activities <ul style="list-style-type: none"> • STAR student incentives • Book fair • Art fair • 6th Grade end of year activities 	Principal	September 2014-June 2015	Not Applicable			
	PTA Board	September 2014-June 2015				
Hold Title I quarterly meetings	Principal	September 2014 January 2015 April 2015	See Goal #1 - Strategy #6 for budget indication (Title I child care)			
Jointly develop Parent Compact	Principal	September 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (materials/supplies)			
	Teachers	September 2014-June 2015				
	Parent Groups	September 2014-June 2015				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Jointly develop Parent Involvement Policy	Principal	September 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (materials/supplies)			
	Teachers	September 2014-June 2015				
	Parent Groups	September 2014-June 2015				

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM - The school will support the district implementation of the (After School Education and Safety - ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison coordinates with After School Program staff, teaching staff, and principal.	Principal	August 2014-June 2015	Not Applicable	None Specified	After School and Education Safety (ASES)	3,600.00
ASES Administrator meets monthly with Site Principal to evaluate program and work on correlating the After School Program to the regular school day programs and services	ASES Administrator Principal	September 2014 – May 2015	Not Applicable	None Specified		

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #2:

The percent of students scoring at or above grade level on the STAR Math will increase by 10% between the start and end of the 2014-2015 school year.

Those who are already at grade level on the STAR Assessments will maintain or improve their current level over the course of the 2014-2015 school year.

This goal pertains to all students including the following subgroups: English Learners, Foster Youth, Migrant Students, Special Education, SED, and Hispanic.

Data Used to Form this Goal:

- STAR Assessment Data (STAR Math Assessment and Math Facts in a Flash)
- Envision math topic tests and Envision Transition to CCSS tests
- Envision end of the year tests

Findings from the Analysis of this Data:

- Kindergarten- 45% of students are at/above benchmark by start of year 2014-2015
- 1st grade- 55% of students are at/above benchmark by start of year 2014-2015
- 2nd grade: 43% of students are at/above benchmark by start of year 2014-2015
- 3rd grade: 59% of students are at/above benchmark by start of year 2014-2015
- 4th grade: 56% of students are at/above benchmark by start of year 2014-2015
- 5th grade: 58% of students are at/above benchmark by start of year 2014-2015

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods
- STAR Assessments (Math Assessment and Math Facts in a Flash)
- School Math Facts Program for Intervention in all classes
- RTI
- Progress Monitoring

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure the full implementation of the State approved mathematics curriculum and support the Common Core State Standards for Mathematics.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire substitutes for Student Monitoring, ELRT, Benchmark Monitoring, RtI Conferences and Grade Collaboration/Articulation in order to ensure collaboration with teachers about best practices, and review student progress	Principal Teachers TOSA - Academic	August 2014-June 2015 August 2014-June 2015 August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (substitutes)			
Hire Instructional Support Providers (3 positions) – 4.9 hrs day/4 days per week (each) for all grade levels in order to further support students needing intervention	Principal TOSA - Academic Coach	October 2014-June 2015 October 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (ISP)			
Reduce class ratios in 1st, 2nd, and 4th (3 positions)	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (reducing class size)			
Order copies for assessments, additional support for Accelerated Math, timed tests, test preparation, and grade level specific curricular support through publications.	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (Publications)			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Order Instructional Supplies - supplies for classroom and general school use, including those devoted to Art/PE strand focus and academic incentives. This also include Computer supplies (hardware, toner, and printers)	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (supplies)			
Enter into Maintenance Agreements for Instructional Technology (Brainpop, Starfall, Waterford)	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (maintenance agreements)			
Order subscriptions and applications for use with technology (Renaissance Learning, VPP for App Purchases for iPads); CUE Conference costs to provide professional development technology support for teachers.	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (subscriptions and apps)			
Create Enrichment Activities for Field Trips for Students	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (field trips)			

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS - The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Instructional Support Providers (3 positions) – 4.9 hrs day/4 days per week (each) for all grade levels	Principal TOSA - Academic Coach	October 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (ISP)			
Provide Before/After School Tutoring in order to further support targeted students needing small group intervention.	Principal TOSA - Academic Coach	January 2015-June 2015	See Goal #1 - Strategy #2 for budget indication (Tutoring)			
Provide Extra Clerical Support	Principal	August 2014-June 2015	See Goal #1 - Strategy #2 for budget indication			
Order subscriptions and applications for use with technology (Renaissance Learning, VPP for App Purchases for iPads); CUE Conference costs to provide professional development technology support for teachers.	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (subscriptions and applications)			
Create Enrichment Activities for Field Trips for students	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (field trips)			

Strategy #3

STRATEGY:
Pre-School Transitions (Elementary Schools) - The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct incoming Parent Night Meetings – introduction to Kindergarten standards and curriculum; make and takes to support learning strategies	Principal TK/K Teachers TOSA - Academic Coach	March-June 2015	See Goal #1 Strategy #3 for budget indication.			
Conduct cross grade level articulation – Pre K to Kindergarten	Principal K Teachers	Spring, 2015	See Goal #1 Strategy #3 for budget indication.			

Strategy #4

STRATEGY:
5TH to 6TH GRADE TRANSITION - The school will implement a transition plan for 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Allocate collaboration time for 5th grade teachers to articulate with 6th grade teachers at the middle schools.	5th Grade Teachers	February 2015-June 2015	See Goal #1 - Strategy #1 for budget indication. Part of articulation.			
Hold transition meetings with RSP and SDC teachers	RSP and SDC Teachers	May, 2015	Not Applicable			

Strategy #5

STRATEGY:
 PROFESSIONAL DEVELOPMENT - The school will provide professional development to support the staff in implementation of the State approved mathematics curriculum and support the Common Core State Standards for mathematics.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct conferences & bring in consultants for Grade level presentations and student release days (Topics to include a focus on Common Core, Differentiated Strategies, Technology, Health & Arts Strand Focus, and Academic Vocabulary Development.)	Principal	August 2014-June 2015	See Goal #1 - Section #1 for budget indication for substitutes			
Attend conferences to focus on Curriculum and Instruction	Principal	August 2014-June 2015	See Goal #1 - Section #5 for budget indication for conference costs			

Strategy #6

STRATEGY:
PARENT INVOLVEMENT - The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Coffee with the Principal, parent meetings (1x/month)	Principal	September 2014-June 2015	See Goal #1 - Strategy # 6 for budget indication (child care cost)			
Hold English Language Advisory Committee	Principal ELAC Board	September 2014-June 2015	See Goal #1 - Strategy # 6 for budget indication (child care cost)			
Sponsor PTA Activities <ul style="list-style-type: none"> • STAR student incentives • Book fair • Art fair • 6th Grade end of year activities 	Principal PTA Board	September 2014 - June 2015	Not Applicable			
Hold Title I quarterly meetings	Principal	September 2014 January 2015 April 2015	See Goal #1 - Strategy #6 for budget indication (Title I child care)			
Jointly develop Parent Compact	Principal Teachers Parent Groups	September 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (materials/supplies)			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Jointly develop Parent Involvement Policy	Principal Teachers Parent Groups	September 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (materials/supplies)			

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM - The school will support the district implementation of the (After School Education and Safety - ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison coordinates with After School Program staff, teaching staff, and principal.	Principal	September 2014-June 2015	See Goal #1 - Strategy #7 for budget indication			
ASES Administrator meets monthly with Site Principal to evaluate program and work on correlating the After School Program to the regular school day programs and services	ASES Administrator Principal	September 2014-June 2015	Not Applicable			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
Our goals are tied to our AMAO goals for 2014-2015: <ol style="list-style-type: none">1. 59% of English Learners will increase one level on the CELDT 2014 assessment (AMAO #1)2. 22.8% of English Learners here less than 5 years will be English Proficient on the CELDT 2014 assessment (AMAO #2)3. 49% of English Learners here 5 or more years will be English Proficient on the CELDT 2014 assessment (AMAO #2)4. AMAO #3: Having participated in the online assessment we do not have data for AMAO 3 however, we will have results for the upcoming 2015 school year establishing a baseline.
Data Used to Form this Goal:
<ul style="list-style-type: none">• CELDT• CST and CMA NCLB Guidelines (2nd – 5th grades)• ELD Continuum
Findings from the Analysis of this Data:
CELDT 2013-2014: AMAO#1 - 54.8 % grew 1 level AMAO #2 <ol style="list-style-type: none">a. less than 5 years – 16.6 % (goal was 24.2%)b. more than 5 years – 35.2% (goal was 50.9%)

How the School will Evaluate the Progress of this Goal:

- ELD continuum
- Teachers will meet in grade level meetings after assessment periods
- RTI
- SMART Goals
- Student Monitoring/ELRT Conferences

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure the full implementation of the Common Core State Standards for ELD.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Substitutes for Student Monitoring, Benchmark Monitoring, RtI and ELRT Conferences and Grade Collaboration/Articulation in order to ensure collaboration with teachers about best practices, and review student progress	Principal Teachers	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (Substitutes)			
Hire Bilingual Instructional Support Provider – 4.9 hrs day/4 days per week for all grade levels in order to further support students needing intervention with primary language support.	Principal TOSA - Academic Coach	October 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (ISP)			
Reduce class size in 1st, 2nd, and 4th grades (3 Teaching Positions)	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (reducing class size)			
Order copies for assessments and support materials through publications (copies for support materials – We Love Reading Books, Phonics Library, and grade level specific curricular support as needed)	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (Publications)			
Order instructional supplies for classroom use to support direct instruction and support English Learners.	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (materials/supplies)			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintenance Agreements for Instructional Technology (Explode the Code, Brainpop, Starfall, Waterford)	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (maintenance agreements)			
Field Trips for Students for Enrichment	Principal Teachers	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (field trips)			
Order subscriptions and applications for use with technology (Renaissance Learning, VPP for App Purchases for iPads); CUE Conference costs to provide professional development technology support for teachers.	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (subscriptions and applications)			
Teacher Liaison						
ASES Administrator meets monthly with Site Principal to evaluate program and work on correlating the After School Program to the regular school day programs and services						

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS - The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Instructional Support Providers (3 positions) – 4.9 hrs day/4 days per week (each) for all grade levels	Principal TOSA - Academic Coach	October 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (ISP)			
Hire Bilingual Instructional Support Provider (10 hrs/week) to support TBE classes	Principal TOSA - Academic Coach	October 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (ISP)			
Provide Before/After School Tutoring in order to further support targeted students needing small group intervention.	Principal TOSA - Academic Coach	January 2015-June 2015	See Goal #1 - Strategy #2 for budget indication (Tutoring)			
Provide extra clerical support to allow for translation as needed.	Principal	August 2014-June 2015	See Goal #1 - Strategy #2 for budget indication			
Order subscriptions and applications for use with technology (Renaissance Learning, VPP for App Purchases for iPads); CUE Conference costs to provide professional development technology support for teachers.	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget allocation (subscriptions and applications)			
Create Enrichment Activities for Field Trips for students	Principal	August 2014-June 2015	See Goal #1- Strategy #1 for budget allocation (field trips)			

Strategy #3

STRATEGY:
 Pre-School Transitions (Elementary Schools) - The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct incoming Parent Night Meetings - instruction to kindergarten standards and curriculum; make and takes to support learning strategies; introduction to TBE Kinder classroom as well as SEI classroom approaches.	Principal TK/K/TBE K Teachers TOSA - Academic Coach	March-June 2015	See Goal #1 - Strategy #3 for budget indication			
Conduct cross grade level articulation - Pre K to Kindergarten	Principal	Spring, 2015	See Goal #1 - Strategy #3 for budget indication			

Strategy #4

STRATEGY:
5TH to 6TH GRADE TRANSITION - The school will implement a transition plan for 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Allocate collaboration time for 5th grade teachers to articulate with 6th grade teachers at the middle schools.	Principal 6th Grade Teachers	February 2015-June 2015	See Goal #1 - Strategy #1 for budget indication. Part of articulation.			
Hold transition meetings with RSP and SDC teachers	SDC and RSP Teachers	May, 2015	Not Applicable			

Strategy #5

STRATEGY:
 PROFESSIONAL DEVELOPMENT - The school will provide professional development to support the staff in implementation of the Common Core State Standards for ELD.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct conferences and bring in consultants for Grade level presentations and student release days (Topics to include ELD Standards, SIOP, RtI, Academic Vocabulary, Vocabulary Development, Differentiated Strategies, Technology, and Health/Arts Strand Focus)	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (Substitutes)			
Attend conferences to focus on Curriculum and Instruction	Principal	August 2014-June 2015	See Goal #1 - Strategy #6 for budget indication for conference costs.			

Strategy #6

STRATEGY:
PARENT INVOLVEMENT - The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Coffee with the Principal, parent meetings (1x/month)	Principal	September 2014-June 2015	See Goal #1 - Strategy #6 for budget indication (child care)			
Hold English Language Advisory Committee	Principal ELAC Board	September 2014-June 2015	See Goal #1 - Strategy #6 for budget indication (child care)			
Sponsor PTA Activities <ul style="list-style-type: none"> • STAR student incentives • Book fair • Art fair • 6th Grade end of year activities 	Principal PTA Board	September 2014 - June 2015	Not Applicable		Parent-Teacher Association (PTA)	
Hold Title I quarterly meetings	Principal	September 2014 January 2015 April 2015	See Goal #1 - Strategy #6 for budget indication (child care)			
Jointly develop Parent Compact	Principal Teachers Parent Groups	September 2014-June 2015	See Goal #1 - Strategy #6 for budget indication (child care)			
Jointly develop Parent Involvement Policy	Principal Teachers Parent Groups	September 2014-June 2015	See Goal #1 - Strategy #6 for budget indication (child care)			

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM - The school will support the district implementation of the (After School Education and Safety - ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison coordinates with After School Program staff, teaching staff, and principal.	Principal	August 2014-June 2015	See Goal #1 - Strategy #7 for budget indication			
ASES Administrator meets monthly with Site Principal to evaluate program and work on correlating the After School Program to the regular school day programs and services	ASES Administrator Principal	August 2014-June 2015	Not Applicable			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #4:
All students will be educated in learning environments that are safe, drug-free, and conducive to learning. Attendance Rates will be 97% or above for the 2014-2015 school year. Suspensions will decrease in the 2014-2015 school year. This goal pertains to all students including the following subgroups: English Learners, Foster Youth, Migrant Students, Special Education, SED, and Hispanic.
Data Used to Form this Goal:
Suspension Rates Attendance Rate Data from past two years
Findings from the Analysis of this Data:
64 total days of suspension for 2013-2014 Continued emergency preparedness checks for safety. Attendance Rates for 2013-2014 - 96.11%

How the School will Evaluate the Progress of this Goal:

Teachers will meet in grade level meetings after assessment periods to evaluate student progress
CoST for both academic and social needs of students
Student Monitoring Conferences for both academic and social needs of students
SST
Review of disciplinary incidents and suspension data
Attendance Mediation Meetings and SARB Meetings
Attendance Reports

Strategy #1

STRATEGY:
SUPPORT to the CORE CURRICULUM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use the Lesson One strategies for student success in the classroom and the After School Program.	Principal Counselor ASP Coordinator Teachers	August 2014-June 2015	Not Applicable - No cost to maintain program.			
Attendance Mediation Meetings will be conducted to work with parents to improve attendance and provide support.	Principal Attendance Technician	September 2014-June 2015	Not Applicable			
Safety Committee to make playground safer for students	Principal Safety Committee	August 2014-June 2015	Not Applicable			
Additional campus supervisors added for increased safety on playground, in cafeteria, and outside of school in the morning	Principal	August 2014-June 2015		2000-2999: Classified Personnel Salaries	Discretionary	33,549.00
				3000-3999: Employee Benefits	Discretionary	7,834.70
Reduce class size in 1st, 2nd, and 4th grades - 3 Teaching Positions	Principal	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (reducing class size)			
Implement Attendance Incentive Program to improve attendance for high risk students	Principal	August 2014-June 2015	Attendance Incentives -	4000-4999: Books And Supplies	LCFF - Targeted	1,314.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement and support positive student behavior support programs for students.	Principal Counselor Teachers	August 2014-June 2015	Positive Student Behavior Program	4000-4999: Books And Supplies	LCFF - Targeted	5,000.00
Maintain safety materials in order to provide a secure environment for students	Principal	August 2014-June 2015	Radios	5000-5999: Services And Other Operating Expenditures	Discretionary	515.00

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS - The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate Response to Intervention plan (both academic and social/emotional) and instructional strategy support.	Teachers Principal Counselor TOSA - Academic Coach	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (substitutes)			

Strategy #3

STRATEGY:
 PROFESSIONAL DEVELOPMENT - The school will provide professional development to support the staff in all areas of safety and student social and emotional needs.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct conferences & bring in consultants for Grade level presentations and student release days (Topics to include Safety and Emergency Preparedness, Behavior Plans for students; Lesson One skills)	Principal Counselor Safety Committee	August 2014-June 2015	See Goal #1 - Strategy #1 for budget indication (substitutes)			
Attend conferences to focus on Safety and Social/Emotional needs of students	Principal	August 2014-June 2015	See Goal #1 - Strategy #6 for budget indication for conference costs			

Strategy #4

STRATEGY:
PARENT INVOLVEMENT - The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coffee with the Principal, parent meetings (1x/month)	Principal	September 2014-June 2015	See Goal #1 - Strategy #6 for budget indication (child care)			

Strategy #5

STRATEGY:
AFTER SCHOOL PROGRAM - The school will support the district implementation of the (After School Education and Safety - ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison coordinates with After School Program staff, teaching staff, and principal.	Principal	August 2014-June 2015	See Goal #1 - Strategy #7 for budget indication			
ASES Administrator meets monthly with Site Principal to evaluate program and work on correlating the After School Program to the regular school day programs and services	ASES Administrator Principal	September 2014 – May 2015	See Goal #1 - Strategy #7 for budget indication			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	After School and Education Safety (ASES)	3,600.00
1000-1999: Certificated Personnel Salaries	Discretionary	5,000.00
2000-2999: Classified Personnel Salaries	Discretionary	44,930.00
3000-3999: Employee Benefits	Discretionary	13,001.26
4000-4999: Books And Supplies	Discretionary	80,685.33
5000-5999: Services And Other Operating	Discretionary	14,367.07
5800: Professional/Consulting Services And	Discretionary	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2,000.00
3000-3999: Employee Benefits	LCFF - Discretionary	1,854.06
4000-4999: Books And Supplies	LCFF - Discretionary	3,033.18
5800: Professional/Consulting Services And	LCFF - Discretionary	2,714.76
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	11,000.00
4000-4999: Books And Supplies	LCFF - Targeted	27,628.00
5000-5999: Services And Other Operating	LCFF - Targeted	6,570.00
5800: Professional/Consulting Services And	LCFF - Targeted	10,000.00
1000-1999: Certificated Personnel Salaries	QEIA	281,628.80
3000-3999: Employee Benefits	QEIA	85,231.90
4000-4999: Books And Supplies	QEIA	79,971.30
5000-5999: Services And Other Operating	QEIA	11,000.00
5800: Professional/Consulting Services And	QEIA	35,000.00
1000-1999: Certificated Personnel Salaries	Title I	15,031.00
2000-2999: Classified Personnel Salaries	Title I	1,539.39
3000-3999: Employee Benefits	Title I	2,503.21
4000-4999: Books And Supplies	Title I	27,995.40
5000-5999: Services And Other Operating	Title I	5,000.00
5800: Professional/Consulting Services And	Title I	4,600.00
1000-1999: Certificated Personnel Salaries	Title III	13,268.00
3000-3999: Employee Benefits	Title III	1,892.28
4000-4999: Books And Supplies	Title III	2,591.72

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School and Education Safety (ASES)	3,600.00
Discretionary	158,983.66
LCFF - Discretionary	9,602.00
LCFF - Targeted	55,198.00
QEIA	492,832.00
Title I	56,669.00
Title III	17,752.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

1. English Learner Improvement with AMAO goals.
2. Language Arts performance with students meeting their goals, as a school and within their subgroups.
3. Math performance with students meeting their goals, as a school and within their subgroups.

Identify the major expenditures supporting these priorities.

1. Teacher Salaries, including extra support kindergarten teachers
2. Counseling and ORC salaries
3. ISP Support in the classroom for direct instruction (1st - 5th grades)
4. Materials and supplies to support instruction in the classrooms

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Teaching and Learning
Opportunity and Equal Educational Access/Interventions and Enrichment
Professional Development
Parent Involvement
After School Program

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Pre-School Transitions
5th/6th to 7th Grade Transition

What specific actions related to those strategies were eliminated or modified during the year?

Did not do cross grade level articulation - PreK to Kinder (Pre-School Transitions)

Extra time for 6th and 7th grade teachers to collaborate (6th to 7th)

Extra time for 5th and 6th grade teachers to collaborate (5th to 6th)

Identify barriers to full or timely implementation of the strategies identified above.

Time to gather teams together

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Planned dates to gather teams together to articulate during the 2014-2015 school year.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Impact is unknown due to grade levels being at other sites. No data is being used as we don't have data from prior years for comparative measures.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Teaching and Learning - Without statewide data, it is difficult to assess whether our strategies were significantly effective. However, we had more students participating in our Accelerated Reading program school wide, and significantly more students meeting individual goals. Teachers felt that students enjoyed reading more by the end of the year, and were more eager to check books out as a result.

Strategies of the grade level "Super UA" concept were utilized at 1st and 2nd grade and teachers reported that they felt they could more easily address the needs of the students as a result. During this RtI time, students were grouped into targeted instructional groups for 40 minutes/4x week with ISP support to bring down ratios with the most intensive students. This system is being extended to all grades in the 2014-2015 school year as a result of these strategies.

ELD Goals - We made growth with our AMAO over the past year, although not enough to make our target. Teachers felt this was due to the dedicated ELD time and grouping the student based on specific criteria, instead of the overall CELDT score data. ELD instruction was a blended program between the Avenues curriculum as well as targeted time during class instruction and Super UA time focus.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Teaching and Learning (ELD Goal) - While AMAOs were gains, they were still not at benchmark, and AMAO #2 is still below district results. This is an area that continues to need growth and monitoring.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications:
Support from TOSA Academic Coach as well as EL TOSA
Continuing follow up from SIOP Professional Development.

Involvement/Governance

How was the SSC involved in development of the plan?

Reviewed progress, reviewed results of goals from 13-14, establishment of current goals

How were advisory committees involved in providing advice to the SSC?

ELAC involved in English Learning Goal and English Learning funding sources.

Plan shared with leadership team, teachers and parent groups at meetings.

How was the plan monitored during the school year?

Regularly checked on progress of goals throughout the year; updated budgets given at monthly meetings

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

No changes needed

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

School Goal #4 - Safety

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

School Goal #1 - Language Arts

School Goal #2 - Math

School Goal #3 - English Learners

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective. Transition meetings from both Pre K to K, as well as from elementary to middle school were not implemented, but looking forward to doing that this year. We will need to determine how this will happen with the reconfiguration that took place between the 13-14 and 14-15 school year.

Based on this information, what might be some recommendations for future steps to meet this goal?

Professional Development increase with follow up support

Progress Monitoring of Strategic Students

RtI Models being used effectively at all grade levels through support of classroom and ISP instruction

Kindergarten Support Teachers in Kindergarten

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
Sally Wennes	[X]	[]	[]	[]	[]
Georganna Pauley	[]	[X]	[]	[]	[]
Mary Marx	[]	[X]	[]	[]	[]
Jeannie Derr	[]	[X]	[]	[]	[]
Susana Luna	[]	[]	[X]	[]	[]
Ethan Clark	[]	[]	[]	[X]	[]
Elisa Martin	[]	[]	[]	[X]	[]
Miguel Paniagua	[]	[]	[]	[X]	[]
Lucy Felix	[]	[]	[]	[X]	[]
John Lindhorst	[]	[]	[]	[X]	[]
Numbers of members of each category:	1	3	1	5	

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

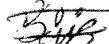
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

English Learner Advisory Committee



Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 21, 2015.

Attested:

Sally Wennes

Typed Name of School Principal

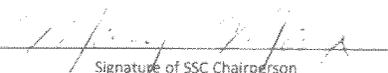

Signature of School Principal

1/21/15

Date

Mary Marx

Typed Name of SSC Chairperson


Signature of SSC Chairperson

1/21/15

Date

Parent Involvement Policy

School Parental Involvement Policy **Sierra Linda School**

School Parental Involvement Policy

NOTE: In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy.

Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—that parents play an integral role in assisting their child's learning;

Parents are invited to attend trainings on homework assistance, reading, and math skills.

Parents are invited to attend meetings to discuss CST and grade level standards.

✓ that parents are encouraged to be actively involved in their child's education at school;

Parents are invited to volunteer in their child's classroom.

✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Parents are part of the School Site Council and English Learner Advisory Committee.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

✓ The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the Sierra Linda School Parent Involvement Form, which is distributed annually at the beginning of the school year. Teachers review the Sierra Linda School Parent Involvement Form and policies with the

students at the beginning of the year. Parents are asked to read and discuss the Sierra Linda School Parent Involvement Form with their students and sign and return an acknowledgment form.

- ✓ Sierra Linda School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Sierra Linda School will make the School Parental Involvement Policy available to the local community. Sierra Linda School Parent Involvement Form will be available on the school website, in the school office, handed out in the fall, and to parents who register after the start of the school year.
- ✓ Sierra Linda School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Sierra Linda School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Sierra Linda School convenes an annual and regular meeting to inform parents of the following (transportation, babysitting, flexible meeting times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's district wide parental involvement policy)
- ✓ About the school's participation in Title I school wide program

Additionally, Sierra Linda School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information (DIBELS, IDEL K-2, SBAC)
 - Curriculum Descriptions for English Language Arts, Math, and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources – is in progress.
- ✓ PTA
- ✓ Field Day
- ✓ Student Achievement Assemblies
- ✓ Student Study Team (SST)
- ✓ Parent Workshops

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to

any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

- School Site Council
- English Learner Advisory Committee

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include: SSC, ELAC, Coffee with the Principal, PTA, Back to School Night, Conferences and SST Meetings.

Normas de Política Acerca de la Participación de los Padres en la Escuela Sierra Linda

La Póliza de Participación Paternal Escolar

NOTE: en Apoyo del rendimiento académico de estudiante fortificante, cada escuela que recibe el Título I y/o, Parte A (Título I) fondos debe desarrollarse conjuntamente con, convenir con, y distribuir a, padres de niños participantes una Póliza de Participación Paternal Escolar que contiene la información requerida por la sección 1118 (b) del Acto de Educación Elemental y Secundario (ESEA). La póliza establece las expectativas de la escuela para la participación paternal y describe como la escuela pondrá en práctica varias actividades de participación paternas específicas. El compacto escolar entre padres y de la escuela es incorporado en la Póliza de Participación Paternal Escolar.

Las escuelas, en la consulta con padres, son animadas a incluir otras relevante y convinieron en actividades y acciones también que apoyarán la participación paternal eficaz y reforzarán el rendimiento académico de estudiante.

* * * * *

DECLARACIÓN DE OBJETIVO:

La participación de padres y miembros de comunidad es un componente esencial de nutrir a estudiantes. Cada esfuerzo para invitar y considerar a padre y entrada de comunidad fue hecho para asegurar el éxito de nuestros estudiantes. Un equipo de padres, maestros y administradores desarrolló la póliza de participación de escuela/padre/comunidad siguiente. La participación paternal significa la participación de padres en la comunicación regular, de doble sentido, y significativa que implica al estudiante aprendizaje académico y otras actividades escolares, incluso asegurando —

- ✓ a que los padres desempeñan un papel integral en la asistencia del aprendizaje de su niño;

Los padres son invitados a asistir a entrenamiento en ayuda de tarea, lectura, y habilidades de matemáticas.

Los padres son invitados a asistir a reuniones para hablar de CST y estándares de nivel de grado.

- ✓ a que los padres son animados a estar activamente implicados en la educación de su niño en la escuela;

Los padres son invitados a ofrecerse en el salón de su niño.

- ✓ a que los padres son compañeros enteros en la educación de su niño y son incluidos, como apropiados, en tomar decisiones y en comités asesores para asistir en la educación de su niño;

Los padres son parte del Consejo de Sitio Escolar y Comité Asesor de Principiante de Inglés.

La información sobre pólizas escolares y oportunidades de participación es comunicada por el contacto paternal directo en la manera siguiente:

- ✓ La Póliza de Participación de Padre/Comunidad Escolar y el Compacto de Padre a escuela son distribuidos a padres y estudiantes en la Forma de Participación Paternal Escolar Sierra Linda, que es distribuida anualmente a principios del año escolar. Los maestros examinan la Forma de Participación Paternal Escolar de Sierra Linda y pólizas con los estudiantes a principios del año. A padres les piden leer y hablar de la Forma de Participación Paternal

Escolar de Sierra Linda con sus estudiantes y firmar y regresar una forma de reconocimiento. (Muestra en Folletos)

- ✓ La Escuela Sierra Linda notifica los padres sobre la Póliza de Participación Paternal Escolar de una forma comprensible y uniforme y, al grado practicable, distribuyen esta póliza a padres en una lengua que los padres pueden entender.
- ✓ La Escuela Sierra Linda hará disponible la Póliza de Participación Paternal Escolar a la comunidad local. La Forma de Participación Paternal de la Escuela Sierra Linda estará disponible en el sitio Web escolar, en la oficina escolar, y a padres que se registran después del principio del año escolar.
- ✓ La Escuela de Sierra Linda de vez en cuando actualiza la Póliza de Participación Paternal Escolar para encontrar las necesidades que traen los cambios de padres y la escuela.
- ✓ La Escuela Sierra Linda ha adoptado el compacto de padre y de la escuela como un componente de su Póliza de Participación Paternal Escolar.

POLÍTICAS ESCOLARES, OPORTUNIDADES DE PARTICIPACIÓN, Y REUNIONES

La Escuela Sierra Linda convoca una reunión anual y regular para informar a padres del siguiente (transporte, cuidado de niños, los tiempos de reunión flexibles serán dirigidos):

- ✓ La participación de la escuela de su niño/a en Título I
- ✓ Sobre los requisitos de Título I,
- ✓ De sus derechos para estar implicados, (una copia del distrito de la póliza del distrito amplia de participación paternal)
- ✓ Sobre la participación en un programa de Título I que abarca toda la escuela

Además, la Escuela Sierra Linda conduce un foro abierto para padres y miembros de comunidad para implicar más a padres en el desarrollo conjunto y el acuerdo conjunto de su Póliza de Participación Paternal Escolar.

Los padres son proveídos con una descripción y la explicación del plan de estudios que se usan en la escuela, las formas de la evaluación académica que se usa para medir el progreso de estudiantes, y se espera que los estudiantes de niveles de habilidad se encuentren será proporcionada.

- Póliza de Participación Paternal Escolar
- Calendared de Secular/Junta
- Guía de Padre/Estudiante
- Aplicaciones/Informacion de Voluntarios
- Información de Evaluación (DIBELS, IDEL K-2, SBAC)
- Descripciones de Plan de estudios para Lengua en ingles, Matemáticas, y otras áreas
- ✓ El Sitio Web de la Escuela proporciona la información sobre el personal, actividades de clases y recursos paternales – está en el progreso.
- ✓ PTA
- ✓ Día de Campo
- ✓ Asambleas de logros de estudiante
- ✓ Equipo de Estudio de estudiante (SST)
- ✓ Talleres Paternales

De ser solicitado por padres, oportunidades de reuniones regulares para formular sugerencias y participar, como apropiado, en decisiones acerca de la educación de sus niños, y responder a cualquier tal sugerencia tan pronto como practicablemente posible será hablado. Darán a miembros de padres/comunidad respuestas oportunas a cualquier preocupación y sugerencias.

- Consejo de Sitio Escolar
- Comité Asesor de Principiante de Inglés

La Escuela/Padre/Estudiante Compacto es una parte de la Póliza de Participación Paternal Escolar. El compacto fue desarrollado por maestros, padres y administradores. Esto describe las responsabilidades de la escuela y padres para mejorar la interpretación de estudiante y los medios para lograrlo.

El edificio de la capacidad para la participación de padre/comunidad es puesto en una lista de Póliza de Participación de padres del Distrito. Las actividades específicas incluyen: SSC, ELAC, Café con Padres, PTA, SST y la Noche de Regresar a Clases.

The Single Plan for Student Achievement

School: Juan Lagunas Soria Elementary School
CDS Code: 56725380119412
District: Oxnard School District
Principal: Aracely Fox
Revision Date: February 26, 2015

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:

Contact Person: Aracely Fox
Position: Principal
Phone Number: 805-385-1584
Address: 3101 Dunkirk Drive
Oxnard, CA 93035
E-mail Address: a2fox@oxnardsd.org

The District Governing Board approved this revision of the SPSA on 2/26/15.

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School Vision and Mission

Juan Lagunas Soria Elementary School's Vision and Mission Statements

School Vision: Ensure a clean, safe and positive environment while fostering the ability for every child to grow and be successful personally, socially and academically.

School Mission: Build student success through diversity and excellence.

School Profile

Since its inception in 2009 Juan L. Soria School has been known for its innovations and its high quality educational opportunities. We are a kindergarten through eighth grade school with a focus on Spanish Dual Language Immersion instruction. Currently we are proud to serve over 1,100 students and their families. We strive to ensure a clean, safe and positive environment while fostering the ability for every child to grow personally, socially, and academically. Through high academic standards, enrichment activities, individualized instruction and technology enhancements Soria provides a unique opportunity for every one of our students to persevere and become academically successful. This year Soria has fully implemented the Common Core Standards, we have transitioned to student centered lessons with a focus on real life problem solving skills. In addition, our response to intervention (RTI2) program is maturing becoming stronger and more effective as we strive to provide all of our students with what they need when they need it. Our students are receiving focused interventions and enrichment opportunities through Universal Access, Small Group and Individual Instruction as well as Before and After School Tutoring. This 2014-2015 school year we offered a variety of elective classes for our seventh and eight grade students such as AVID, MESA, Spanish, Creative Writing, Leadership and Geography. These courses are designed to promote academic enrichment while still fostering students individual skills and interests. In addition, students from all grade have an opportunity to participate in after school clubs such as Art (K-8), ASB (6-8), and Journalism (5-8). Aside from academic progress we have also made gains in regards to meeting the students social emotional needs and in promoting positive student behaviors. We currently have the support of a full time school counselor as well as of an Outreach Resource Specialist. With their help and support we have been able to successfully implement CHAMPS, a school wide positive behavior program. Soria's staff and faculty are committed in promoting academic excellence as well as the respect and understanding for the diversity of others. Furthermore, we strongly believe that the collaboration with our parents and community is vital in assuring academic and social success for our students. Our school offer various opportunities for our parents and community to participate and volunteer in our school. Our School Site Council (SSC), Parent Teachers Association (PTA) and our English Advisory Committee (ELAC) play an active role in developing our school goals. Thanks to our partnerships we have been able to provide extracurricular and enrichment activities for our students in the area of sports, art, and music. We pride ourselves in creating a family environment of respect and understanding where all students and families feel welcome and respected.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	654	809		73	78		18	19		11	9	
Growth API	800	752		888	832		677	685		904		
Base API	793	799		890	883			693			901	
Target	5	1										
Growth	7	-47										
Met Target	Yes	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	517	665		257	342		447	570		51	55	
Growth API	787	739		762	728		770	730		730	644	
Base API	779	785		756	760		771	769		740	727	
Target	5	5		5	5		5	5				
Growth	8	-46		6	-32		-1	-39				
Met Target	Yes	No		Yes	No		No	No				

Conclusions based on this data:

1. API targets were not met, all subgroups dropped significantly. The overall school's API declined by 47 points.
2. Hispanics had the greatest API drop of 47 points compared to all other subgroups. The API for English Learners declined by 29 points while the Socioeconomically Disadvantaged group declined by 39 points.
3. An initial baseline will be developed based on the results of the 2014-2015 CAASPP assessments.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	99		100	100		100	100	
Number At or Above Proficient	366	362		54	51		7	7		9		
Percent At or Above Proficient	56.0	44.9		74.0	66.2		38.9	36.8		81.8	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		100	99		100	94	
Number At or Above Proficient	276	280		123	126		217	227		22	18	
Percent At or Above Proficient	53.4	42.2		47.9	37.0		48.5	40.0		43.1	34.6	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
AYP Target: HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1. AYP criteria was not met for the 2012-2013 school year, less than 50% of students scored at or above proficiency.
2. The AYP for all subgroups declined. The lowest scoring significant subgroup was "Students with Disabilities" scoring 35.3% at or above proficient. The Hispanic subgroup scored 42.2% at or above proficient, Socioeconomically Disadvantaged students scored 39.8% at or above proficient while English Learners scored 37.8% at or above proficient.
3. An initial academic baseline will be developed based on the CAASPP 2014-2015 assessments.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	369	333		55	37		7	6		8		
Percent At or Above Proficient	56.5	41.2		75.3	47.4		38.9	31.6		72.7	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	99	
Number At or Above Proficient	276	266		132	125		225	202		26	19	
Percent At or Above Proficient	53.5	40.0		51.6	36.5		50.4	35.4		51.0	34.5	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
AYP Target: HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. AYP criteria was not met for the 2012-2013 school year, less than 50% of students scored at or above proficiency.
2. The AYP for all subgroups declined. The lowest scoring significant subgroup was "Students with Disabilities", this group scored 35.2 % at or above proficient. The Hispanic subgroup scored 40% at or above proficient, English Learners scored 37.1% at or above proficient and students while Socioeconomically Disadvantaged scored 35.6% at or above proficient.
3. An initial academic baseline will be developed based on the results of the 2014-2015 CAASPP assessments.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					16	27	19	32	25	42	60
1	2	3	15	24	20	32	12	19	14	22	63
2	1	2	14	23	23	38	19	31	4	7	61
3	1	1	7	10	38	56	15	22	7	10	68
4	1	2	12	26	26	57	2	4	5	11	46
5	1	3	11	38	10	34	4	14	3	10	29
6			6	27	7	32	7	32	2	9	22
7	2	12	7	41	8	47					17
8	2	11	11	61	5	28					18
Total	10	3	83	22	153	40	78	20	60	16	384

Conclusions based on this data:

1. A large percentage of our EL students remain at the intermediate level.
2. Most middle school EL students are at an Early Advanced level.
3. An initial academic baseline will be developed based on the results of the 2014-2015 CAASPP assessments.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	249	297	330
Percent with Prior Year Data	99.2%	100.0%	100.0%
Number in Cohort	247	297	330
Number Met	125	182	147
Percent Met	50.6%	61.3%	44.5%
NCLB Target	56.0	57.5	
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	242	60	263	94	299	82
Number Met	39	26	52	53	47	35
Percent Met	16.1%	43.3%	19.8%	56.4%	15.7%	42.7%
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

Conclusions based on this data:

1. Criteria for AMAO 1 was not met for the 2013-2014 school year, the EL student group with less than 5 years of EL instruction did not meet AMAO 2, students with more than 5 years of EL instruction did not meet the AMAO 2 criteria.
2. English Learners did not meet the Adequate Yearly Progress, AMAO 3.
3. An initial academic baseline will be developed based on the results of the 2014-2015 CAASPP assessments.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7,019	7,243	7,411
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,011	7,243	7,411
Number Met	3,738	3,679	3,846
Percent Met	53.3	50.8	51.9
NCLB Target	56.0	57.5	
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	6,290	2,200	6,488	2,307	6,653	2,316
Number Met	842	809	862	814	877	939
Percent Met	13.4	36.8	13.3	35.3	13.2	40.5
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. The district has not met AMAO goals for the past three years. The district has made growth in every AMAO goal for the past three years.
2. For the 2012-2013 school year Soria performed better than the district as a whole, Soria was able to meet AMAO 1 and AMAO 2 for students with five or more years of EL instruction.
3. An initial academic baseline will be developed based on the results of the 2014-2015 CAASPP assessments.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #1:

- A. Kindergarten- 95% of students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.
- B. 1st Grade- 80% of students will exit 1st grade at benchmark on Nonsense Word Fluency and Oral Reading Fluency. All students by years end will show growth in reading fluency, with an improvement of 20 words per minute from their beginning and mid year fluency score.
- C. 2nd – 6th Grades- The percent of students performing below proficiency in ELA will reduce by 20%.
- D. 7th-8th- The percent of students performing below proficiency in ELA as measured by their academic grades will reduce by 20%.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster Youth, Homeless and Hispanic.

Data Used to Form this Goal:

- DIBELS data
- Essential Skills

Findings from the Analysis of this Data:

Beginning of the Year 2014-2015 DIBELS results:

- Kinder: 60% at risk, 15% strategic, 25% core
- First Grade: 58% at risk, 21% strategic, 21% core
- Second Grade: 61% at risk, 22% strategic, 16% core
- Third Grade: 48% at risk, 24% strategic, 27% core
- Fourth Grade: 47% at risk, 18% strategic, 35% core
- Fifth Grade: 47% at risk, 29% strategic, 24% core
- Sixth Grade: 47% at risk, 29% strategic, 24% core

Percent of Students with a "D" or "F" grade during the first 2014-2015 Progress Report:

- Seventh Grade: 3%
- Eighth Grade: 33%

How the School will Evaluate the Progress of this Goal:

- OARS Common Core District Assessments
- DIBELS and Essential Skills
- Technology based assessments through the iPads
- Teachers will meet in grade level meetings after assessment periods to analyze data
- Progress Monitoring
- SMART Goals analysis
- Student Monitoring Conferences
- Instructional Formative Assessments (IFAs)
- School and District designed Rubrics
- IDEL (Dual Language Immersion Kindergarten and 1st grade)
- IPT (Dual Language Immersion Classes)

Strategy #1

STRATEGY:
TEACH AND LEARNING: The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for language arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Grade Collaboration Meetings: Grade levels will collaborate to analyze data and plan instruction with the focus of incorporating SIOF and EL strategies with the Common Core.	Teachers	September 2014-May 2015	Substitutes	1000-1999: Certificated Personnel Salaries	Title III	5000	
		Teachers will collaborate once a month to plan and modify instructional lessons based on the Common Core.	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	16000	
	Site Academic Coach	September 2014-May 2015	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	5000	
		Prepare data prior to collaboration meetings.	Materials	4000-4999: Books And Supplies	LCFF - Targeted	20000	
	Site Administration	September 2014-May 2015	Provide support, input, and guidance.	Materials	4000-4999: Books And Supplies	Title I	6000
			Arrange for teacher coverage, provide support, input and guidance.	Materials	4000-4999: Books And Supplies	LCFF - Discretionary	1066
			Materials	4000-4999: Books And Supplies	Title I	8523	
			Materials	4000-4999: Books And Supplies	Title III	1949	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide coaching support to teachers in the implementation of the Language Arts Common Core including the incorporation of SIOP and EL strategies.	Site Academic Coach	September 2014-May 2015 Prepare and deliver demonstration lessons based on the Common Core to the various primary grade levels (K-8). Engage teachers in the coaching cycle.	N/A	None Specified		
	Teachers	September 2014-May 2015 Actively participate in the coaching cycle. Develop their own Common Core lessons.				
	Site Administration	September 2014-May 2015 Arrange coverage for teachers.				
	District EL TOSA	September 2014-May 2015 Prepare and deliver demonstration lessons based on the Common Core to the various primary grade levels (K-8). Engage teachers in the coaching cycle.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide professional Development for teachers including the incorporation of SIOP and EL strategies in order to make content accessible to all students.	Site Administration	August 2014- June 2015 Facilitate the opportunity for teachers to attend conferences as well as district and county trainings.	N/A	None Specified		
	Site Academic Coach	August 2014- June 2015 Prepare and deliver professional development based on the Common Core.				
	District EL TOSA	August 2014- June 2015 Prepare and deliver professional development based on SIOP.				
SIP Days: The school will provide staff Development for teachers in the area of the Language Arts Common Core.	Site Administration	August 2014 and October 2014 Facilitate and provide professional development.	District Hopitality Fund	None Specified 4000-4999: Books And Supplies	Discretionary	3000
	Teachers	August 2014 and October 2014 Be active participants during the professional development.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>School Leadership Meetings:</p> <p>The school's Leadership Team will meet monthly to discuss and collaboratively develop a school plan in order to improve students academic progress in all content areas.</p>	Leadership Team	<p>August 2014- June 2015</p> <p>Monthly after school meetings to develop school wide goals and actions to support student achievement and safety. The team will meet three times a year during the school day.</p>	Substitutes for teachers	1000-1999: Certificated Personnel Salaries	Discretionary	6000
<p>Technology will be integrated consistently with the Common Core Language Arts standards:</p> <p>Students will be provided with additional opportunities to practice and strengthen their literacy skills through the computer based programs Accelerated Reader and CORE 5.</p>	Teachers	<p>October 2014-July 2015</p> <p>Integrate AR and CORE 5 in their lessons in order to reinforce and/or enrich academic concepts.</p>	<p>Yearly subscription to Accelerated Reader</p> <p>Yearly subscription to Accelerated Reader</p> <p>Yearly Subscription to CORE 5</p> <p>Yearly Subscription to CORE 5</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Title I</p> <p>LCFF - Targeted</p> <p>Title I</p> <p>Discretionary</p>	<p>2000</p> <p>3500</p> <p>1000</p> <p>9000</p>

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology will be integrated consistently with the Common Core Language Arts standards: Teachers will integrate iPad applications in their lessons in order to reinforce and enrich academic concepts.	Teachers	October 2014-July 2015 Integrate iPad applications lessons in order to reinforce and/or enrich academic concepts.	Purchase Academic Applications	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	6600
Technology will be integrated consistently with the Common Core Language Arts standards: The school will provide and replenish technology equipment in order to enhance our current technology for students (Student Headphones, Smart Board Adapters, etc.).	Teachers	October 2014-July 2015 Teachers will use the Smart Board Adapters to enhance daily lessons for students. Teachers will allow students to use headphones when needed for their iPads.	Smart Board Adapters	4000-4999: Books And Supplies	Title I	500
			Student Headphones	4000-4999: Books And Supplies	Title I	500
The school will offer Middle School students the opportunity to enroll in rigorous elective courses such as AVID and MESA which support and promote a higher education.	Site Administration Teachers	March 2015 Develop a master schedule which includes MESA and AVID. March 2015 Active recruitment of students for MESA and AVID.	AVID Fieldtrips	5700-5799: Transfers Of Direct Costs	Discretionary	500
			AVID Tutors	2000-2999: Classified Personnel Salaries	Title I	4000
			MESA Fieldtrips	5700-5799: Transfers Of Direct Costs	Title I	300
			MESA Materials	4000-4999: Books And Supplies	Title I	1000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will have the opportunity to copy instructional materials in order to supplement and reinforce Language Arts Common Core Lessons.	Site Academic Coach	August 2014-June 2015 Work with teachers to identify the needed supplemental materials to enrich and review lessons for students.	Publications	5700-5799: Transfers Of Direct Costs	Discretionary	15000
	Teachers	August 2014-June 2015 Identify the needed supplemental materials to enrich and review lessons for students.	Maintenance Agreements	5000-5999: Services And Other Operating Expenditures	Discretionary	5000
			Warehouse Charges	4000-4999: Books And Supplies	Discretionary	27158
Teachers and administration will attend academic conferences in order to enhance their current practices (AVID, CAG, CABE, CUE).	Teachers	August 2014-June 2015 Teachers who attend a conference will be present information regarding the conference to faculty.	CAG	5000-5999: Services And Other Operating Expenditures	Title I	1000
	District Office	August 2014-June 2015 Provide financial resources to pay for conference, travel and accommodations.	CAG	5000-5999: Services And Other Operating Expenditures	Discretionary	1000
			CABE	5000-5999: Services And Other Operating Expenditures	Discretionary	3000
	Site Administration	August 2014-June 2015 Provide financial resources to pay for conference, travel and accommodations.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide teachers the opportunity to take students to field trips in order to enrich units of study.	Teachers	August 2014-June 2015 Identify and organize field trips which will enrich current units of study.	Field Trips	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	3000
Fourth through eighth grade students will be given the opportunity to participate in after school art class enrichment activities.	Art Teacher	December 2014-June 2015 Provide Arts lessons to students 4th-8th grade.	Artists in the Classroom	5800: Professional/Consulting Services And Operating Expenditures	Title I	2500
			Artists in the Classroom	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	3000
			Artists in the Classroom	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	3000
Kinder through third grade students will be given the opportunity to participate in after school art class enrichment activities.	Art Teacher	October 2014-June 2015 Provide Arts lessons to students K-3 grade.	Extra hours for teacher	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide the required clerical staff to support all of the school's goals and actions.	Site Administration	August 2014-June 2015 Provide the needed resources.	Clerical Over Time	1000-1999: Certificated Personnel Salaries	Discretionary	2000
			Clerical Substitute	1000-1999: Certificated Personnel Salaries	Discretionary	3000
			Extra Clerical Support in the office	1000-1999: Certificated Personnel Salaries	Discretionary	9778
			Clerical Office	1000-1999: Certificated Personnel Salaries	Discretionary	9000
			Classified Substitute	1000-1999: Certificated Personnel Salaries	Discretionary	3500
Administration will meet with teachers prior and post their evaluation, offer coaching support to teachers in areas in order to enhance their current practice.	Site Administration	August 2014-June 2015 Provide the needed resources.	Teacher substitute coverage for pre and post evaluation meetings	1000-1999: Certificated Personnel Salaries	Discretionary	1000
Technology will be integrated consistently with the Common Core Language Arts standards: Provide extra support to teachers in the area of educational applications in order to directly support students direct access to the required technology.	Site Administration	October 2014-June 2015 Provide required support.	Teacher Extra Help	1000-1999: Certificated Personnel Salaries	Title I	4000
			Part Time Computer Technician	2000-2999: Classified Personnel Salaries	Title I	20000

Strategy #2

STRATEGY:
 OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS AND ENRICHMENT: The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will receive professional development on the RTI model.	Site Administration	October 2014 Facilitate Professional Development for all teachers.	N/A	None Specified		
	Site Academic Coach	August 2014-June 2015 Support and guide teachers in the RTI model.				
	Teachers	October 2014 Be active participants during the RTI professional development.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Teachers and grade levels will implement Universal Access during the school day for their students including ELD intervention for EL students.	Site Administration	August 2014-June 2015	Materials to support EL students	4000-4999: Books And Supplies	LCFF - Targeted	500	
		Provide the required tools for teachers to implement a Universal Access Time during the instructional day.	Materials to support EL students	4000-4999: Books And Supplies	Discretionary	4500	
		Substitute support for K-1 teachers to assess students (DIBELS, Essential Skills)	1000-1999: Certificated Personnel Salaries	Discretionary	2000		
	Site Academic Coach	August 2014-June 2015	Support and guide teachers in developing time for Universal Access.				
	Leadership Team	August 2014-June 2015	Guide their grade levels and give feedback to administration of the needed resources to implement a successful Universal Access time.				
	Teachers	August 2014-June 2015	Actively participate in collaboration with their grade levels and inform their leadership representatives of needed resources.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Coordinated Services; Team (COST) and Student Success Team (SST) meetings to address the emotional and academic needs of at risk students.	Site Administration	August 2014-June 2015 Facilitate the meetings and provide resources and support.	Substitutes for the classroom teachers	1000-1999: Certified Personnel Salaries	Title I	2000
	ORC	August 2014-June 2015 Offer and coordinate services for families and students.				
	COST	August 2014-June 2015 Identify possible interventions and support that would facilitate academic success for students.				
	SST	August 2014-June 2015 Work with students and families to identify the best possible interventions and support that would facilitate academic success for students.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be identified through data analysis in grade level meetings and student monitoring conferences and will participate in a focused, skill-based intervention program with a Intervention Service Provider (ISP) during the school day.	Site Administration	January 2014-May 2015	ISPs	1000-1999: Certificated Personnel Salaries	Title I	17000
		Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester.	ISPs	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	22000
		Provide Substitutes	ISPs	1000-1999: Certificated Personnel Salaries	Title III	10000
	Teachers	January 2014-May 2015	ISPs	1000-1999: Certificated Personnel Salaries	Discretionary	5000
		Be active participants of Student Monitoring Meetings and of Grade Level meetings.	ISPs	1000-1999: Certificated Personnel Salaries		
	ORC	January 2014-May 2015	Substitutes/ Student Monitoring	1000-1999: Certificated Personnel Salaries	Discretionary	500
		Support Teachers with resources for students and their families.				
	Academic Coach	January 2014-May 2015				
		Guide and support ISPs with resources.				
	ISPs	January 2014-May 2015				
Provide targeted instruction to students K-8.						

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be identified through data analysis in grade level meetings and student monitoring conferences and will participate in a focused, skill-based intervention program with a credentialed teacher before or/and after school in order to directly benefit all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster Youth, Homeless and Hispanic.	Site Administration	October 2014-May 2015 Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester. Allow for grade level meetings at least once a month.	Teacher Extra Pay	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5000
	Teachers	October 2014-May 2015 Be active participants of Student Monitoring Meetings and of Grade Level meetings. Provide academic intervention sessions before or after school hours.	Teacher Extra Pay	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4000
	ORC	October 2014-May 2015 Support Teachers with resources for students and their families.				
	Site Academic Coach	October 2014-May 2015 Guide and support ISPs and teachers with resources.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and the School Principal will hold meetings with 7th and 8th grade students who are not meeting proficient academic levels.	Site Administration	January 2015-May 2015 Meet with students at least two times during the school year.	N/A	None Specified		
	Teachers	August 2014-June 2015 Provide information to school administration of students' progress.				
	ORC	August 2014-June 2015 Support students and their families with sources.				

Strategy #3

STRATEGY:
 PRE - SCHOOL TRANSITION: The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will hold In-Coming Parent Night Meetings for families of entering kindergarten students.	Site Administration	April 2015-June 2015 Facilitate resources for teachers to successfully conduct the meetings.	Teacher Extra Pay	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	700
	Kindergarten Teachers	April 2015-June 2015 Prepare and facilitate the parent meetings.	Materials	4000-4999: Books And Supplies	LCFF - Targeted	300

Strategy #4

STRATEGY:

5th to 6th GRADE TRANSITION/ 8th TO HIGH SCHOOL TRANSITION: The school will implement a transition plan for 5th to 6th (8th to high school).

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will offer transition meetings to allow collaboration time between Elementary and Middle School teachers to discuss students' overall academic needs including the identification of EL students, current CELDT levels and possible candidates for reclassification.	Site Administration	April 2015-June 2015 Provide release time to allow for the collaboration meetings.	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	1000
	Site Academic Coach	April 2015-June 2015 Provide student data.				
	Teachers	April 2015-June 2015 Be active participants of all Collaboration Meetings.				
Administration will hold parent and student meetings to address the upcoming transition from elementary to middle school/ middle school to high school.	Site Administration	April 2015-June 2015 Facilitate parent and student meetings.	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will offer a transition meeting to allow for collaboration time between High School Counselors/Teachers and Middle School teachers to discuss students' academic needs.	Site Administration	February 2015 Provide release time to allow for the collaboration meetings.	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	1000
	Site Academic Coach	February 2015 Provide student data.				
	Teachers	February 2015 Be active participants of all Collaboration Meetings.				

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT: The school will provide professional development to support the Common Core State Standards for language arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and administration will attend academic conferences in order to enhance their current practices (AVID, CAG, CABE, CUE).	Teachers	August 2014-June 2015 Teachers who attend a conference will be present information regarding the conference to faculty.	Refer to strategy # 1			
	District Office	August 2014-June 2015 Provide financial resources to pay for conference, travel and accommodations.				
	Site Administration	August 2014-June 2015 Provide financial resources to pay for conference, travel and accommodations.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide professional Development for teachers including the incorporation of SIOP and EL strategies in order to make content accessible to all students.	Site Administration	August 2014- June 2015 Facilitate the opportunity for teachers to attend conferences as well as district and county trainings.	Refer to strategy # 1			
	Site Academic Coach	August 2014- June 2015 Prepare and deliver professional development based on the Common Core.				
	District EL TOSA	August 2014- June 2015 Prepare and deliver professional development based on SIOP.				
SIP Days: The school will provide staff Development for teachers in the area of the Language Arts Common Core.	Site Administration	August 2014 and October 2014 Facilitate and provide professional development.	Refer to Strategy # 1			
Teachers	August 2014 and October 2014 Be active participants during the professional development.					

Strategy #6

STRATEGY:
PARENT INVOLVEMENT: The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration will coordinate and hold Title I quarterly meetings for parents and community.	Site Administration	September 2014-June 2015 Facilitate Title I meetings at least three times during the school year.	Child Care	2000-2999: Classified Personnel Salaries	Discretionary	500
The school will actively promote the participation and involvement of parents in school committees such as PTA, ELAC and SSC.	Site Administration	August 2014-June 2015 In collaboration with parent/community representatives administration will create and post agendas of upcoming meetings. All parents/guardians will be informed with ample time of school meetings and events.	Child Care	2000-2999: Classified Personnel Salaries	Discretionary	500
	Site Administration	August 2014-June 2014 Administration will provide incentives for parent/community participation in school sponsored meetings.	Hospitality Fund	4000-4999: Books And Supplies	Discretionary	2000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Administration and parents/community will jointly develop the school's Parent Compact.	Site Administration	Organize and facilitate with parents/community the development of the school's Parent Compact.	N/A	None Specified		
	Parents/Community	Work collaboratively with Site Administration in developing the school's Parent Compact.				
School Administration and parents/community will jointly develop a Parent Involvement Policy	Site Administration	Organize and facilitate with parents/community the development of the school's Parent Involvement Policy.	N/A	None Specified		
	Parents/Community	Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.				

Strategy #7

STRATEGY:

AFTER SCHOOL PROGRAM (AFTER SCHOOL EDUCATION AND SAFETY- ASES): The school will support the district implementation of the (After School and Education and Safety-ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Constant Communication between the After School Program and the School.	After School Teacher Liaison	August 2014-June 2015 Will maintain communication with the After School Program Personnel.	ASES	None Specified		
	Site Administration	August 2014-June 2015 Will maintain open communication with the After School Teacher Liaison.				
ASES Administrator meet monthly with site Principal to evaluate program and work on correlating the After School Program to the regular school day programs and services	ASES Administrators	August 2014-June 2015 Arrange to meet monthly with school administration and communicate needs of the program.	ASES	None Specified		
	Site Administration	August 2014-June 2015 Communicate student academic needs to ASES administration. Provide input on activities that are offered by the After School Program.				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #2:

A. Kindergarten- 90% of students will count, recognize, represent, name, and order a number of objects (up to 30); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

B. 1st Grade- All students will count, read, and write whole numbers to 120 and count and group objects in ones and tens. 90% of students will know the addition facts (sums to 10) and the corresponding subtraction facts and commit them to memory.

C. The percent of students scoring below proficiency will reduce by 10%, as these students move towards Proficient or Advanced on the 2014-2015 assessments. All students will increase performance level by one level or maintain advanced level in Math.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic.

Data Used to Form this Goal:

- 2014-2015 Scott Foresman EnVision Math topic and placement test data

Findings from the Analysis of this Data:

Students at proficiency or advanced level as measured by the beginning placement of the 2014-2015 school year:

- Kinder: 9%
- First Grade: 20%
- Second Grade: 23%
- Third Grade: 12%
- Fourth Grade: 2%
- Fifth Grade: 4%
- Sixth Grade 8%

Percent of Students with a "D" or "F" grade during the first 2014-2015 Progress Report:

- Seventh Grade: 21%
- Eighth Grade; 32%

How the School will Evaluate the Progress of this Goal:

- OARS Common Core District Assessments
- Technology based assessments through the iPads
- Teachers will meet in grade level meetings after assessment periods to analyze data
- Progress Monitoring
- SMART Goals analysis
- Student Monitoring Conferences

Strategy #1

STRATEGY:
TEACH AND LEARNING: The School will ensure the full implementation of the State approved math curriculum and support the Common Core State Standards for math.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Collaboration Meetings; Grade levels will collaborate to analyze data and plan instruction with the focus of incorporating SIOp and EL strategies with the Math Common Core.	Teachers	September 2014 -May 2015	Refer to goal # 1			
		Collaborate once a month to plan and modify instructional lessons based on the Common Core.				
	Site Academic Coach	September 2014 -May 2015				
		Prepare data prior to collaboration meetings. Provide support, input, and guidance.				
	Site Administration	September 2014 -May 2015				
		Assure time for collaboration. Provide support, input and guidance.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Coaching support for teachers in the implementation of the Math Common Core including the incorporation of SIOP and EL strategies.	Site Academic Coach	September 2014-May 2015 Prepare and deliver demonstration lessons based on the Common Core to the various primary grade levels (K-8). Engage teachers in the coaching cycle.	Refer to goal # 1			
	Teachers	September 2014-May 2015 Actively participate in the coaching cycle. Develop their own Common Core lessons.				
	District EL TOSA	September 2014-May 2015 Support teachers and the Academic Coach in integrating SIOP with the Common Core.				
	Site Administration	September 2014-May 2015 Arrange coverage for teachers				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for Teachers including the incorporation of SIOP and EL strategies to make content accessible to all students.	Site Administration	August 2014-June 2015 Facilitate the opportunity for teachers to attend conferences as well as district and county trainings.	Refer to goal #1			
	Site Academic Coach	August 2014-June 2015 Prepare and deliver professional development based on the Common Core.				
	District EL TOSA	August 2014-June 2015 Prepare and deliver professional development based on SIOP.				
SIP Days: The school will provide staff Development for teachers in the area of the Math Common Core.	Site Administration	August 2014 and October 2014 Facilitate and provide professional development.	Refer to goal #1			
Teachers	August 2014 and October 2014 Be active participants during the professional development.					

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>School Leadership Meetings:</p> <p>The school's Leadership Team will meet monthly to discuss and collaboratively develop a school plan in order to improve students academic progress in all content areas.</p>	Leadership Team	<p>August 2014-June 2015</p> <p>Monthly meetings to develop school wide goals and actions to support student achievement and safety. The team will meet three times during the school day.</p>	Refer to goal #1			
<p>Technology will be integrated consistently with the Common Core Math standards:</p> <p>Teachers will integrate iPad applications in their lessons in order to reinforce and enrich academic concepts.</p>	Teachers	<p>October 2014-July 2015</p> <p>Integrate iPad applications lessons in order to reinforce and/or enrich academic concepts.</p>	Refer to goal #1			
<p>The school will provide technology equipment in order to enhance our current technology for students (Student Headphones, Smart Board Adapters).</p>	Teachers	<p>October 2014-July 2015</p> <p>Teachers will use the Smart Board Adapters to enhance daily lessons for students. Teachers will allow students to use headphones when needed for their iPads.</p>	Refer to goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer Middle School students the opportunity to enroll in rigorous elective courses such as AVID and MESA which support and promote a higher education.	Site Administration	March 2015 Develop a master schedule which includes MESA and AVID.	Refer to goal #1			
	Teachers	March 2015 Active recruitment of students for MESA and AVID.				
Teachers will have the opportunity to copy instructional materials in order to supplement and reinforce Math Common Core Lessons.	Site Academic Coach	August 2014-June 2015 Work with teachers to identify the needed supplemental materials to enrich and review lessons for students.	Refer to goal #1			
	Teachers	August 2014-June 2015 Identify the needed supplemental materials to enrich and review lessons for students.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and administration will attend academic conferences in order to enhance their current practices (AVID, CAG, CABE, CUE).	Teachers	August 2014-June 2015 Teachers who attend a conference will be present information regarding the conference to faculty.	Refer to goal #1			
	District Office	August 2014-June 2015 Provide financial resources to pay for conference, travel and accommodations.				
	Site Administration	August 2014-June 2015 Provide financial resources to pay for conference, travel and accommodations.				
Provide teachers the opportunity to take students to field trips in order to enrich units of study.	Teachers	August 2014-June 2015 Identify and organize field trips which will enrich current units of study.	Refer to goal #1			
Fourth through eighth grade students will be given the opportunity to participate in after school art class enrichment activities.	Art Teacher	December 2014-June 2015 Provide Arts lessons to students 4th-8th grade.	Refer to goal #1			
Kinder through third grade students will be given the opportunity to participate in after school art class enrichment activities.	Art Teacher	October 2014-June 2015 Provide Arts lessons to students K-3rd grade.	Refer to goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide the required clerical staff to support all of the school's goals and actions.	Site Administration	August 2014-June 2015 Provide the needed resources.	Refer to goal #1			
Administration will meet with teachers prior and post their evaluation, offer coaching support to teachers in areas in order to enhance their current practice.	Site Administration	August 2014-June 2015 Provide the needed resources.	Refer to goal #1			
Technology will be integrated consistently with the Common Core Math Standards: Provide extra support to teachers in the area of educational applications in order to directly support students direct access to the required technology.	Site Administration	October 2014-June 2015 Provide required support.	Refer to goal # 1			

Strategy #2

STRATEGY:
 OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS AND ENRICHMENT: The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will receive professional development on the RTI model.	Site Administration	February 2014 Facilitate Professional Development for all teachers.	Refer to goal # 1			
	Site Academic Coach	August 2014-June 2015 Support and guide teachers in the RTI model.				
	Teachers	October 2014 Actively participate during the RTI professional development.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and grade levels will implement Universal Access during the school day for their students including ELD intervention for EL students.	Site Administration	August 2014-June 2015 Provide the required tools for teachers to implement a Universal Access Time during the instructional day.	Refer to goal # 1			
	Site Academic Coach	August 2014-June 2015 Support and guide teachers in developing time for Universal Access.				
	Leadership Team	August 2014-June 2015 Guide their grade levels and give feedback to administration of the needed resources to implement a successful Universal Access time.				
	Teachers	August 2014-June 2015 Actively participate in collaboration with their grade levels and inform their leadership representatives of needed resources.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Coordinated Services; Team (COST) and Student Success Team (SST) meetings to address the emotional and academic needs of at risk students.	Site	September 2014-June 2015 Facilitate the meetings and provide resources and support.	Refer to goal # 1			
	ORC	August 2014-June 2015 Offer and coordinate services for families and students				
	CoST team	September 2014-June 2015 Identify possible interventions and support that would facilitate academic success for students.				
	SST team	August 2014-June 2015 Work with students and families to identify the best possible interventions and support that would facilitate academic success for students.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be identified through data analysis in grade level meetings and student monitoring conferences and will participate in a focused, skill-based intervention program with a Intervention Service Provider (ISP) during the school day.	Site Administration	January 2014-May 2015 Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester. Allow for grade level meetings at least once a month.	Refer to goal # 1			
	Teachers	January 2014-May 2015 Be active participants of Student Monitoring Meetings and of Grade Level meetings.				
	ORC	January 2014-May 2015 Support Teachers with resources for students and their families.				
	Site Academic Coach	January 2014-May 2015 Guide and support ISPs with resources.				
	ISPs	January 2014-May 2015 Provide targeted instruction to students K-8.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site administration will hold meetings with 7th and 8th grade students who are not meeting proficient academic levels.	Site Administration	January 2015-May 2015 Meet with students at least two times during the school year.	Refer to goal # 1			
	Teachers	August 2014-June 2015 Provide information to school administration of students' progress.				
	ORC	August 2014-June 2015 Support students and their families with emotional and social resources.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be identified through data analysis in grade level meetings and student monitoring conferences and will participate in a focused, skill-based intervention program with a credentialed teacher before or/and after school in order to directly benefit all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster Youth, Homeless and Hispanic.	Site Administration	October 2014-May 2015	Refer to goal # 1			
		Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester.				
		Allow for grade level meetings at least once a month.				
	Teachers	October 2014-May 2015				
		Be active participants of Student Monitoring Meetings and of Grade Level meetings.				
	Provide academic intervention sessions before or after school hours.					
	ORC	October 2014-May 2015				
		Support Teachers with resources for students and their families.				
	Site Academic Coach	October 2014-May 2015				
		Guide and support ISPs and teachers with resources.				

Strategy #3

STRATEGY:
PRE- SCHOOL TRANSITION: The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will hold In-Coming Parent Night Meetings for families of entering kindergarten students.	Site Administration	April 2015-June 2015 Facilitate resources for teachers to successfully conduct the meetings.	Refer to goal # 1			
	Kindergarten Teachers	April 2015-June 2015 Prepare and facilitate the parent meetings.				

Strategy #4

STRATEGY:

5th to 6th GRADE TRANSITION/ 8th TO HIGH SCHOOL TRANSITION: The School will implement a transition plan for 5th to 6th (8th to high school).

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transition meeting to allow collaboration time between Elementary and Middle School teachers to discuss students' academic needs, identification of EL students, current CELDT levels and possible candidates for reclassification.	Site Administration	April 2015-June 2015 Provide release time to allow for the collaboration meetings.	Refer to goal # 1			
	Site Academic Coach	April 2015-June 2015 Provide student data.				
	Teachers	April 2015-June 2015 Be active participants of all Collaboration Meetings.				
Have parent and student meetings to address the upcoming transition from elementary to middle school/ middle school to high school.	Site Administration	April 2015-June 2015 Facilitate parent and student meetings.	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transition meeting to allow collaboration time between High School Counselors/Teachers and Middle School teachers to discuss students' academic needs.	Site Administration	February 2015 Provide release time to allow for the collaboration meetings.	Refer to goal # 1			
	Site Academic Coach	February 2015 Provide student data.				
	Teachers	February 2015 Be active participants of all Collaboration Meetings.				

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT: The school will provide professional development to support the Common Core State Standards for Math.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and administration will attend academic conferences in order to enhance their current practices (AVID, CAG, CABE, CUE).	Teachers	August 2014-June 2015 Teachers who attend a conference will be present information regarding the conference to faculty.	Refer to goal # 1			
	District Office	August 2014-June 2015 Provide financial resources to pay for conference, travel and accommodations.				
	Site Administration	August 2014-June 2015 Provide financial resources to pay for conference, travel and accommodations.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide professional Development for teachers including the incorporation of SIOP and EL strategies in order to make content accessible to all students.	Site Administration	August 2014- June 2015 Facilitate the opportunity for teachers to attend conferences as well as district and county trainings.	Refer to goal # 1			
	Site Academic Coach	August 2014- June 2015 Prepare and deliver professional development based on the Common Core.				
	District EL TOSA	August 2014- June 2015 Prepare and deliver professional development based on SIOP.				
SIP Days: The school will provide staff Development for teachers in the area of the Language Arts Common Core.	Site Administration	August 2014 and October 2014 Facilitate and provide professional development.	Refer to goal # 1			
Teachers	August 2014 and October 2014 Be active participants during the professional development.					

Strategy #6

STRATEGY:
PARENT INVOLVEMENT: The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration will organize and hold Title I quarterly meetings for parents and community.	Site Administration	September 2013-June 2014 Facilitate Title I meetings at least three times during the school year.	Refer to goal # 1			
The school will actively promote the participation and involvement of parents in school committees such as PTA, ELAC and SSC.	Site Administration	August 2014-June 2015 In collaboration with parent/community representatives administration will create and post agendas of upcoming meetings. All parents/guardians will be informed with ample time of school meetings and events.	Refer to goal # 1			
	Site Administration	August 2014-June 2014 Administration will provide incentives for parent/community participation in school sponsored meetings.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Administration and parents/community will jointly develop the school's Parent Compact.	Site Administration	Organize and facilitate with parents/community the development of the school's Parent Compact.	N/A	None Specified		
	Parents/Community	Work collaboratively with Site Administration in developing the school's Parent Compact.				
School Administration and parents/community will jointly develop a Parent Involvement Policy.	Site Administration	Organize and facilitate with parents/community the development of the school's Parent Involvement Policy.	N/A	None Specified		
	Parents/Community	Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.				

Strategy #7

STRATEGY:

AFTER SCHOOL PROGRAM (AFTER SCHOOL EDUCATION AND SAFETY- ASES): The school will support the district implementation of the (After School and Education and Safety-ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain constant communication between the After School Program and School.	After School Teacher Liaison	August 2014-June 2015 Will maintain constant communication with the After School Program Personnel.	Refer to goal # 1			
	Site Administration	August 2014-June 2015 Will maintain open communication with the After School Teacher Liaison.				
ASES Administrator meet monthly with site Principal to evaluate program and work on correlating the After School Program to the regular school day programs and services.	ASES administrators	August 2014-June 2015 Arrange to meet monthly with school administration and communicate needs of the program.	Refer to goal # 1			
	Site Administration	August 2014-June 2015 Communicate student academic needs to ASES administration. Provide input on activities that are offered by the After School Program.				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. 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.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
<ol style="list-style-type: none">A. AMAO #1: 59% of all English Learners will advance one level on the CELDTB. AMAO #2: 22.8% of all English Learners with less than five years of instruction in the US will attain an Early Advanced or Advanced level on the CELDT, 49% of all English Learners with more than five years of instruction in the US will attain an Early Advanced or Advanced level on the CELDT .C. AMAO #3: The percent of English Learners scoring below proficiency will reduce by 10%.
Data Used to Form this Goal:
<ul style="list-style-type: none">• CELDT• CST and CMA NCLB Guidelines (2nd – 6th grades)• ELD Continuum
Findings from the Analysis of this Data:
<p>44.5% of all English Learners advanced one level on the CELDT assessment.</p> <p>15.7 of our English Learners with less than five years of instruction in the US attained Early Advanced or an Advanced level on the CELDT, 42.7% of all English Learners with more than five year of instruction in the US attained an Early Advanced or Advanced level on the CELD Assessment.</p>

How the School will Evaluate the Progress of this Goal:

- ELD continuum
- Teachers will meet in grade level meetings after assessment periods
- RTI
- SMART Goals
- Student Monitoring Conferences
- OARS Common Core District Assessments

Strategy #1

STRATEGY:

TEACHING AND LEARNING: The school will ensure the full implementation of the State approved English Language Development (ELD) curriculum and support the Common Core State Standards for English Language Development (ELD).

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Collaboration Meetings: Grade levels will collaborate quarterly to analyze data and plan ELD instruction.	Teachers	October 2014-May 2015	Refer to goal # 1			
		Collaborate to plan and modify ELD instructional lessons.				
		October 2014-May 2015				
	Site Academic Coach	Prepare data prior to collaboration meetings.				
		Provide support, input, and guidance.				
		October 2014-May 2015				
	District EL TOSA	Prepare data prior to collaboration meetings.				
		Provide guidance and support to the Site Academic Coach and to the teachers.				
		October 2014-May 2015				
	Site Administration	Provide time for Grade Level Collaborations.				
		Provide support, input and guidance.				
		October 2014-May 2015				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide Coaching support for teachers in the implementation of the ELD curriculum.	Site Academic Coach	August 2014-June 2014	Refer to goal # 1			
		Prepare and deliver demonstration lessons based on ELD for primary grades (K-6).				
	Engage teachers in the coaching cycle.					
	District EL TOSA	August 2014-June 2014				
		Work closely with the Site Academic Coach in preparing and delivering demonstration lessons based on ELD for primary grades (K-6).				
	Engage teachers in the coaching cycle.					
Teachers	August 2014-June 2014					
	Actively participate in the coaching cycle. Develop effective ELD lessons.					

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and school administrators will attend CABE in order to enhance their current practices.	Site Administration	August 2014-June 2015 Facilitate the opportunity for teachers to attend conferences as well as district and county trainings.	Refer to goal # 1			
	Site Academic Coach	August 2014-June 2015 Prepare and deliver professional development based on ELD.				
	District EL TOSA	August 2014-June 2015 Prepare and deliver professional development based on SIOP and ELD.				
School Leadership Meetings: The school's Leadership Team will meet monthly to discuss and collaboratively develop a school plan in order to improve students academic progress in all content areas.	Leadership Team	August 2014- June 2015 Monthly after school meetings to develop school wide goals and actions to support English Language Learner student achievement and safety. The team will meet three times a year during the school day.	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Technology will be integrated consistently with the Common Core ELD standards:</p> <p>Students will be provided with additional opportunities to practice and strengthen their literacy skills through the computer based programs Accelerated Reader, Rosetta Stone and CORE 5.</p>	Teachers	<p>October 2014-July 2015</p> <p>Integrate AR, Rosetta Stone and CORE 5 in their lessons in order to reinforce and/or enrich language academic concepts.</p>	Refer to goal # 1			
<p>Technology will be integrated consistently with the Common Core ELD standards:</p> <p>Integrate iPad applications to reinforce and enrich academic concepts.</p>	Teachers	<p>October 2014-July 2015</p> <p>Integrate iPad applications lessons in order to reinforce and/or enrich language academic concepts.</p>	Refer to goal # 1			
<p>Technology will be integrated consistently with the Common Core ELD standards:</p> <p>Provide technology equipment in order to enhance our current technology for students (Student Headphones, Smart Board Adapters).</p>	<p>Teachers</p> <p>Site Administration</p>	<p>October 2014-July 2015</p> <p>Teachers will use the Smart Board Adapters to enhance daily language lessons for students. Teachers will allow students to use headphones when needed for their iPads.</p> <p>Provide needed resources.</p>	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will have the opportunity to copy instructional materials in order to supplement and reinforce ELD Common Core Lessons.	Site Academic Coach	August 2014-June 2015 Work with teachers to identify the needed supplemental materials to enrich and review language lessons for students.	Refer to goal # 1			
	Teachers	August 2014-June 2015 Identify the needed supplemental materials to enrich and review language lessons for students.				
Administration will meet with teachers prior and post evaluation, offer coaching support to teachers in order to enhance their practice in regards to English Learners .	Site Administration	August 2014-June 2015 Provide the needed resources.	Refer to goal # 1			

Strategy #2

STRATEGY:

OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS AND ENRICHMENT: The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school and district will make available to teachers professional Development in the area of SIOP.	Site Administration	August 2013-June 2014 Schedule SIOP professional development.	N/A	None Specified		
	Site Academic Coach	August 2013-June 2014 Provide support and professional development to teachers in the area of SIOP.				
	Teachers	August 2013-June 2014 Provide support and professional development to teachers in the area of SIOP.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will purchase applications for EL's focused on skills needed to access the CCSS.	Site Administration	October 2013-June 2014 Work with the school's leadership team to identify appropriate applications.	Refer to goal # 1			
	Leadership Team	October 2013-June 2014 Work with their grade levels to identify appropriate applications for each level.				
	Teachers	October 2013-June 2014 Give input on specific applications to their leadership representative.				
Teachers will scaffold content instruction for students through the use of SIOP.	Site Academic Coach	August 2013-June 2014 Provide support to teachers in the area of SIOP.	N/A	None Specified		
	District EL TOSA	August 2013-June 2014 Provide support to teachers in the area of SIOP.				
	Teachers	August 2013-June 2014 Develop lessons using SIOP.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will hold ELRT meetings to monitor catch- up plans for all 3rd – 8th grade ELL students identified as at risk by the ELS department/school.	Site Administration	November 2014-June 2015 Schedule meetings, provide substitutes for teachers, and facilitate meetings	Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	500
	Site Academic Coach	November 2014-June 2015 Provide student data				
	District EL TOSA	November 2014-June 2015 Provide student data				
	ORC	November 2014-June 2015 Provide socio-emotional support to students.				
	Teachers	November 2014-June 2015 Provide input and additional data.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will have an opportunity to meet as a grade level at least once a month to collaborate on the analysis of assessments of ELD standards. Develop and review goals that focus on areas of need. Plan lessons and identify strategic instructional strategies.	Site Administration	September 2014-June 2015 Provide time to collaborate as grade level teams.	Refer to goal # 1			
	Site Academic Coach	September 2014-June 2015 Guide and support teachers in the development of goals.				
	District EL TOSA	September 2014-June 2015 Provide professional development in the area of ELD.				
	Teachers	September 2014-June 2015 Actively participate in collaboration meetings. Develop SMART goals and plan ELD lessons.				
Before/After School intervention for students who are not progressing in the area of ELD.	Teachers	August 2014-June 2015 Design focused intervention lessons.	Teacher Extra-Time	1000-1999: Certificated Personnel Salaries	Title III	5000
			Materials	4000-4999: Books And Supplies	LCFF - Discretionary	500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement SIOP strategies and write Language Objectives for all lessons.	Teachers	August 2014-June 2015 Design language objectives for all lessons.	N/A	None Specified		
	Site Academic Coach	August 2014-June 2015 Support teachers in designing language objectives.				
	Site Administration	August 2014-June 2015 Facilitate resources				

Strategy #3

STRATEGY:
PRE - SCHOOL TRANSITION: The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will hold In-Coming Parent Night Meetings for families of entering kindergarten students.	Site Administration	April 2015-June 2015 Facilitate resources for teachers to successfully conduct the meetings.	Refer to goal # 1			
	Kindergarten Teachers	April 2015-June 2015 Prepare and facilitate the parent meetings.				

Strategy #4

STRATEGY:

5th to 6th GRADE TRANSITION/ 8th TO HIGH SCHOOL TRANSITION: The school will implement a transition plan for 5th to 6th (8th to high school).

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transition meeting to allow collaboration time between Elementary and Middle School teachers to discuss students' academic needs, identification of EL students, current CELDT levels and possible candidates for reclassification.	Site Administration	April 2015-June 2015 Provide release time to allow for the collaboration meetings.	Refer to goal # 1			
	Site Academic Coach	April 2015-June 2015 Provide student data.				
	Teachers	April 2015-June 2015 Be active participants of all Collaboration Meetings.				
Have parent and student meetings to address the upcoming transition from elementary to middle school/ middle school to high school.	Site Administration	April 2015-June 2015 Facilitate parent and student meetings.	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transition meeting to allow collaboration time between High School Counselors/Teachers and Middle School teachers to discuss students' academic needs.	Site Administration	February 2015 Provide release time to allow for the collaboration meetings.	Refer to goal # 1			
	Site Academic Coach	February 2015 Provide student data.				
	Teachers	February 2015 Be active participants of all Collaboration Meetings.				

Strategy #5

STRATEGY:

PROFESSIONAL DEVELOPMENT: The school will provide professional development in order to support English Language Development instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school and district will provide teachers professional Development in the area of SIOP.	Site Administration	August 2014-June 2015 Provide follow-up support	District	None Specified		
	Site Academic Coach	August 2014-June 2015 Provide support and professional development to teachers in the area of SIOP.				
	District EL TOSA	August 2014-June 2015 Provide support and professional development to teachers in the area of SIOP.				
	Teachers	August 2014-June 2015 Be active participants during the professional development.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school and district will provide ELD based Professional Development.	Site Administration	August 2014-June 2015 Provide follow-up support	District	None Specified		
	Site Academic Coach	August 2014-June 2015 Provide support and professional development to teachers in the area of ELD instruction.				
	District EL TOSA	August 2014-June 2015 Provide support and professional development to teachers in the area of ELD instruction.				
SIP Days: The school will provide staff Development for teachers in the area of the ELD Common Core.	Site Administration	August 2014 and October 2014 Facilitate and provide professional development.	District	None Specified		
	Teachers	August 2014 and October 2014 Be active participants during the professional development.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and administration will attend academic conferences in order to enhance their current practices (AVID, CAG, CABE, CUE).	Teachers	August 2014-June 2015 Teachers who attend a conference will be present information regarding the conference to faculty.	Refer to goal # 1			
	District	August 2014-June 2015 Provide financial resources to pay for conference, travel and accommodations.				
	Site Administration	August 2014-June 2015 Provide financial resources to pay for conference, travel and accommodations.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and support for Kate Kinsella's Academic Vocabulary Kit (6-8).	Site Administration	August 2014-June 2015 Support teachers in the implementation of the Academic Vocabulary Kit.	District	None Specified		
	Site Academic Coach	August 2014-June 2015 Support teachers in the implementation of the Academic Vocabulary Kit.				
	District EL TOSA	August 2014-June 2015 Provide professional development; support and guide the site academic coach and teachers in the implementation of the Academic Vocabulary Kit.				
	(6-8) Teachers	August 2014-June 2015 Implement the Academic Vocabulary Kit.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and support for Avenues (K-5).	Site Academic Coach	August 2014-June 2015 Support teachers in the implementation of Avenues.	District	None Specified		
	District EL TOSA	August 2014-June 2015 Support teachers in the implementation of Avenues.				
	(K-5) Teachers	August 2014-June 2015 Provide professional development; support and guide the site academic coach and teachers in the implementation of Avenues.				

Strategy #6

STRATEGY:
PARENT INVOLVEMENT: The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration will organize and hold Title I quarterly meetings for parents and community.	Site Administration	September 2013-June 2014 Facilitate Title I meetings at least three times during the school year.	Refer to goal # 1			
The school will have an active English Learner Advisory Committee.	Principal	September 2014-June 2015 Collaborate with ELAC representatives in creating agendas and facilitating meetings. Provide resources	Refer to goal #1			
	ELAC Representatives	September 2014-June 2015 Meet with the school principal to develop agendas and help facilitate meetings.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Administration and parents/community will jointly develop the school's Parent Compact.	Site Administration	Organize and facilitate with parents/community the development of the school's Parent Compact.	Refer to goal #1			
	Parents/Community	Work collaboratively with Site Administration in developing the school's Parent Compact.				
School Administration and parents/community will jointly develop a Parent Involvement Policy.	Site Administration	Organize and facilitate with parents/community the development of the school's Parent Involvement Policy.	Refer to goal #1			
	Parents Community	Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.				

Strategy #7

STRATEGY:

AFTER SCHOOL PROGRAM (AFTER SCHOOL EDUCATION AND SAFETY- ASES): The school will support the district implementation of the (After School and Education and Safety-ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain constant communication between the After School Program and School.	After School Teacher Liaison	August 2014-June 2015 Will maintain constant communication with the After School Program Personnel.	Refer to goal # 1			
	Site Administration	August 2014-June 2015 Will maintain open communication with the After School Teacher Liaison.				
ASES Administrator meet monthly with site Principal to evaluate program and work on correlating the After School Program to the regular school day programs and services.	ASES administrators	August 2014-June 2015 Arrange to meet monthly with school administration and communicate needs of the program.	Refer to goal # 1			
	Site Administration	August 2014-June 2015 Communicate student academic needs to ASES administration. Provide input on activities that are offered by the After School Program.				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safety

LEA GOALS:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school

SCHOOL GOAL #4:

A. Positive Behavior Plan:

- Students will attend a safe and drug free school every day on time
- Students will be taught positive behavior strategies for dealing with stressors at home and at school
- Teachers and school staff will implement a positive behavior support system school-wide (CHAMPS)

B. Emergency Preparedness:

- All staff and students will be know the correct emergency response.
- All staff and students will be able to follow Oxnard School District Crisis Intervention/Emergency Operation Plan

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster Youth, Homeless and Hispanic.

Data Used to Form this Goal:

- Behavior data
- Office Referral data
- Zangle attendance data
- Review of School Safety Plan
- Review of Oxnard School District Crisis Intervention/Emergency Operation Plan

Findings from the Analysis of this Data:

- Behavior referral data
- Attendance data
- Staffing changes require review of School Safety Plan

How the School will Evaluate the Progress of this Goal:

- RTI
- Student Monitoring Conferences
- Staff meetings
- Safety/Disaster Committee meetings
- COST meetings to monitor attendance/ behavior referral data
- Results from emergency drills

Strategy #1

STRATEGY:
TEACH AND LEARNING: Support and maximize the full implementation of state approved curriculum by improving student attendance and student behavior.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide a positive behavior support plan to encourage daily attendance and positive behavior (Shining Stars, Aztec Attendance Club, Second Step),	Outreach Resource Specialist	September 2014-June 2015 Develop positive behavior support programs for all students.	PTA	None Specified		
	Site Administration	September 2014-June 2015 Support ORC and provide the needed resources.				
	Parent Teacher Association (PTA)	September 2014-June 2015 Provide financial assistance				
The school will provide Social Skills Building Groups targeting bullying, decision making and motivation.	School Counselor	November 2014-June 2015 In cooperation with the school's RTI team, the counselor will identify students who would benefit from students groups. Lead the social groups and monitor students progress.	N/A	None Specified		
	Outreach Resource Specialist	November 2014-June 2015 Support the School Counselor with additional resources for students.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The School will offer parenting classes to parents in need.	Outreach Resource Specialist	<p>January 2014-June 2014</p> <p>In cooperation with the school's RTI team, the ORC will identify parents who would benefit from the classes.</p> <p>The school's ORC will teach the parenting classes.</p>	ORC Extra Hours	2000-2999: Classified Personnel Salaries	Discretionary	2000
Support the schools positive behavior program by creating an anti bullying school culture. The school will offer support and resources to students, parents and teachers in this area.	<p>Outreach Resource Specialist/School Counselor</p> <p>Site Administration</p>	<p>January 2015-June 2015</p> <p>Facilitate anti bullying assemblies for parents, teachers, and students.</p> <p>January 2015-June 2015</p> <p>Provide the needed resources.</p>	Anti Bullying Assemblies	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	5000
<p>Red Ribbon Week/ Club Live (Friday Night Live)</p> <p>The school will promote drug-free school zone.</p>	<p>Outreach Resource Specialist</p> <p>Parent Teacher Association (PTA)</p>	<p>October 2014</p> <p>Organize events</p> <p>October 2014</p> <p>Provide financial support</p>	PTA	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Minnesota Smoking Prevention Program 6th Grade Project Alert 7th and 8th Grade (TUPE Friday Night Live).	Outreach Resource Specialist	August 2014-June 2015 Coordinate the program	TUPE Grant	None Specified		
	6th, 7th and 8th Grade Teachers	August 2014-June 2015 Teach the curriculum				
	Site Administration	August 2014-June 2015 Facilitate resources and assure implementation of the program.				
The school will refer students to outside Counseling Services : <ul style="list-style-type: none"> • Interface • City Impact • Coalition • VCBH 	Outreach Resource Specialsit	August 2014-June 2015 Coordinate with families and agencies.	Outside Agencies	None Specified		
	School Counselor	August 2014-June 2015 Coordinate with families and agencies				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement CHAMPS as its school wide positive behavior program.	Teachers	<p>August 2014-June 2015</p> <p>Develop CHAMPS classroom routines and expectations and reinforce school wide CHAMPS routines and expectations.</p>	Additional CHAMPS training	5000-5999: Services And Other Operating Expenditures	Discretionary	1000
	Site Administration	<p>August 2014-June 2015</p> <p>Work directly with the school's ORC and counselor in developing school wide CHAMPS routines and expectations for common areas such as hallways, bathrooms, cafeteria, office,etc.</p> <p>Provide a student assembly at least once every three months to review school wide expectations and routines.</p> <p>Develop a CHAMPS committee to review the implementation and current use of CHAMPS at our school.</p>				
	Outreach Resource Specialist /School Counslor	<p>August 2014-June 2015</p> <p>Develop CHAMPS posters for school wide common areas.</p> <p>Reinforce CHAMPS expectations and routines.</p>				
		<p>Gather student behavior data.</p>				
The Single Plan for Student Achievement						

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop a school wide progressive discipline plan for middle school students.	Site Administration	November 2014 Collaborate with teachers to develop an effective school wide progressive discipline plan.	N/A	None Specified		
	Teachers	November 2014-June 2015 Collaborate with administration to develop an effective school wide progressive discipline plan.				
	Outreach Resource Specialist /School Counslor	August 2014-June 2015 Provide additional resources to students in need. Gather student behavior data.				
Develop a monthly attendance incentive program in order to promote school attendance by rewarding students with perfect, monthly, trimester and yearly attendance.	Outreach Resource Specialist /Attendance Technician	Keep track of student attendance data.	Certificates/ Incentive items	4000-4999: Books And Supplies	LCFF - Targeted	2222
	Site Administration	Provide needed resources				

Strategy #2

STRATEGY:

OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS AND ENRICHMENT: The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Coordinated Services ; Weekly Team (COST) and Monthly Student Success Team (SST) meetings to address the emotional and academic needs of at risk students.	Site Administration	September 2014-June 2015 Facilitate the meetings and provide resources and support.	Refer to goal # 1			
	Outreach Resource Specialist	August 2014-June 2015 Offer and coordinate services for families and students.				
	COST Team	September 2014-June 2015 Identify possible interventions and support that would facilitate academic success for students.				
	SST Team	August 2014-June 2015 Work with students and families to identify the best possible interventions and support that would facilitate academic success for students.				
	School Counselor	August 2014-June 2015 Provide behavior resources.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Academic Incentives for Middle School and Primary Students: <ul style="list-style-type: none"> • Trimester Assemblies • Accelerated Reader Awards • Middle School end of the year activities 	Site Administration	August 2014-June 2015 Provide needed resources	Scholar T-Shirts/ Middle School	4000-4999: Books And Supplies	LCFF - Targeted	1000
	Teachers	August 2014-June 2015 Provide administration with the list of students who will be recognized for their academic achievements	Student of the Month T-Shirts Primary	4000-4999: Books And Supplies	LCFF - Targeted	1000
				Award Assembly Breakfast	4000-4999: Books And Supplies	LCFF - Targeted

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will support and create and Support a school wide RTI2 focus.	Site Administration	August 2014-June 2015 Facilitate Professional Development for all teachers and support staff. Work with teachers and support staff in developing a tiered approach to behavior and academic concerns.	RTI Symposium	5000-5999: Services And Other Operating Expenditures	Discretionary	1000
	Site Academic Coach	August 2014-June 2015 Support and guide teachers in the RTI2 model (academics)				
	School Psychologist	August 2014-June 2015 Support and guide teachers in the RTI2 model (social/emotional)				
	Outreach Resource Specialist	August 2014-June 2015 Schedule SST and COST, provide additional resources to students in need.				
	School Counselor	August 2014-June 2015 Provide social and emotional support to students				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase/Replenish Physical Education (P.E.) equipment in order to enrich the P.E. curriculum for students while maintaining a safe environment for students.	P.E. Teacher	August 2014 Identify the needed P.E. equipment.	P.E. Equipment	4000-4999: Books And Supplies	Discretionary	4000
	Site Administration	August 2014 Provide needed resources.				

Strategy #3

STRATEGY:
PRE-SCHOOL TRANSITION: Communicate to parents behavior and attendance expectations

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Night Meetings: The school will provide a set of parent and student workshops for TK/Kinder students.	Kindergarten Teachers	April 2015-June 2015 Meet with Parents	Refer to goal # 1			

Strategy #4

STRATEGY:

PARENT INVOLVEMENT: Increase parent involvement and the home/school connection

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will offer Title I quarterly meetings for parents in the area of: <ul style="list-style-type: none"> • Fluency • Gifted and Talented Education (GATE) • Technology 	Principal	September 2014-June 2015 Facilitate meetings	Refer to goal # 1			
The school will work with parents in providing monthly English Learner Advisory Committee meetings.	Principal ELAC board	August 2014-June 2015 Facilitate Meetings and meet with the ELAC board to create meeting agendas. August 2014-June 2015 Meet with the Principal to develop the agenda and assist to facilitate the meeting.	Refer to goal # 3			

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT: Provide staff with staff development, resources and tools to support students with behavior and social challenges.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The district will provide training for teachers in the area of RTI and behavior modification.	Pupil Services	October 2014 Provide Training	District	None Specified		
	Site Administration	October 2014 Facilitate resources				
	Teachers	October 2014 Actively participate during the RTI professional development.				
The school's RTI team (Administration, School Counselor, Psychologist, ORC, Academic Coach, and Teachers) will attend the county's RTI2 Symposium professional development.	Site Administration	February 2015 Facilitate resources	Refer to strategy # 2			
	Teachers	October 2015 Actively participate during the RTI professional development.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training Campus Supervisors	Site Administration	August 2014-June 2015 Provide training, support and resources to all campus supervisors. Meet with Campus Supervisors at least once a month.	Extra hours for Campus Supervisors	2000-2999: Classified Personnel Salaries	Discretionary	1000
	Campus Supervisors	August 2014-June 2015 Actively participate during the training.				
Purchase/Replenish Playground Equipment	Campus Supervisors	August 2014-December 2014 Identify the playground equipment needed	Playground Equipment	4000-4999: Books And Supplies	Discretionary	3000
	Site Administration	August 2014-December 2014 Provide the needed resources				
Provide the necessary playground student supervision	Site Administration	August 2014-June 2015 Provide the needed resources	Campus Supervisor Salaries/Fringes	1000-1999: Certificated Personnel Salaries	Discretionary	107000
Provided the required administrative support.	Site Administration	August 2014-June 2015 Provide the needed resources	Teacher in Charge	1000-1999: Certificated Personnel Salaries	Discretionary	1000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase school safety by providing the needed facilities and equipment.	Site Administration	August	Outside Skateboard Rack	4000-4999: Books And Supplies	Discretionary	3000

Strategy #6

STRATEGY:
AFTER SCHOOL PROGRAM: Maintain constant communication with the after school program

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: The school will provide a teacher representative to serve as a Liaison between school and our After School Program.	Teacher Liaison	August 2014-June 2015 Provides communication between classroom teachers and after school staff.	ASES	None Specified		
ASES Administrator meets monthly with Site Principal to evaluate program and work on correlating after school day programs and services.	Principal	August 2014-June 2015 Coordinates with ASES administration.	ASES	None Specified		
	ASES Administrator	August 2014-June 2015 Facilitates meetings between school administration and ASES staff.				

Strategy #7

STRATEGY:

AFTER SCHOOL PROGRAM (AFTER SCHOOL EDUCATION AND SAFETY- ASES): The school will support the district implementation of the (After School and Education and Safety-ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and train on school wide policies and procedures	Site Administration	August 2014-June 2015 <ul style="list-style-type: none"> • Facilitate Safety Committee meetings • Organize trainings and practice drills • Work directly with the district to obtain the required Safety equipment and materials 	District	None Specified		
	Safety Committee	January 2015-June 2015 Update School Safety Plan				
	District Office	August 2014-June 2015 Provide the required Safety equipment and materials				

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	Discretionary	165,778.00
2000-2999: Classified Personnel Salaries	Discretionary	4,000.00
4000-4999: Books And Supplies	Discretionary	46,658.00
5000-5999: Services And Other Operating	Discretionary	11,000.00
5700-5799: Transfers Of Direct Costs	Discretionary	15,500.00
5800: Professional/Consulting Services And	Discretionary	12,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	22,000.00
4000-4999: Books And Supplies	LCFF - Discretionary	1,566.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	15,200.00
4000-4999: Books And Supplies	LCFF - Targeted	25,244.00
5000-5999: Services And Other Operating	LCFF - Targeted	8,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	13,100.00
1000-1999: Certificated Personnel Salaries	Title I	30,000.00
2000-2999: Classified Personnel Salaries	Title I	24,000.00
4000-4999: Books And Supplies	Title I	16,523.00
5000-5999: Services And Other Operating	Title I	1,000.00
5700-5799: Transfers Of Direct Costs	Title I	300.00
5800: Professional/Consulting Services And	Title I	5,500.00
1000-1999: Certificated Personnel Salaries	Title III	20,000.00
4000-4999: Books And Supplies	Title III	1,949.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Discretionary	254,936.00
LCFF - Discretionary	23,566.00
LCFF - Targeted	61,544.00
Title I	77,323.00
Title III	21,949.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

- Interventions in math and language arts for students in need
- Enrichment Opportunities for all students
- Social/Emotional Support for students in need

Identify the major expenditures supporting these priorities.

- Before/After School Intervention
- Instructional Support Provider
- Materials and Supplies

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

- **TEACH AND LEARNING:** The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for language arts and math.
- **PRE - SCHOOL TRANSITION:** The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.
- **PROFESSIONAL DEVELOPMENT:** The school will provide professional development to support the Common Core State Standards for language arts, math and ELD.
- **PARENT INVOLVEMENT:** The school will coordinate meetings and distribute information to generate parent involvement.
- **AFTER SCHOOL PROGRAM (AFTER SCHOOL EDUCATION AND SAFETY- ASES):** The school will support the district implementation of the (After School and Education and Safety-ASES) grant.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

- OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS AND ENRICHMENT: The school will ensure opportunity and educational access for all students.
- 5th to 6th GRADE TRANSITION/ 8th TO HIGH SCHOOL TRANSITION: The school will implement a transition plan for 5th to 6th (8th to high school).
- SPECIFIC INTERVENTIONS: Improve attendance and student behavior.

What specific actions related to those strategies were eliminated or modified during the year?

We did not fully focus our academic Intervention/enrichment opportunities for students to specific SMART goals.

Identify barriers to full or timely implementation of the strategies identified above.

We did not gather sufficient data and we did not fully develop SMART goals for students who were not meeting benchmark standards.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

We have begun gathering student data and have been developing SMART goals to guide academic intervention/enrichment opportunities for students.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Because of the lack of data and focused interventions not all of our student met grade level benchmarks.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

- Grade Level Collaboration Meetings
- Leadership Meetings
- Accelerated Reader
- Lexia/CORE 5
- Integration of Technology in the Classroom

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

-Instructional Support Provider

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- [X] Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
- [X] Not implemented with fidelity
 - Not appropriately matched to student needs/student population

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

[X] Continuing it with the following modifications:

Implement strategies on a timely and effective manner. Interventions must be targeted based on student data.

Involvement/Governance

How was the SSC involved in development of the plan?

The SSC provided advice and feedback in the development of the plan.

How were advisory committees involved in providing advice to the SSC?

ELAC, ASB and PTA representatives actively participate in SSC meetings, they continuously provide feedback.

How was the plan monitored during the school year?

The plan's implementation and effectiveness is monitored throughout the school year by SSC and advisory committees such as ELAC and PTA.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Offer a wide variety of parent meetings for additional opportunities to involve all stakeholders.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Goal # 4

- Students will attend a safe and drug free school every day on time
- Students will be taught positive behavior strategies for dealing with stressors at home and at school
- Teachers and school staff will implement a positive behavior support system school-wide

B. Emergency Preparedness:

- All staff and students will be know the correct emergency response.
- All staff and students will be able to follow Oxnard School District Crisis Intervention/Emergency Operation Plan

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Goal #1

A. Kindergarten- All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.

B. 1st Grade- All students will exit 1st grade at benchmark on Nonsense Word Fluency and Oral Reading Fluency.

C. 2nd – 6th Grades- The percent of students performing below proficiency in ELA will reduce by 20%.

D. 7th-8th- The percent of students performing below proficiency in ELA as measured by their academic grades will reduce by 20%.

Goal #2

A. Kindergarten- All students will count, recognize, represent, name, and order a number of objects (up to 30); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

B. 1st Grade- All students will count, read, and write whole numbers to 100; Count and group objects in ones and tens; Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

C. The percent of students scoring below proficiency on the previous year's Math Assessments will reduce by 10%, as these students move towards Proficient or Advanced on the 2014 assessments. All students will increase performance level by one level or maintain advanced level in Math.

Goal #3

A. AMAO #1: 59% of all English Learners will advance one level on the CELDT

B. AMAO #2: 22.8% of all English Learners with less than five years of instruction in the US will attain an Early Advanced or Advanced level on the CELDT, 49% of all English

Learners with more than five years of instruction in the US will attain an Early Advanced or Advanced level on the CELDT .

C. AMAO #3: The percent English Learners scoring below proficiency on the previous year's CST will reduce by 10%, as these students will move towards Proficient or Advanced.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
-Implementation of RTI (Focused interventions/enrichment).

Based on this information, what might be some recommendations for future steps to meet this goal?

A stronger implementation of the RTI model, targeted intervention and enrichment opportunities for students.

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
Aracely Fox	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scott Grolock	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matthew Lefkovits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Azucena Romero	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alicia Serrato	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Magana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bianey Saavedra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lisa Latimer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patricia Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Everardo Rivera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patricia Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Liliana Giron	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alvaro Melgoza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michael Shuman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	4	1	6	

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

Signature

English Learner Advisory Committee

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

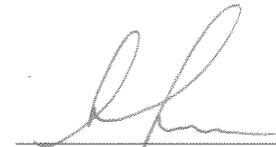
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 1/27/15.

Attested:

Aracely Fox

Typed Name of School Principal



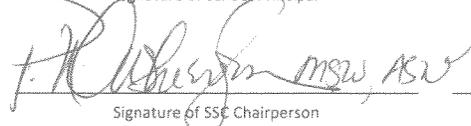
Signature of School Principal

1/27/15

Date

Patricia Cortez Washington

Typed Name of SSC Chairperson



Signature of SSC Chairperson

1/27/15

Date

Parent Involvement Policy



Juan Lagunas Soria Elementary School

3101 Dunkirk Drive, Oxnard CA 93035

(805) 385-1584 Fax: (805) 815-4216



School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- ✓ that parents play an integral role in assisting their child's learning;
- ✓ that parents are encouraged to be actively involved in their child's education at school;
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students annually at the beginning of the school year.
- ✓ Teachers review the policies with the students at the beginning of the year. Parents are asked to read and discuss the policies with their students and sign and return an acknowledgment form.
- ✓ Juan L. Soria notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Juan L. Soria will make the School Parental Involvement Policy available to the local community.
- ✓ Juan L. Soria periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Juan L. Soria has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Juan Soria School convenes annually through regular meetings to inform parents of the following:

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved,
- ✓ About the school's participation in Title I

Additionally, Juan Soria School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy. Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy, it describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Volunteering:
 - ✓ Classroom Help
 - ✓ School Wide Events

- ✓ Attending School Wide Informational Meetings:
 - ✓ English Language Advisory Committee (ELAC)
 - ✓ Parent Teacher Association (PTA)
 - ✓ School Site Council (SSC)
 - ✓ Title 1 Meetings

- ✓ Become actively involved in School Committees:
 - ✓ English Language Advisory Committee (ELAC)
 - ✓ Parent Teacher Association (PTA)
 - ✓ School Site Council (SSC)



Juan Lagunas Soria Elementary School

3101 Dunkirk Drive, Oxnard CA 93035

(805) 385-1584 Fax: (805) 815-4216



Política sobre la Participación de los Padres en la escuela

DECLARACION DE PROPOSITO:

La participación de los padres y miembros de la comunidad es un componente esencial para los estudiantes. No se escatimaron esfuerzos en invitar a los padres y a la comunidad en dar su opinión para asegurar el éxito de nuestros estudiantes.

La participación de los padres es esencial para el aprendizaje académico del estudiante en actividades escolares, incluida la garantía de:

- ✓ Los padres juegan un papel integral en el aprendizaje de sus hijos
- ✓ Se les anima a los padres a participar activamente en la educación de sus hijos(as) en la escuela
- ✓ Los padres son socios en la educación de sus hijos y se incluyen, en su caso, en la toma de decisiones y en los comités consultivos para ayudar en la educación de sus hijos;

Información sobre las políticas escolares y las oportunidades de participación se comunican a través del contacto directo de los padres, de la siguiente manera:

- ✓ La notificación anual de derechos de los padres y de la comunidad escolar se distribuye anualmente al inicio del año escolar.
- ✓ Los maestros repasan las políticas con los estudiantes al comienzo del año escolar. Se les pide a los padres a leer y discutir las políticas con sus estudiantes y firmar y devolver un formulario de reconocimiento.
- ✓ Juan L. Soria notifica a los padres acerca de la política de participación de los padres en la escuela en un formato comprensible y uniforme y en la medida de lo posible, distribuye esta política a los padres en un idioma que puedan entender.
- ✓ Juan L. Soria hará la política de participación de los padres de la escuela disponible para la comunidad local.
- ✓ Juan L. Soria actualiza periódicamente la política de participación de los padres para satisfacer las necesidades de los padres y la escuela.
- ✓ Juan L. Soria ha adoptado el compacto de política de participación de la escuela como un componente de participación de los padres.

LAS POLITICAS ESCOLARES, OPORTUNIDADES DE PARTICIPACION Y REUNIONES

La escuela Juan L. Soria convoca anualmente a través de reuniones periódicas a los padres para informar de lo siguiente:

- ✓ Que la escuela de su hijo(a) participa en el Título 1,
- ✓ Sobre los requisitos del Título 1,
- ✓ De sus derechos a estar involucrados,
- ✓ Sobre la participación de la escuela en el Título 1

Adicionalmente, Juan L. Soria lleva a cabo un foro abierto para los padres y miembros de la comunidad para involucrar más a los padres en el desarrollo conjunto a su Política de Participación de Padres. Los padres cuentan con una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica para medir el progreso del estudiante, y los niveles de competencia que se esperan que los estudiantes cumplan serán proporcionados. Si los padres solicitan, oportunidades para reuniones para sugerencias o para participar en las decisiones relativas a la educación de sus hijos (as) y responder a cualquier sugerencia tan pronto como sea posible serán discutidos. A los padres y miembros de la comunidad se les dará respuestas oportunas a las inquietudes y sugerencias.

La Política de Participación Escolar de Padres/Estudiantes, describe las responsabilidades de la escuela y los padres para mejorar el rendimiento de los estudiantes y los medios en el cómo hacerlo.

Creando la capacidad para la participación de padres y la comunidad aparece en la Política de Participación de padres del distrito. Las actividades específicas incluyen:

- Padres de voluntarios
 - ✓ Ayuda en el salón
 - ✓ Eventos escolares
- Asistir a reuniones informativas de la escuela:
 - ✓ Comité asesor del idioma inglés (ELAC)
 - ✓ Asociación de padres y maestros (PTA)
 - ✓ Consejo escolar (SSC)
 - ✓ Reuniones sobre el Título 1
- Participa activamente en los comités escolares:
 - ✓ Comité asesor del idioma inglés (ELAC)
 - ✓ Asociación de padres y maestros (PTA)
 - ✓ Consejo escolar (SSC)

BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: 03/04/15

STUDY SESSION _____
CLOSED SESSION _____
SECTION B: HEARINGS _____
SECTION C: CONSENT _____
SECTION D: ACTION _____
SECTION E: REPORTS/DISCUSSION X
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

MEASURE M6 BOND OVERSIGHT COMMITTEE ANNUAL REPORT (Cline)

The Assistant Superintendent of Business & Fiscal Services will introduce Mr. Frank Barba, 2014 Measure M6 Bond Oversight Committee chair, who will present the Bond Oversight Committee's eighth and final annual report to the Board of Trustees as per Proposition 39 requirements,

FISCAL IMPACT

None.

RECOMMENDATION

None – Information only.

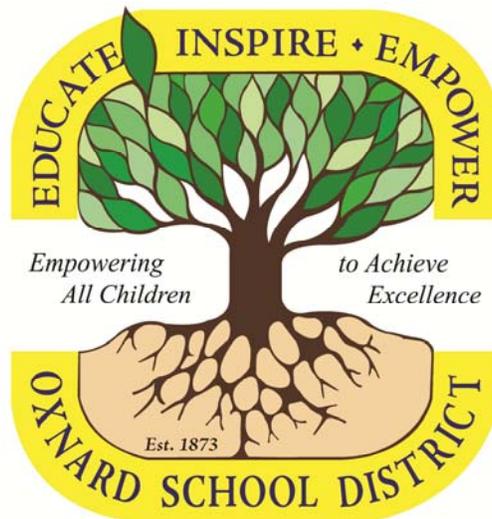
ADDITIONAL MATERIAL

Attached: 2014 Measure M6 Bond Oversight Committee Annual Report (30 pages)

2014
FINAL ANNUAL REPORT
BOND MEASURE M6
OXNARD SCHOOL DISTRICT

RESPECTFULLY SUBMITTED BY
MEASURE M6 BOND OVERSIGHT COMMITTEE

Francisco Barba (Chair)
Edward M. Castillo
David Cates
Gerardo Gonzalez
Nancy Lindholm
Charles McLaughlin
Steven Rodarte
Crittenden Ward (Vice-Chair)



December 2014

March 4, 2015

Members of the Board of Trustees
Citizens and Administration of the District

Ladies and Gentlemen:

As chair of the Measure M6 Bond Oversight Committee, it is my pleasure to present the Committee's eighth and final annual report to the Board of Trustees. The Measure M Bond funds have been fully expended and this is our closing report.

The duties of the Bond Oversight Committee are to inform the public, review expenditures, and present a yearly report to the Board. Reviewing the expenditures is an essential function to comply with Proposition 39 requirements and ensure that Bond funds are being used only for the purposes intended. The Committee's ongoing review of the expenditures has shown that the District is in compliance with this requirement, and that bond funds were used only for the purposes set forth in the ballot measure.

Measure M6 Bond funds were to be used for the Curren, Kamala and Driffill School P2P projects, as well as for the construction of the Juan Lagunas Soria School. Due to unforeseen project costs, the McKinna P2P project was not able to be done. "P2P" stands for Portable to Permanent, where the existing portables are replaced with 2-story permanent structures.

I would like to thank the Board of Trustees for giving us, the members of the Measure M6 Bond Oversight Committee, the opportunity to serve the children and citizens of Oxnard.

Respectfully submitted,

Francisco Barba, Chair
Oxnard School District Measure M6 Bond Oversight Committee

MEASURE M6 BOND OVERSIGHT COMMITTEE ANNUAL REPORT

General Overview

Effective the 2014-15 school year, Oxnard School District underwent grade reconfiguration and consists of eleven K-5 elementary schools, six K-8 elementary schools, three 6-8 middle schools, and one Special Ed. Kindergarten-only school supported by a District office and an operations center. The District serves approximately 17,000 students.

On November 7, 2006, the voters of Oxnard School District approved, by almost 65% of the vote, Measure “M6” authorizing the issuance and sale of \$64 million of general obligation bonds. In February 2007, the District issued Series A of said bonds in the amount of \$32 million to finance the construction and modernization of school facilities. In July 2008, the District issued Series B of said bonds in the amount of \$32 million. This means that the District has sold the entire \$64 million balance of the 2006 authorization.

In keeping with Proposition 39 requirements, a Citizen’s Bond Oversight Committee was established to review bond expenditures and verify that the bond money is being spent according to the project list on the ballot. Bond Oversight Committee meeting agendas and minutes may be accessed via the Oxnard School District website at www.oxnardsd.org under “Business Services”.

One of the duties of the Bond Oversight Committee is to present an annual written report to the Board of Trustees that includes a statement indicating whether the District is in compliance with the requirements of Article XIII A, Section 1(b)(3) of the California Constitution, and a summary of the Committee’s proceedings and activities for the preceding year.

In keeping with the above requirement, the Oxnard School District Measure M6 Bond Oversight Committee presents its eighth (and final) annual report herewith.

BOC Membership

The current membership of the Oxnard School District Measure M6 Bond Oversight Committee is as follows:

<u>Representation</u>	<u>Name</u>	<u>Term Ending</u>
Community at-Large	Barba, Francisco	February 2016
Community at-Large	Castillo, Edward	December 2015
Parent (PTA)	Cates, David	December 2014
Community at-Large	Gonzalez, Gerardo	December 2015
Business Organization	Lindholm, Nancy	December 2014
Taxpayers’ Association	McLaughlin, Charles	May 2016
Parent	Rodarte, Steve	November 2015
Senior Citizens’ Organization	Ward, Crittenden	June 2016

Annual Audits

As required by Proposition 39, an audit of the Bond Funds was requested by the Board of Trustees and prepared by Nigro & Nigro, PC. The "*Measure "M6" General Obligation Bond Building Fund of Oxnard School District Audit Report June 30, 2014*" will be presented to the Board of Trustees at their regular meeting in January 2015. The main objectives of the audit are to ensure that:

- The proceeds from the sale of Measure M6 Bonds were only used for the purposes set forth in the ballot measure and not for any other purpose, such as teacher or administrator salaries.
- The Governing Board of the District, in establishing the approved projects set forth in the ballot measure, evaluated the remodeling, new construction and renovation of items which will relieve overcrowding, repair local schools and improve student safety conditions of the District.

Program Report

As volunteers to the Measure M6 Bond Oversight Committee appointed by the Board of Trustees, the members have taken on the responsibility of fulfilling their duties to the citizens of Oxnard by informing the public, reviewing expenditures, and submitting an annual report to the Board. The Bond was passed for the construction of a new school (Juan Lagunas Soria), and four P2P projects including Curren, Kamala, Driffill and McKinna schools. It was very important to the Committee that as many of these projects be funded as possible. Due to unforeseen project costs, the McKinna P2P project was not able to be done. The Driffill P2P project is complete and was occupied as of January 2014. The Committee thanks the Board of Trustees for progressing in a timely and proactive manner to ensure that the Bond projects were completed in a timely fashion.

During the period of this report, bond funds have been expended for the following projects:

- Driffill School Portable to Permanent (P2P) facility

2014 Meeting Dates

March 11, 2014

June 10, 2014

October 14, 2014

December 9, 2014



OXNARD SCHOOL DISTRICT

1051 South A Street • Oxnard, CA 93030 • (805) 385-1501 • www.oxnardsd.org

MEETING NOTES MEASURE M6 BOND OVERSIGHT COMMITTEE

March 11, 2014

Professional Training Center (PTC)

Those in attendance are indicated by a√:

	Barba, Francisco	√	Lindholm, Nancy
	Castillo, Edward		McLaughlin, Charles
√	Cates, David	√	Rodarte, Steven
√	Gonzalez, Gerardo	√	Ward, Crittenden
	Staff:		
	Morales, Dr. Cesar	√	Cline, Lisa
	Guests:		

Call to Order

The meeting was called to order by Ms. Lindholm at 5:00 pm.

Public Comment

There were no public comments. Mr. Gonzalez expressed appreciation of the way everything was handled at Drifill and stated that the event was well organized. Mr. Cates agreed.

Approval of November 12, 2013 Meeting Minutes

Ms. Lindholm offered a correction to the minutes: the 2nd paragraph on page 2 says "\$3.7", but should say "\$3.7 Million".

Mr. Cates moved to approve the minutes with the correction presented, seconded by Mr. Ward. All were in favor and the motion carried unanimously.

Review of Bond Expenses to Ensure that Proceeds are Expended Only for the Purposes Set Forth in the Ballot Measure

Ms. Cline provided a revision to the expenditure report that was presented on November 12 and clarified that an error occurred during sorting, which moved the dates on the report but not their corresponding entries. Mr. Ward asked what the dates on the report represented, and Ms. Cline explained that they were invoice dates. That expenditure report was approved on November 12 pending clarification of the Committee's questions.

Ms. Cline presented the new expenditure report (dated 3/7/14) and explained that there will still be approximately \$700K left in the Measure M fund after the Driffill P2P project is finished; that number might be slightly different once everything is closed out. Those remaining funds will be used for the Driffill Kinder building that is to be completed around October 2014. Ms. Lindholm asked if that was part of Measure M as well; Ms. Cline clarified that it was both M and R. Mr. Cates asked if there were any more funds that could be recouped for this; Ms. Cline replied that not for Driffill and that the state is currently out of money. We will know around October whether a planned bond is on the ballot, which would generate additional funds. Mr. Gonzalez asked if the cafeteria at Driffill was going to be done. Ms. Cline responded that it was in the plan to be completed around 2020, along with some other sites. Mr. Cates asked if the schools that are going K-8 will follow the Soria model, with 7th grade the first year then 8th. Ms. Cline responded that they will not and explained that there was a massive open enrollment where parents were asked where their junior high students wanted to go. About 90% of those that applied got to attend the school of their choice. There was a question on the previous expense report regarding CFW's invoices for \$180K – what do they do and why are they being charged to Measure M? Ms. Cline explained that they are program managers for the facilities projects on Measure R and should not be charged to Measure M.

Mr. Ward moved to approve the expenditure report, seconded by Mr. Cates. All were in favor and the motion carried unanimously.

Review of Bond Projects & Schedules

Ms. Cline commented that the district has not yet closed out the Driffill P2P project, so this committee's work cannot be done yet. The project came in under budget, so extra funds are still available and will need to be monitored by the BOC. Mr. Ward commented that was in spite of changing architects in the middle of the project. Ms. Cline explained that the project managers handled that well, cutting costs due to change orders. For Measure R projects the district will use a lease-leaseback method that puts all the responsibility on the project manager and makes it easier to control costs. Mr. Gonzalez asked about the status of the Seabridge property. Ms. Cline stated that the district owns the property but the funds to build the school are still a few years away. Mr. Gonzalez asked if the issues with the neighbors complaining about not building a school there had settled down, and Ms. Cline responded that it appears so.

Draft Annual Report to the Board

Ms. Cline provided a draft of the Annual Report and asked for the Committee's input. Ms. Lindholm agreed to attend the Board meeting to present. All were in agreement with the report format.

Election of New Chair

It was the Committee's consensus that Mr. Barba be appointed as chair. Mr. Ward volunteered to be vice chair. Ms. Cline will check with Mr. Barba to see if he is interested, and he can be appointed at the next meeting in June.

Term Limits Waivers

Ms. Cline explained that Mr. Barba and Mr. Ward are both near the end of their second consecutive terms, and waivers will need to be filed with CDE in order for them to continue to

serve. Mr. McLaughlin is at the end of his first term and can elect to continue to serve with no need for a waiver at this point.

Annual Notification of Uniform Complaint Procedures 2013-14

Ms. Cline explained that it is an annual requirement to provide this form to all committees.

Future Agenda Items

None

Date/Time of Future Meetings

The next meeting was scheduled for June 10, 2014 at 5:00 p.m.

Adjournment

The meeting was adjourned at 5:28 pm.

Revised 3-11-14



OXNARD SCHOOL DISTRICT
1051 South A Street • Oxnard, CA 93030 • (805) 385-1501

**MEASURE M6 BOND OVERSIGHT COMMITTEE
MEETING NOTES
NOVEMBER 12, 2013**

Those in attendance are indicated by a ✓:

✓	Barba, Francisco	✓	Lindholm, Nancy
	Castillo, Edward	✓	McLaughlin, Charles
✓	Cates, David		Rodarte, Steven
	Gonzalez, Gerardo	✓	Ward, Crittenden
	Staff:		
	Morales, Dr. Cesar	✓	Cline, Lisa
	Guests:		
✓	Del Rio Barba, Ana		

Call to Order

The meeting was called to order by Ms. Lindholm at 5:04 p.m. in the Professional Training Center at the District office.

Public Comment

None.

Approval of May 14, 2013 Meeting Minutes

Motion by Mr. Ward to approve the minutes, seconded by Mr. Cates. All were in favor; the motion carried unanimously.

Review of Bond Expenses to Ensure that Proceeds Were Expended Only for the Purposes Set Forth in the Ballot Measure

Mr. Ward asked for clarification regarding payments to Padilla & Associates on 6/17/13, 6/28/13, and 7/17/13. Some warrant numbers are the same and appear to be duplicates. Also for Soltek Pacific and Kenco, there are several payments close together. Ms. Cline explained that sometimes vendors don't submit their invoices in a timely fashion, then will submit several at once because we push them to do so at end of year closing. She added that another possibility is that the dates that are being entered are incorrect; they may be payment dates instead of invoice dates. Ms. Cline will investigate this issue and report back to the group her findings.

Mr. Ward also asked regarding the Construction Funds Report as of October 31, 2013. The balances in the Measure M column don't tie into the balances in the Budget Status Summary report. Ms. Cline explained that it's hard to tie those in because Measure M is not all Driffill, and there is more than bond money included in the construction funds report. The Budget Status Summary balances cover the entire life of the project, so they won't just tie into the July information on the Construction Funds Report. Mr. Ward observed that the remaining amount is \$4M, so even that doesn't tie in. Ms. Cline added that it's not solely on Measure M funds to complete Driffill; there is that uncommitted \$1.7M, and basically all of the Measure M funds have been committed. Mr. Barba asked regarding the \$9M reimbursement from the state and where it was found. Ms. Cline stated that it was found in Column 350; the \$9M under revenue is that reimbursement money. It's not reimbursed to Measure M, but is state bond funds; reimbursement "for" but not "to". She added that it still goes back into construction, but not to Measure M. The state does allow you to use those funds for other construction projects. Mr. Barba commented that the newspaper said it was Driffill reimbursement money that was used for iPads. Ms. Cline clarified that it was misquoted – the money used for iPads was Seabridge Mello-Roos money, not this construction money. Mr. Barba asked if the construction funds under Mello-Roos for building the Seabridge site were used for technology. Ms. Cline stated that they were, and that the construction of the school was included in those funds. It is included in that larger facilities projects plan that was approved by the board. Measure R monies and other state fund monies will be used to rebuild Harrington, Elm (Phase I) and also Seabridge (Phase II). Mr. Barba commented that he was concerned that we are counting on state monies that we are not sure we will receive; what if we don't receive that money and can't complete those projects? Ms. Cline explained that we currently have \$120M available for construction; we hope to receive those state monies in order to complete. The \$9M came out of the \$120M.

Mr. Ward asked regarding the Construction Funds report: there is \$3.7 Million spent; what would we put under the "committed but not encumbered" column? Ms. Cline stated that it is for the things that we have not yet entered into contracts for; it's a placeholder for the monies so that the money is not available for any other source and can't be touched. Mr. Ward asked, since the \$9M from the state bond was a reimbursement, none of that was a reimbursement for anything spent under Measure M, was it? Ms. Cline responded that it was. Mr. Ward asked if it shouldn't go back into the Measure M fund. Ms. Cline explained that it does not have to. We used all our local money because the reimbursement came in way too late to use toward the project, so the state allows you to use it for any other project as long as you can show you used local funds for the other project; we have to file SAB 50-01 with the state that show those expenditures. Mr. Barba asked if zero balances indicate that this committee is done. Ms. Cline stated that they do not, because the "committed but not expended" monies are still there. The Committee won't be done until the final invoice for Driffill comes in, anticipated to be sometime in February or March. Ms. Cline will look into the dates for all those invoices to make sure they are correct: payment dates vs. invoice dates. It was asked if the reimbursement monies from the state could be used to reduce the debt of the bond. Ms. Cline responded that they could not because the

taxpayers will pay the monies back. It would defeat the intended purpose of the bond because then we would not have that money to build Elm. Mrs. Del Rio Barba asked if we didn't refinance some of those bonds. Ms. Cline responded that we did, and that by doing so we lowered the interest rate, thereby lowering the amount the taxpayers will pay. We did it to take advantage of very low interest rates. Mr. Barba asked who oversees the state Bonds...does Measure R take over the whole thing? Ms. Cline responded that it does not and that all of the projects in Phase I encompass all of the state funds that are remaining. The oversight of those state bonds belongs to the Board; all of those projects under the Facilities implementation plan have been approved.

Motion to certify bond proceeds by Mr. Barba; seconded by Mr. Ward. All were in favor; the motion carried unanimously.

Review of Bond Projects & Schedules

Ms. Cline reviewed pictorial handouts and informed the committee that all projects were on schedule. Final touch ups are currently being performed, and there is a final walkthrough scheduled with the contractor before Thanksgiving. We are on schedule to move furniture in over the Christmas break. Desks and chairs are waiting to be delivered as soon as they can get access to the building. An open house is planned for the middle of January. Mr. Barba asked regarding the cafeteria. Ms. Cline explained that it is scheduled for Phase III of the facilities plan, along with Curren, Kamala, Driffill, Chavez, and McKinna. All those sites that are not getting a new school will be included. Driffill has a shade structure and outdoor eating area to enhance the existing cafeteria in the interim.

Ms. Cline stated that Mr. Castillo and Mr. Gonzalez will reach the end of their current terms, and the term limits waiver will be presented to the Board at their next meeting. Ms. Lindholm asked when chairs will change. Ms. Cline will check and report back.

Future Agenda Items:

Future Agenda Items: Term of Chair, depending on how long this committee will go.

Date/Time of Future Meetings

The next meeting was tentatively scheduled for Tuesday, February 11, 2014, 5:00–6:00 p.m., in the Board Room, pending more information regarding the end of the committee.

Adjournment

The meeting adjourned at 5:38 p.m.

Respectfully Submitted,

Lydia Garcia, Recorder

Revised 2/24/14

Oxnard School District			Ventura			Project Name	Driffill Elementary School - New Construction-P2P (Driffill)				
Project Warrant Report (SAB 184a)											
Date	Payee	Warrant Number	Fund Code	Object Code	Site (A)	Planning (B)	Construction (C)	Testing (D)	Inspection (E)	Furn' & Equip' (F)	Description / Purpose
10/30/13	MNS ENGINEERS, INC	5007037983	212	6140	79.75						Professional Services
10/30/13	FM ARCHITECTURE INC	5007037981	212	6210		14,137.56					Professional Servs-Sep 2013
10/25/13	Mobile Modular Management	5007037901	212	6276			20,620.00				Portable Bldgs DSA Approved
10/23/13	SOLTEK PACIFIC CONSTRUCTION	5007031335	212	6270			683,981.00				Construction Driffill
10/22/13	Padilla & Associates, Inc.	5007037833	212	6274			2,527.00				Labor Compliance
10/18/13	MNS ENGINEERS, INC	5007037792	212	6140	32,484.67						Professional Services
10/10/13	SOLTEK PACIFIC CONSTRUCTION	5007037650	212	6270			1,195,048.70				Construction Driffill P2P
10/10/13	EAST WEST BANK	5007037651	212	6270			62,897.30				Escrow 5% Retention
10/10/13	EUR Consulting & Development	5007037632	212	6274			36,562.50				Construction Management Services
10/09/13	Padilla & Associates, Inc.	5007037611	212	6274			2,527.00				Labor Compliance
10/09/13	Padilla & Associates, Inc.	5007037611	212	6274			2,527.00				Labor Compliance
10/07/13	KENCO CONSTRUCTION SERVICES	5007037546	212	6220		13,600.00					Onsite DSA Inspection
09/25/13	BTC LABS- VERTICAL V	5007037328	212	6280				4,218.00			Professional Services
09/17/13	FM ARCHITECTURE INC	5007037183	212	6210		10,783.96					Professional Servs-Aug 2013
09/11/13	EAST WEST BANK	5007037088	212	6270			67,725.95				Escrow 5% Retention
09/11/13	SOLTEK PACIFIC CONSTRUCTION	5007037087	212	6270			1,286,793.05				Construction Driffill P2P
09/09/13	EUR Consulting & Development	5007037248	212	6274			36,562.50				Construction Management Services
09/04/13	KENCO CONSTRUCTION SERVICES	5007036923	212	6220		14,960.00					Onsite DSA Inspection
08/26/13	BTC LABS- VERTICAL V	5007036800	212	6280				2,550.00			Professional Services
08/23/13	SOLTEK PACIFIC CONSTRUCTION	5007036790	212	6270			636,988.30				Construction Driffill P2P
08/23/13	EAST WEST BANK	5007036791	212	6270			33,525.70				Escrow 5% Retention

08/16/13	FM ARCHITECTURE INC	5007036689	212	6210		11,461.14					Professional Servs-Jul 2013
08/08/13	CALDWELL FLORES WINTERS	5007036584	212	6160	180,021.66						Professional Services
08/06/13	SOLTEK PACIFIC CONSTRUCTION	5007036556	212	6270			1,149,095.30				Construction Driffill P2P
08/06/13	EUR Consulting & Development	5007036548	212	6274			36,562.50				Construction Management Services
08/05/13	KENCO CONSTRUCTION SERVICES	5007036538	212	6220		14,960.00					Onsite DSA Inspection
08/05/13	EAST WEST BANK	5007036530	212	6270			60,478.70				Escrow 5% Retention
08/02/13	Div of the State Architect	5007036501	212	6220		13,000.00					Plan Check Fees
07/23/13	EUR Consulting & Development	5007036375	212	6272			36,562.50				Construction Management Fees
07/22/13	MNS ENGINEERS, INC	5007036337	212	6140	2,220.00						Phase 2 surveying
07/22/13	Rybak Geotechnical, Inc	5007036348	212	6280				2,950.00			Curb and Gutters subgrade
07/22/13	BTC LABS- VERTICAL V	5007036302	212	6280				23,282.50			Professional services
07/17/13	Div of the State Architect	5007036286	212	6220		500.00					DSA close-out fees
07/15/13	Padilla & Associates, Inc.	5007036257	212	6274			2,527.00				Labor Compliance
07/15/13	Padilla & Associates, Inc.	5007036257	212	6274			2,527.00				Labor Compliance
06/28/13	KENCO CONSTRUCTION SERVICES	5007036157	212	6220		13,600.00					Onsite DSA Inspection
06/19/13	EUR Consulting & Development	5007035868	212	6272			36,562.50				Construction Management Fees
06/17/13	EAST WEST BANK	5007035795	212	6270			55,073.10				Escrow 5% Retention
06/17/13	SOLTEK PACIFIC CONSTRUCTION	5007035799	212	6270			1,046,388.90				Construction Driffill P2P
06/17/13	BTC LABS- VERTICAL V	5007035793	212	6280				21,379.00			Professional Servs
06/14/13	Padilla & Associates, Inc.	5007035771	212	6274			2,527.00				Labor Compliance
06/12/13	FM ARCHITECTURE INC	5007035725	212	6210		23,371.08					AE Servs
06/05/13	KENCO CONSTRUCTION SERVICES	5007035535	212	6220		14,960.00					Onsite DSA Inspection
06/05/13	Rybak Geotechnical, Inc	5007035547	212	6280				53,855.00			Prvide Geotechnical Servs During Construction
05/30/13	FM ARCHITECTURE INC	5007035406	212	6210		17,561.93					AE Servs

05/23/13	SOLTEK PACIFIC CONSTRUCTION	5007035266	212	6270			1,028,249.60				Construction Drifill P2P
05/23/13	EAST WEST BANK	5007035238	212	6270			54,118.40				5% Escrow Account
05/15/13	EUR Consulting & Development	5007035079	212	6272			36,562.50				Construction Management Fees
				Totals	214,806.08	162,895.67	7,615,521.00	108,234.50	-	-	8,101,457.25



OXNARD SCHOOL DISTRICT

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MEETING NOTES MEASURE M6 BOND OVERSIGHT COMMITTEE

June 10, 2014

Professional Training Center (PTC)

Those in attendance are indicated by a√:

√	Barba, Francisco	√	Lindholm, Nancy
√	Castillo, Edward	√	McLaughlin, Charles
	Cates, David	√	Rodarte, Steven
	Gonzalez, Gerardo	√	Ward, Crittenden
	Staff:		
	Morales, Dr. Cesar	√	Cline, Lisa
	Guests:		
√	Del Rio-Barba, Ana		

Call to Order

The meeting was called to order by Ms. Lindholm at 5:01 pm.

Public Comment

There were no public comments. Ms. Lindholm stated that the High School BOC was looking for experienced BOC members; at-large or parents, in case anyone was interested. Mr. Ward commented on the importance of good oversight for these bonds.

Approval of March 11, 2014 Meeting Minutes

Mr. Barba stated that there was supposed to be revision to the expenditure spreadsheet relative to the CFW charges being moved out of this report, but the CFW charges are still included. Ms. Cline will correct via email so there is no need to wait until the next meeting.

Mr. Ward moved to approve the minutes with the CFW correction presented, seconded by Mr. Barba. All were in favor and the motion carried unanimously.

Review of Bond Expenses to Ensure that Proceeds are Expended Only for the Purposes Set Forth in the Ballot Measure

Ms. Cline reviewed the latest expenditure report, and stated that the Driffill P2P project should be closed out this month. The plans for the Driffill Kindergarten project are at DSA awaiting approval. The demo work has been done and we are just waiting for the work to start. For the next meeting, Ms. Cline will provide the balance remaining in the fund. She added that there is probably another 3-6 months of work remaining for this BOC.

Mr. Ward asked regarding the \$12,000 stop payment notice on the report – what is it for? Ms. Cline explained that Soltek hired a subcontractor, Trane, who filed a stop notice against them for not paying a bill, and we had to hold that money back. Mr. Ward also asked regarding the \$666,000 balance shown on the Construction Funds Report – where would he find that in the Sources and Budgets report? Ms. Cline explained that those reports do not match up dollar for dollar. On the Budget Status Summary report, the bottom line under “Projects” talks to the history of the entire project; the difference from what is committed and remaining is the balance (\$1.4M). The \$666K is part of the \$1.4M. She added that we always knew we probably would not go over budget, and that the \$666,000 will go back into the Kinder project.

Mrs. Del Rio-Barba commented regarding a second grade building in Driffill (in the middle) where nothing is happening; they received nothing new. Is there any possibility that those in that building can at least receive new desks? Ms. Cline clarified that it is not just that building, but also the 700 building. She added that she can propose that as a recommendation from this Committee. Mrs. Del Rio-Barba stated that those teachers feel very left out. Mr. Barba asked if all P2P facilities receive new furniture. Ms. Cline replied that according to her research, in the past they did not receive all new furniture, it was just for those rooms that were added as new classrooms. Mr. Barba asked, if there are any uncommitted unencumbered funds left, can they be applied to new furniture for those that are not included under the P2P’s? Ms. Cline responded that we are looking at that districtwide. There is a cost of approximately \$1,000,000 to furnish a school. The administration is looking at putting a plan together for future replacement of furniture, sort of like a Deferred Maintenance plan.

Mr. Barba moved to approve the expenditure report, seconded by Mr. Ward. All were in favor and the motion carried unanimously.

Review of Bond Projects & Schedules

Ms. Cline provided this under “Review of Bond Expenses...” above.

Election of New Chair

It was the Committee’s consensus that Mr. Barba be appointed as chair and that Mr. Ward be appointed as vice chair.

Ms. Lindholm moved to approve the nominations of the new chair and vice chair as stated, seconded by Mr. Castillo. All were in favor and the motion carried unanimously.

Term Limits Waivers

Ms. Cline reviewed the membership and waivers. Mr. McLaughlin agreed to continue to serve for another term, since his term ended in May 2014.

Future Agenda Items

None

Date/Time of Future Meetings

The next meeting was scheduled for September 9, 2014 at 5:00 p.m.

Adjournment

The meeting was adjourned at 5:26 pm.

Garcia, Lydia

From: Cline, Lisa
Sent: Wednesday, June 11, 2014 10:23 AM
To: Garcia, Lydia; Charles McLaughlin; Crittenden Ward; David Cates; Ed Castillo; Frank Barba; Gerardo Gonzalez; Nancy Lindholm; Steve Rodarte
Subject: RE: 6/10/14 Measure M BOC Meeting Reminder
Attachments: CFW Invoice for Driffill.pdf

Measure M BOC,

Attached [please find a copy of the CFW invoice that was questioned at the bond oversight meeting last night. As you can see, the services were for the Driffill Project. Per the terms of the CFW contract, whenever they do work to obtain state funds for a project they are compensated. When they were first hired, CFW immediately worked on our state aid application for the Driffill project and the District was approved for funding. So in light of this information, I believe that the expenditure is coded properly to the Driffill project. If you have any further questions, please let me know or we can address them at our next meeting. Thank you,

Lisa Cline

*Assistant Superintendent, Business & Fiscal Services
1051 S. A Street, Oxnard CA 93030
(805)385-1501 ext. 2400*

From: Garcia, Lydia
Sent: Friday, June 06, 2014 3:05 PM
To: Charles McLaughlin; Cline, Lisa; Crittenden Ward; David Cates; Ed Castillo; Frank Barba; Gerardo Gonzalez; Nancy Lindholm; Steve Rodarte
Cc: Cline, Lisa; Carabajal, Sylvia; Morales, Cesar; Kawaguchi, Catherine; Alvara, Lydia
Subject: 6/10/14 Measure M BOC Meeting Reminder
Importance: High

Good afternoon,

The next meeting of the Oxnard School District Measure M6 Bond Oversight Committee is scheduled for Tuesday, June 10, 2014, 5:00-6:00 p.m. in the Professional Training Center (PTC) portable at the District office. A meeting agenda is attached.

The minutes from the March 11, 2014 meeting are attached for your advance review. Also attached is the expenditure report for the Driffill P2P project. As the Committee last approved expenditure reports at their March 11, 2014 meeting and those reports were printed on March 7, 2014, the current report is for the period of 3/8/14 through the current date.

Additionally, attached for your information is a spreadsheet titled "Construction Funds Report as of May 31, 2014", as well as the Sources & Budgets Report and Budget Status Summary reports for the Driffill P2P project.

I will provide hard copies of all agenda items for Tuesday night's meeting. Please make every effort to attend this meeting so that a quorum may be achieved. However, if for any reason you are unable to attend, please let me know. Have a great weekend!

Lydia Garcia

Executive Assistant, Business & Fiscal Services
Oxnard School District
1051 South A Street
Oxnard, CA 93030
(805) 385-1501, ext. 2401

Caldwell Flores Winters, Inc.

6425 Christie Avenue, Suite 270, Emeryville, CA 94608 (510) 596-8170 (510) 450-0208 fax

August 8, 2013

Oxnard School District
Attn: Lisa Cline, Assistant Superintendent of Fiscal Services
1051 South A Street
Oxnard, CA 93030

Project: Oxnard School District – State Aid Services, Driffill Site State Reimbursement

SUMMARY INVOICE

INVOICE #1

08/07/13 00075 14411

ACTIVITY

Professional services for processing OPSC and State Allocations Board application and appeal related to the State Facilities Program for modernization and new construction at Driffill Elementary School. The professional services were provided and the fee was calculated pursuant to Section XII of the contact for State Aid services between Caldwell Flores Winters and the Oxnard School District.

AMOUNT

\$180,021.66

TOTAL:

\$180,021.66

Submitted by: Ernesto R. Flores, President
Caldwell Flores Winters, Inc.

Please send payment to:
Caldwell Flores Winters, Inc.
6425 Christie Avenue, Suite 270
Emeryville, CA 94608

L Cline
8-7-13

Oxnard School District

PURCHASE ORDER

(805) 385-1501 x2412 or x2413 FAX (805) 240-7582

NO: P14-00537

DATE 08/07/2013

SHIP TO:
Business Services
1051 SOUTH A STREET
OXNARD, CA 93030-7442

VENDOR:
Caldwell Flores Winters, Inc
2200 Powell Street, Ste 1205
Emeryville, CA 94608

INVOICE TO:
Accounts Payable
1051 South A Street
Oxnard, CA 93030-7442

PHONE: 510-596-8170 FAX: 510-450-0208

Customer #:

ORDER LOCATION 600 - Business Services		DELIVERY LOCATION 600 - Business Services		VENDOR # 000480/1	BUYER	RPQ #
DATE REQUIRED	F.O.B.	TERMS OF PAYMENT	SHIP VIA	REQUISITIONER Melissa Reyes	REQUISITION # R14-00689	
ITEM	QTY	UNIT	DESCRIPTION	UNIT COST	EXTENSION	
1	1	EACH	PROFESSIONAL SERVICES FOR PROCESSING OPSC AND STATE ALLOCATIONS BOARD AND APPEAL RELATED TO THE STATE FACILITIES PROGRAM FOR MODERNIZATION AND NEW CONSTRUCTION AT DRIFILL SCHOOL.	180,021.660	\$180,021.66	
			CONFIRMING INVOICE ATTACHED			
			Order Sub-Total		\$180,021.66	
			Sales Tax		.00	
			Shipping		.00	
			Adjustment		.00	
			Order Total		\$180,021.66	
ACCOUNT DISTRIBUTION				AMOUNT		
(019302) 213-5800-9010-0-0000-8500-000-000-0000-0				\$180,021.66		

8/7/13
8/7/13
1 - State Aid Services
180,021.66

08/07/2013

**** End of Order ****

RECEIVING

AUTHORIZED BY:
Lisa A. Franz



MEETING NOTES
MEASURE M6 BOND OVERSIGHT COMMITTEE
 October 14, 2014
 Board Room

Those in attendance are indicated by a ✓:

✓	Barba, Francisco	✓	Lindholm, Nancy
✓	Castillo, Edward	✓	McLaughlin, Charles
	Cates, David	✓	Rodarte, Steven
✓	Gonzalez, Gerardo		Ward, Crittenden
	Staff:		
	Morales, Dr. Cesar	✓	Cline, Lisa
	Guests:		
✓	Del Rio-Barba, Ana		

Call to Order

The meeting was called to order by Mr. Barba at 5:00 p.m.

Public Comment

There were no public comments.

Approval of June 10, 2014 Meeting Minutes

Ms. Lindholm moved to approve the minutes as presented, seconded by Mr. Castillo. All were in favor and the motion carried unanimously.

Review of Bond Expenses to Ensure that Proceeds are Expended Only for the Purposes Set Forth in the Ballot Measure

The Committee reviewed the expenditure report provided. Mr. McLaughlin asked what the balance of the Bond fund was at this point. Ms. Cline explained that there is no balance since all the funds have been encumbered and allocated to the Driffill Kindergarten project. There is roughly \$30K remaining, but it is all encumbered. Consequently, there should only be one more meeting after this. Mr. Castillo asked how much of the Measure R funds will go to the Driffill Kindergarten project. Ms. Cline responded that we are not sure at this point because the final bids have not come in yet, but anticipate it will be around \$2.4M. Mr. Castillo asked what the overall total for Measure R was. Ms. Cline stated that it was \$90M, but we have only drawn around \$45M so far. She added that it is anticipated that there will be a state bond on the ballot in 2016. Mr. Castillo commented that Soltek had a clean record throughout the construction of the Soria project, with no accidents, and wondered if it was the same at Driffill. Ms. Cline responded that to her knowledge, it was.

Mr. Castillo moved to approve the expenditure report, seconded by Ms. Lindholm. All were in favor and the motion carried unanimously.

Review of Bond Projects & Schedules

This item was covered under “*Review of Bond Expenses...*” above. Ms. Cline commented that the next meeting should be the final one, primarily to review the draft final report to the Board.

Mr. Barba asked if the expenditures could be leveraged to obtain more bond funds. Ms. Cline responded that this was already happening through the facility implementation plan. While not all money is bond money, the plan calls for the \$90M of Measure R bonds to be leveraged with State and local funds as they are available to create a \$200M program that is currently planned through 2025.

Term Limits

Ms. Cline informed the Committee that the current terms for Mr. Cates and Ms. Lindholm will expire at the end of December. It will not be necessary to seek to extend those terms since the bonds are expended and the Committee will automatically disband.

Date/Time of Final Meeting

The next meeting was scheduled for December 9, 2014 at 5:00 p.m. in the Oxnard Room. Ms. Cline stated that the draft final report will be sent to the Committee via email for their review prior to the December meeting. The December 9 meeting minutes will be sent out afterward for the Committee’s review and approval via email so that it will not be necessary to meet again.

Adjournment

The meeting was adjourned at 5:12 pm.



OXNARD SCHOOL DISTRICT

1051 South A Street • Oxnard, CA 93030 • (805) 385-1501 • www.oxnardsd.org

MEETING NOTES
MEASURE M6 BOND OVERSIGHT COMMITTEE
 December 9, 2014
 Oxnard Room

Those in attendance are indicated by a√:

√	Barba, Francisco	√	Lindholm, Nancy
	Castillo, Edward	√	McLaughlin, Charles
	Cates, David	√	Rodarte, Steven
√	Gonzalez, Gerardo	√	Ward, Crittenden
	Staff:		
√	Morales, Dr. Cesar	√	Cline, Lisa
	Guests:		
√	Del Rio-Barba, Ana		

Call to Order

The meeting was called to order by Mr. Barba at 5:01 p.m.

Superintendent's Comments

Dr. Morales thanked the members for their service and commitment to the BOC on behalf of the district and the community.

Public Comment

Mrs. Del Rio-Barba thanked the members for their service to the community and for offering their valuable time to serve on the committee.

Approval of October 14, 2014 Meeting Minutes

Motion by Mr. McLaughlin to approve the minutes; seconded by Mr. Barba. All were in favor; the motion carried unanimously.

Review of Bond Expenses to Ensure that Proceeds are Expended Only for the Purposes Set Forth in the Ballot Measure

Motion by Mr. Ward to certify the Bond proceeds; seconded by Mr. Gonzalez. All were in favor; the motion carried unanimously.

Review of Draft Final Annual Report to the Board

Mr. Ward asked regarding the language in the second paragraph of the cover letter that states: "*no bond funds have been used for administrator salaries or other operating expenses*". After some discussion Mr.

Barba moved to revise the language to say that “*bond funds were used only for the purposes set forth in the ballot measure*”. Ms. Cline agreed to finalize the report with the revised language.

Motion by Mr. Ward to approve the interim draft report as final with the requested change; seconded by Mr. McLaughlin. All were in favor; the motion carried unanimously.

Mr. Barba asked how much we were short to finish McKinna. Ms. Cline responded that we were actually short to finish Driffil and had to use money from other funds. Mr. Barba then asked how much we would have needed for McKinna, and Ms. Cline replied that it was about \$20M. There was a brief discussion regarding the issues related to Soria School’s construction that caused it to go over budget by about \$20M. Mr. Barba asked if there was a future plan for McKinna, and Ms. Cline responded that it is included in the enhanced phase (Phase 3) of the P2P.

Adjournment

Mr. Barba thanked the committee for their service and expressed his hope that they will continue to serve their community. He added that it was a pleasure for him to serve.

Motion by Mr. Barba to adjourn the meeting at 5:16 p.m.; seconded by Mr. McLaughlin. All were in favor; the motion carried unanimously.

Respectfully Submitted,

Lydia Garcia, Recorder



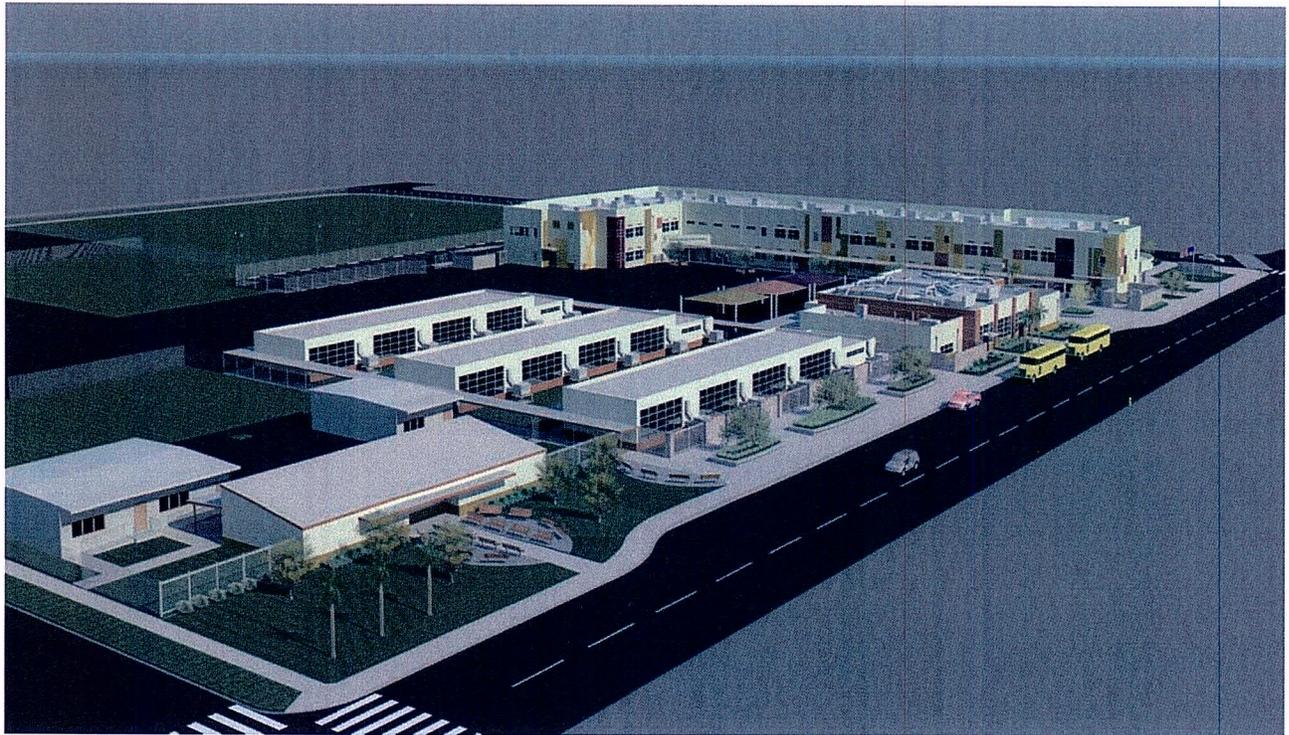
Driffill Elementary School P2P+ Project Grades K-8

910 "E" Street, Oxnard, CA 93030

Project Start Date: Summer, 2012

The Driffill P2P+ project is a new two (2) story classroom building that replaces classrooms in the existing brick building and portables with permanent classrooms and adds 4 classrooms to the current campus capacity. It also includes renovation/expansion of the multi-purpose building, major site improvements, and removal of existing HVAC units as well as installation of new HVAC units in existing permanent classrooms.

Total bldg. Sq. Ftg. (Gross):	59,914 SF
Existing Campus Classrooms:	36
<i>(Permanent and Portable Classrooms Replaced by P2P+ : 23)</i>	
Additional P2P+ Classrooms:	<u>4</u>
Total Campus Classrooms:	40



North East Aerial Site Plan

Driffill School P2P+ Project

California Department of Education (CDE) Approval Date:	November 23, 2011
Department of the State Architect (DSA) Approval Date:	January 19, 2012
City of Oxnard Approval Date:	March 1, 2012
Substantial Completion:	December, 2013
Occupancy Date:	January 13, 2014







OXNARD SCHOOL DISTRICT CONSTRUCTION FUNDS REPORT As of December 5, 2014

		212 2006 Measure M
2013/14 EST Beginning Balance	\$	7,221,073.52
Audit Adj	\$	-
Revenue Received as of 6/30/14	\$	11,138.59
Expenditures as of 6/30/14	\$	(7,139,146.48)
Actual Beginning Balance	\$	93,065.63
 2014/15		
Available for Current Year Budget	\$	93,065.63
Expenditures	\$	(93,065.63)
Encumbrances	\$	-
Committed but not Encumbered	\$	-
Future Lease Payments (5 years)		
Reserved for RDA		
Reserved for Brekke COP		
Sub-Total	\$	(0.00)
Revenue Received:		
Interest	\$	-
Other		
Balance	\$	(0.00)



Budget Status Summary Report

Account-Ability

Category - Item	Budget	Committed	Expended	Remaining	Variance
A - Site Costs	401,042	278,041	268,353	9,688	123,001
6110 Purchase Price of Property	0	0	0	0	0
6120 Appraisal Fees	0	0	0	0	0
6130 Escrow Costs	0	0	0	0	0
6140 Surveying Costs	150,919	182,693	182,230	463	(31,774)
6150 Site Support Costs	29,313	29,313	21,888	7,425	0
6171 Environmental Studies	33,209	33,209	33,209	0	0
6160 Other Costs - Site	187,601	32,826	31,026	1,800	154,775
B - Planning Costs	2,483,187	3,773,362	2,986,713	786,648	(1,290,174)
6210 Architect / Engineering Fees	1,774,489	3,082,122	2,295,729	786,393	(1,307,633)
6220 DSA Fees	408,870	425,749	425,494	255	(16,879)
6230 CDE Fees	34,312	0	0	0	34,312
6235 Energy Analysis	0	0	0	0	0
6240 Preliminary Tests	21,540	21,540	21,540	0	0
6250 Other Costs - Planning	243,976	243,950	243,950	0	26
C - Construction Costs	20,140,208	20,397,618	20,382,873	14,745	(257,411)
6270 Main Construction Contractor	17,061,000	17,424,756	17,424,846	(90)	(363,756)
6271 Environmental Clean-up	0	0	0	0	0
6272 Construction Management Fees	886,740	453,597	453,597	0	433,143
6273 Demolition	408,406	408,406	408,406	0	0
6274 Other Costs - Construction	583,180	947,796	933,556	14,241	(364,616)
6276 Interim Housing	1,118,494	1,163,064	1,162,469	595	(44,570)
6278 Labor Compliance Program	82,388	0	0	0	82,388
D - Construction Testing Costs	362,009	399,015	398,505	510	(37,006)
6280 Construction Tests	362,009	399,015	398,505	510	(37,006)
E - Construction Inspection Costs	355,750	0	0	0	355,750
6290 Construction Inspection	355,750	0	0	0	355,750
F - Furniture & Equipment Costs	953,109	501,137	500,855	282	451,972
4300 Supplies <\$500	18,316	501,137	500,855	282	(482,821)
4400 Equipment \$500-\$5000	934,793	0	0	0	934,793
6400 Capitalized Equipment >\$5000	0	0	0	0	0
G - Project Contingency	1,410,966	0	0	0	1,410,966
6999 Project Contingency	1,410,966	0	0	0	1,410,966
Totals	26,106,271	25,349,173	24,537,299	811,873	757,098

Budget Group	Budget	Committed	Expended	Remaining	Variance
Site Cost	401,042	278,041	268,353	9,688	123,001
Soft Cost	4,087,686	4,625,973	3,838,815	787,158	(538,287)
Hard Cost	20,206,577	20,445,159	20,430,132	15,027	(238,582)
Contingency	1,410,966	0	0	0	1,410,966
Total Cost	26,106,271	25,349,173	24,537,299	811,873	757,098
% Hard Cost	78.61%	81.55%	84.18%	1.87%	-37.63%

BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: 03/04/15

STUDY SESSION	_____
CLOSED SESSION	_____
SECTION B: HEARINGS	_____
SECTION C: CONSENT	_____
SECTION D: ACTION	_____
SECTION E: REPORTS/DISCUSSION	<u> X </u>
SECTION F: BOARD POLICIES	_____

Budget Update (Cline)

The Administration will present an updated report on the status of the State Budget for the 2015-16 fiscal year.

FISCAL IMPACT:

Information only.

RECOMMENDATION:

None- Information only.

ADDITIONAL MATERIAL(S):

Attached: None.



OXNARD SCHOOL DISTRICT

1051 South “A” Street • Oxnard, California 93030 • 805/385-1501

SCHEDULE OF BOARD MEETINGS JANUARY – DECEMBER 2015

(UNLESS OTHERWISE INDICATED, ALL MEETINGS ARE HELD ON THE FIRST AND THIRD **WEDNESDAY** OF EACH MONTH IN THE BOARD ROOM AT THE DISTRICT OFFICE, 1051 SOUTH ‘A’ STREET, STARTING AT 7:00 PM)

January	21	Regular Board Meeting (Note: only ONE meeting in January)
February	4	Regular Board Meeting
	18	Regular Board Meeting
March	4	Regular Board Meeting
	18	Regular Board Meeting
April	15	Regular Board Meeting (Note: only ONE meeting in April)
May	6	Regular Board Meeting
	20	Regular Board Meeting
June	3	Regular Board Meeting
	24	Regular Board Meeting
July		District Dark – No meeting in July
August	5	Regular Board Meeting
	19	Regular Board Meeting
September	2	Regular Board Meeting
	16	Regular Board Meeting
October	7	Regular Board Meeting
	21	Regular Board Meeting
November	4	Regular Board Meeting (Note: only ONE meeting in November)
December	9	Regular Board Meeting – Organizational Meeting of the Board (Note: only ONE meeting in December)

The meeting schedule shown above is subject to change at any time.

NOTE: Changes are indicated in italics/bold.

Board Approved: 12-10-14

Mission: “Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that promotes self-discipline, motivation and excellence in learning.”

INFORMATION CONCERNING BOARD POLICY AND PROCEDURES FOR COMMUNICATIONS WITH THE BOARD

We, the members of the Board of Trustees, welcome visitors at our meetings and appreciate constructive suggestions and comments concerning the programs and services of the Oxnard School District.

The Board has a scheduled order of business to follow. The agenda, which is usually lengthy, has been studied by the members of the Board.

In arriving at decisions, Board members are guided by a desire to provide an educational program that will meet the needs of all children and youth of the District, and a desire to provide for effective operational and personnel functions which support the educational program.

Board members are elected at large, and each member represents all of the people in the community. All actions of the Board are taken in open meeting, and it is the desire of the Board to avoid making decisions that will be detrimental to the best interests of the District, even when such decisions might please individuals or a small group.

Members of the Board of Trustees are locally elected state officials and serve for four-year terms of office. They are responsible for conducting the school system in accordance with requirements of:

The **Constitution** of the State of California.

The **Education Code and Government Code**, which consist of laws adopted by the California State Legislature.

The **Administrative Code, Title 5, Education**, which consists of rules adopted by the State Board of Education.

Rules and Regulations adopted by the Board of Trustees of this school district.

School Boards and individual Board members follow a code of ethics which has been adopted by the California School Board Association.

Board Meetings are video-taped and televised.

PROCEDURES FOR COMMUNICATING WITH THE BOARD

Communication with the Board of Trustees as a unit may be either in writing, by personal appearance at a meeting of the Board or by verbal communications through the District Superintendent.

A. **Written Communication.** Written communication addressed to the Board of Trustees should reach the office of the District Superintendent not later than the Monday prior to the meeting at which the matter concerned is to be discussed, in order that the subject of the communication may be placed on the agenda. When a holiday observed by the District falls on a Monday, the deadline shall be the Friday immediately preceding.

B. **Oral Presentation by Members of the Public to the Board and Requests by the Public to Place a Matter Directly Related to District Business on a Board Agenda.** When an individual or group expects to communicate with the Board of Trustees by means of personal appearance at a meeting of the Board or requests that a matter relating to district business be added to the Board's agenda, the District Superintendent should be notified no later than the Wednesday before the Board meeting at which the matter concerned is to be discussed by the Board and those submitting the request. When a holiday observed by the District falls on a Wednesday, the deadline shall be the Tuesday immediately preceding.

1. When this procedure is followed, at the time of the meeting,

the secretary to the Board shall secure the names of those wishing to be heard.

2. When an individual or group makes a personal appearance at a Board meeting without previously having arranged for the matter to be placed on the agenda, the secretary shall be notified before the Board convenes. Discussion may be limited at the discretion of the chairman.

3. It is desirable that when a statement presented to the Board is extensive or is formally requesting consideration of specific items, the statement should be written and a copy filed with the Board of Trustees.

4. The Board may receive comments or testimony at regularly scheduled meetings on matters not on the agenda which any member of the public may wish to bring before the Board, provided that no action is taken by the Board on such matters at the same meeting at which such testimony is taken.

5. In the event that any meeting is willfully interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are wilfully interrupting the meeting, the members of the Board of Trustees conducting the meeting may order the meeting room cleared and continue in session. Only matters appearing on the agenda may be considered in such a session. Duly accredited representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section.

6. **Personal Appearance by Members of the Public.** The rules for oral presentations by the public which are not published in an agenda are:

a. Individual presentations are limited to three minutes at a time.

b. Each person speaking to the Board must give his name and city.

c. All remarks will be directed to the chairman.

d. The chairman is in charge of the meeting and will maintain order, set time limits for a total discussion, and will have the prerogative to set time limits for a total discussion, and will have the prerogative to set time limits for individual presentations.

7. **Agenda Items Requested by the Public.** The Board may discuss and take action on any agenda item properly submitted by a member of the public and published in an agenda. The chairman reserves the right to limit discussion and/or defer further deliberation on an agenda topic to a decision or appropriate action.

C. **Referral for Further Study.** Matters involving legal procedure will be referred to the Superintendent for study or further referral.

D. **Procedures for Complaints from Non-Employees to the Board of Trustees.** The Board's policy (Complaints Concerning School Personnel, 5045 BP) and the related forms for filling a complaint are available from the Superintendent's Office. It is recommended that a charge or complaint be directed to the person, school, or department most immediately involved with the problem. All efforts shall be made to reach a satisfactory conclusion on this level.

However, anyone may present to the Board of Trustees a charge or complaint against an identifiable employee or against a specific school or office in a public Board meeting where the basis for the charge or complaint arises out of the personal actions or omission of an identifiable employee.

The presentation of such charge or complaint shall be subject to the following procedures:

1. Any such charge or complaint shall be made in writing and shall be affirmed by the person or persons submitting it. The secretary to the Board will advise, if requested, as to the methods of affirming the truth of the charge or complaint.

2. No such charge or complaint may be orally presented in a meeting of the Board of Trustees or of any of its special committees except as in No. 3 below.

3. The signed, written statement of the charge or complaint shall be submitted to the secretary to the Board of Trustees, or to an appropriate committee as determined by the Board of Trustees in a closed session. The Board of Trustees, if it deems advisable, may allow the person affirming the truth of the statement to appear before the Board of Trustees, or its appropriate committee, in a closed session and to present orally the charge or complaint.

4. The Board of Trustees, or its appropriate committee, will review and, if necessary, investigate the charge or complaint, and will respond in writing to the person who has submitted the written statement.

5. In the event this procedure is not known or followed, the president of the Board of Trustees shall terminate the right of the speaker at the point the charge or use of the staff member's name is brought into the speaker's presentation in a public Board meeting, or at the first indication that the speaker intends to speak against a staff member in such a meeting. The speaker shall immediately be told the reason for terminating his right to speak, and shall be informed of the proper steps to follow in registering his complaint.

6. In the event that an individual registers a charge or complaint with a member of the Board of Trustees in person or by telephone, that Board member should refer the matter to the Superintendent for investigation. When anyone registers a charge or complaint with the Superintendent, he shall investigate that charge or complaint, and then shall report his findings to the complainant and/or Board member.

The Board of Trustees desires to support its staff against any or all charges, be they direct or indirect, made in public meeting of the Board before preliminary investigations have been made. According to the Ralph M. Brown Act, **Government Code** 54950-54960, it is stated that "Nothing contained in this chapter shall be construed to prevent the legislative body of a local agency from holding closed sessions during a regular or special meeting to consider the appointment, Employment, or dismissal of a public officer or employee or to hear complaints or charges brought against such officer or employee by another public officer, person or employee unless such officer or employee requests a public hearing. The legislative body also may exclude from any such public or private meeting, during the examination of a witness, any or all other witnesses, in the matter being investigated by the legislative body..."

The Board of Trustees realizes its function as a public agency and this policy and/or implementing rules are in no way intended to restrict the right of the public to be heard. This policy and its rules have been adopted to guarantee an orderly process wherein all parties are dealt with fairly and in accordance with due process.

Authority:

California Education Code

- 35145 —Public Meetings
- 35145.5—Agendas; Public Participation; Regulations
- 35146 —Closed Session

California Government Code

- 3543.2 —Scope of Representation
- 3549.1 —Proceedings Exempt from Public Meeting Provisions
- 11125.1 —Availability of Agendas, Documents Prior to Meeting; Closed Session Report of Action With Public Employee
- 11126 —Closed Session; Disciplinary Action; Notice of Public Hearing, Exclusion of Witnesses
- 11126.3 —Reasons for Closed Sessions
- 11128 —Time of Closed Session
- 54957 —Closed Session; "Employee" Defined; Exclusion of Witnesses
- 54957.1 —Subsequent Public Report and Roll Call Vote, Employee Matters in Closed Session
- 54957.2 —Closed Sessions; Clerk; Minute Book
- 54957.6 —Closed Session; Representative with Employee Organization
- 54957.7 —Reason for Closed Session

Oxnard School District

Board Bylaws Adopted: October 25, 1978

Revised April 22, 1981; April 30, 1984