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
Ms. Robin I. Freeman
Assistant Superintendent,
Educational Services
Ms. Lisa Cline
Assistant Superintendent,
Business & Fiscal Services

AGENDA #7
REGULAR BOARD MEETING
Wednesday, November 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 prepares students for college and career opportunities.

Visión:

Capacitar a cada alumno para que logre la excelencia académica

Misión:

Asegurar una educación culturalmente diversa para todo el alumnado en un ambiente seguro, saludable y propicio que les prepare para la Universidad y el acceso a oportunidades para desarrollar una carrera profesional.

Board Adopted 08-26-15

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

Dr. Edd Bond, Principal of Haydock Middle School, will introduce Aaliyah Williams, 8th grade student, who will lead the audience in the Pledge of Allegiance in English and Spanish.

A.3 District's Vision and Mission Statements

The District's Vision and Mission Statements will be read by Aaliyah Williams, 8th grade student from Haydock Middle School.

A.4 Presentation by Haydock Middle School

Dr. Bond will provide a short presentation to the Board regarding Haydock Middle 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 – Title III Presentation *(Freeman/Arellano)*

The administration will provide a report on the District's Title III Accountability Plan.

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 and Support Services. Public Comment shall be limited to fifteen (15) minutes per subject with a maximum of three (3) minutes per speaker.

A.8 Closed Session

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

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

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

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

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:

Notes:
Moved:
Seconded:

- September 16, 2015, regular board meeting

ROLL CALL VOTE:
O'Leary ___, Morrison ___, Cordes ___, Duff ___, Robles-Solis ___

A.12 Resolution #15-17 "2015 School Psychology Awareness Week" *(Freeman/Sugden)*

It is recommended that the Board of Trustees adopt and present Resolution #15-17 in Recognition of School Psychology Awareness Week, November 9-13, 2015.

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 B
HEARINGS/PUBLIC COMMENT
(continued)

B.2 Public Hearing – Appointment of Board Representative On Personnel Commission (*Dr. Morales)*

This being the date noticed, the Board of Trustees will hold a public hearing per Education Code Section 46256(b)(1) to provide the public an opportunity to comment on the appointment of a Board Representative on the Personnel Commission.

Following the public hearing, the Board of Trustees will discuss, consider and appoint the Oxnard School District's Board Representative on the Personnel Commission for a three (3) year term beginning December 1, 2015.

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 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

- #15-121 with Flewelling & Moody Inc., to provide architectural services for the Chavez HVAC Project; amount not to exceed $62,500.00, to be paid with Deferred Maintenance Funds; — Cline/ Cross
- #15-150 with Our Lady of Guadalupe Parish School, in reference to allocated Title III Funding, OSD is required to serve EL students enrolled in private schools upon request from administration of that private school; Title III allocation to Our Lady of Guadalupe Parish School is $762.00; — Freeman/ Thomas
- #15-151 with St. Anthony's School, in reference to allocated Title III Funding, OSD is required to serve EL students enrolled in private schools upon request from administration of that private school; Title III allocation to St. Anthony's School is $1,281.00; — Freeman/ Thomas
- #15-152 with Santa Clara School, in reference to allocated Title III Funding, OSD is required to serve EL students enrolled in private schools upon request from administration of that private school; Title III allocation to Santa Clara School is $1,073.00; — Freeman/ Thomas
- #15-157 with Parent Institute for Quality Education, to provide a parent training course in Spanish for parents of the children enrolled at Haydock Middle School, April 2016 through June 2016; amount not to exceed $5,500.00, to be paid with Title I - $1,500.00 and Title III $4,000.00. — Freeman/ Bond

C.2 Ratification of Agreements

It is recommended that the Board ratify the following agreements: — Dept/School

- #15-120 with Glenda C. Mahon of Action Preparedness Training, to provide CPR/First Aid Training to coaches in the OSD; amount not to exceed $3,000.00, to be paid with General Funds; — Vaca
- #15-156 with Ventura County Office of Education, to provide continued implementation of the Common Core State Standards in ELD Standards, ELA/ELD adoption process, and Mathematics during the 2015-2016 school year; amount not to exceed $35,888.00, to be paid with Title II Funds; — Freeman/ Thomas
- #15-158 with Ventura County Office of Education, to provide a consultant to evaluate the implementation and impact of OSD's School Counseling Grant for the program year 2015-2016; amount not to exceed $8,000.00, to be paid with Counseling Grant Funds. — Freeman/ Ridge

C.3 Annual Board Organizational Meeting

It is recommended that the Board of Trustees set the date of Wednesday, December 9, 2015, at 7:00 p.m. as the date and time for the annual organizational meeting of the Board and direct the Ventura County Office of Education be notified of this decision. — Dept/School Dr. Morales

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 Award of Field Contract #FC-P16-02071 – HVAC Unit Installations & Modifications – ESC

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Assistant Facilities Director, that the Board of Trustees award Field Contract #FC-P16-02071, HVAC Unit Installation & Modifications – ESC; in the amount of $25,375.00 to West Coast Air Conditioning, to be paid with Deferred Maintenance Funds.

Dept/School
Cline/
Cross

C.5 Enrollment Report

Attached for the Board's information is the district's enrollment report for the month of September 2015.

Dept/School
Cline

C.6 Establish/Abolish/Reduce/Increase Hours of Positions

It is recommended that the Board approve the establishment, abolishment or reduction in hours for classified positions, as submitted.

Dept/School
Koch

C.7 Personnel Actions

It is recommended that the Board approve personnel actions, as submitted.

Dept/School
Vaca/Koch

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 *(Freeman)*

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

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

ROLL CALL VOTE:
O'Leary ___, Morrison ___, Cordes ___, Duff ___, Robles-Solis ___

D.2 Approval of Resolution #15-20 Adopting A Prequalification Questionnaire and Uniform System of Rating Pursuant to Public Contract Code Section 20111.6 *(Cline)*

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing, that the Board of Trustees adopt Resolution #15-20 adopting a Prequalification Questionnaire and Uniform System of Rating Pursuant to Public Contract Code Section 20111.6.

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 Annual Report On Child Nutrition Services Program *(Cline/Picola)*

The Board of Trustees will receive a presentation on the Child Nutrition Services Program mission, program funding and costs, and accomplishments and goals.

E.2 Transportation Department Annual Report *(Cline/Briscoe)*

The Board of Trustees will receive a presentation on Transportation Department safety, program accomplishments and goals.

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 Policies will be reviewed 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

BOARD AGENDA ITEM

Name of Contributor(s): Robin I. Freeman **Date of Meeting: 11/4/15**

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

Approve: Title III Presentation (Freeman/Arellano)

The Oxnard School District is currently receiving Title III funds that enhance the academic achievement of English Learners. The overarching purpose is to ensure that limited-English-proficient (LEP) students (called English learners under California laws), including immigrant children, attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services and the Executive Director of English Learner Services that the Board of Trustees accept the presentations as outlined above.

ADDITIONAL MATERIAL(S):

Power Point

Title III Accountability Plan

Presentation to OSD Board of Education

NOVEMBER 2015

Objective

To help English Learner students, including immigrant students, attain English proficiency, develop high levels of academic performance and meet the same challenging state content and achievement standards that all children are expected to meet.

Title III Accountability Plan

- EL Department was re-aligned to include additional TOSAs to focus on appropriate EL services and professional development.
- EL students will be placed strategically in English Language Development (ELD) classes based on level of instructional need.
- High quality ELD instruction will be delivered in these classes.
- Curriculum in ELD classes will be aligned to Program Matrix of Interventions.
- Intensive intervention classes will be provided for EL students.
- Extended learning time will be provided for EL students.

Title III Accountability Plan

- ELD instruction for Long-Term English Learners (LTELs) will include additional academic vocabulary development.
- EL student instructional progress will be monitored.
- Professional Development on academic content delivery will be provided for teachers.
- Professional Development will be provided for administrators.
- Home to School communication regarding EL students' progress will be frequent.

Title III Monitoring: Accountability

Districts receiving Title III funds must meet a series of Annual Measurable Achievement Objectives (AMAOs).

AMAO1- Percentage of English learners (ELs) Making Annual Progress in Learning English

AMAO 2 - Percentage of ELs attaining the English Proficient Level (4 or 5) on the California English Language Development Test (CELDT)

AMAO 3 – Percentage of ELs meeting Adequate Yearly Progress (AYP) requirements

Professional Development

Date	Time	Target Group	PD	Location
Aug. 3-7, 2015	8:00 a.m. – 3:00 p.m.	ELD Academy Teachers	ELD Academy	PTC, District Office
Aug. 13, 2015	1:00 p.m. – 2:00 p.m.	New Teachers	ELD Standards	DO, Room 502
Aug. 17, 2015	12:00 p.m. – 3:00 p.m.	All teachers	Carousel of Ideas	Ramona School
Aug. 25, 2015	2:30 p.m. – 4:30 p.m.	All teachers	Carousel of Ideas	Harrington School
Sept. 11, 2015	8:00 a.m. – 3:00 p.m.	Newcomer ELD Academy Teachers	Beginning English Reading	DO, Oxnard Room
Sept. 14, 2015	2:30 p.m. – 4:30 p.m.	Ramona Teachers and New ELD Academy Teachers	Carousel of Ideas	Ramona School
Sep. 15, 2015	2:30 p.m. – 5:00 p.m.	All teachers	Carousel of Ideas	ELM School
Oct. 5, 2015	3:00 p.m. – 4:00 p.m.	All teachers	Words their Way	DO, Room 501
Oct. 9, 2015	8:00 a.m. – 3:00 p.m.	All teachers	Words their Way –School visit	Harrington School, DO, Room 501

Professional Development

Oxnard School District

Dept. of English Learner Services

Announces

Professional Development Training

For

Inside the USA

By National Geographic

9 am 12 noon

Saturday, August 29, 2015

RJ Frank Middle School

For ELD Teachers in Grades 6—8

Professional Development

Webinar, from 3:00 p.m. – 5:00 p.m.
DO Room 502

Professional Development

Oxnard School District

Dept. of English Learner Services

Announces

Professional Development Training For

Academic Vocabulary Toolkit

By National Geographic

Thursday, September 3, 2015

3 PM—5 PM

RJ Frank Middle School

For ELD Teachers in Grades 6—8

Professional Development

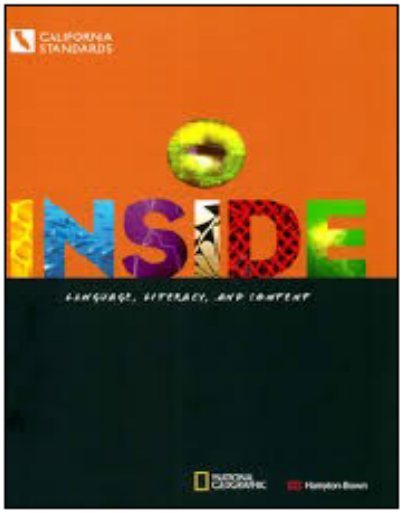
Oxnard School District

Dept. of English Learner Services

Announces

Professional Development Training

For



INSIDE

By National Geographic

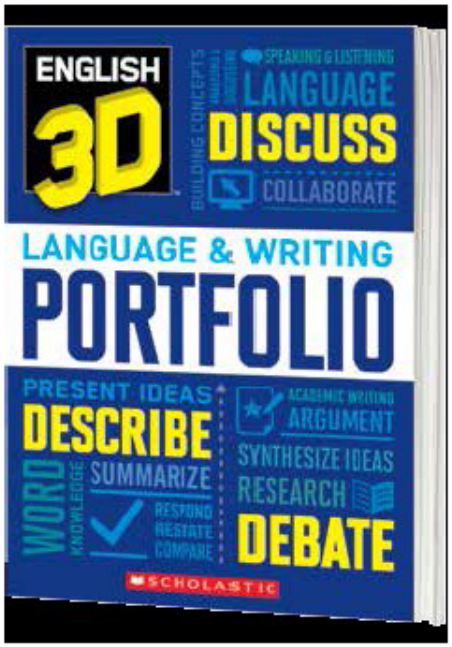
Saturday, September 12, 2015

9 AM—3 PM

RJ Frank Middle School

For ELD Teachers in Grades 6—8

Professional Development



Oxnard School District

Dept. of English Learner Services

Announces

Professional Development Training

For

English 3-D

By Scholastic

Saturday, August 22, 2015

8 am—3 pm

RJ Frank Middle School

For ELD Teachers in Grades 6—8

DLI - Professional Development

Date	Time	Target/Group
August 13 – 14, 2015	8:00 a.m. – 3:00 p.m.	DLI Teachers
September 8-9, 2015	8:00 a.m. - 3:00 p.m.	DLI Teachers
September 9, 2015	3:30 p.m. – 5:30 p.m.	DLI Task Force
September 10, 2015	8:00 a.m. – 3:00 p.m.	Principals' PD
October 22, 2015	3:30 p.m. – 5:30 p.m.	DLI Task Force
October 22-23, 2015	8:00 a.m. – 3:00 p.m.	Walkthroughs
November 9-10, 2015	8:00 a.m. – 3:00 p.m.	Walkthroughs
December 14, 2015	3:30 p.m. – 5:30 p.m.	DLI Task Force
December 14-15, 2015	8:00 a.m. – 3:00 p.m.	Walkthroughs
January 19, 2016	3:30 p.m. – 5:30 p.m.	DLI Task Force
January 19-20, 2016	8:00 a.m. - 3:00 p.m.	DLI Teachers
March 2, 2016	3:30 p.m. – 5:30 p.m.	Master Plan Celebration
March 2-4, 2016	8:00 a.m. – 3:00 p.m.	Walkthroughs
April 29, 2016	8:00 a.m. – 3:00 p.m.	Principals and Technical Assistants Mtg.
June 7-8, 2016	8:00 a.m. – 3:00 p.m.	DLI Teacher Planning

Academic Universal Screening

SIOP Coaching and Implementation

Principals' SIOP Training

- August 6 -7, 2015

TOSAs SIOP Training

- October 15 – 16, 2015

SIOP Training Follow-Up –Principals and TOSAs

- October 26, 2015

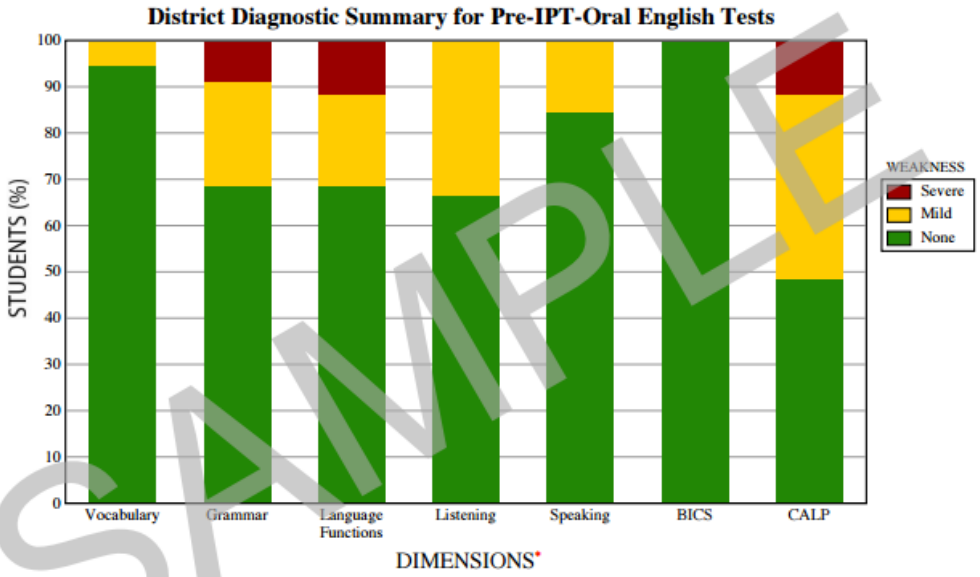
Idea Proficiency Test (IPT) PD

Date	Time	Target Group	Location
8/11/15	8:30 – 11:30 a.m.	School Principal and Testing Team	DO Room 501
8/11/15	12:15 – 3:15 p.m.	School Principal and Testing Team	DO Room 501
8/12/15	8:30 – 11:30 a.m.	School Principal and Testing Team	DO Room 501
8/12/15	12:15 – 3:15 p.m.	School Principal and Testing Team	DO Room 501
8/13/15	8:30 – 11:30 a.m.	School Principal and Testing Team	DO Room 501
8/25/15	8:00 a.m. – 12:00 p.m.	School TOSAs	DO Room 501
9/1/15	8:00 a.m. – 12:00 p.m.	School Psychologists	DO Room 501
9/2/15	8:00 a.m. – 12:00 p.m.	Speech Pathologists	RJ Frank Middle School – Computer Lab
9/2/15	12:30 p.m. – 3:00 p.m.	Implementation Team Members	RJ Frank Middle School – Computer Lab

Oral IPT District Summary Graph

District: Ballard & Tighe Demo District
Grades: Pre-K,K

Report Date: 11/14/2011
Test Period: Fall 2009



SAMPLE

* Diagnostic dimensions are not available for the Spanish tests.
^ If multiple test records within the same test period are found for a student, only the most recent test record is counted.

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Oral IPT District Summary

District: Ballard & Tighe Demo District
Grades: Pre-K,K

Report Date: 11/14/2011
Test Period: Fall 2009

District Diagnostic Summary Table for Pre-IPT-Oral English Tests

		Non Reportable†	Relative Weakness††						
			None		Mild		Severe		Total
Total Students Tested: 52		Student Count	Student Count	% of Student	Student Count	% of Student	Student Count	% of Student	Student Count
Diagnostic Dimension*	Vocabulary	13	37	95%	2	5%	0	0%	39
	Grammar	17	24	69%	8	23%	3	9%	35
	Language Functions	17	24	69%	7	20%	4	11%	35
	Listening	13	26	67%	13	33%	0	0%	39
	Speaking	13	33	85%	6	15%	0	0%	39
	BICS	13	39	100%	0	0%	0	0%	39
	CALP	17	17	49%	14	40%	4	11%	35

* Diagnostic dimensions are not available for the Spanish tests.
† Insufficient items administered to provide diagnostic information.
†† Based on number of students who had sufficient items administered to provide diagnostic information.
▲ If multiple test records within the same test period are found for a student, only the most recent test record is counted.

The diagnostic dimensions are based on a content analysis of the skills assessed in each test item. Vocabulary scores are based on items requiring the knowledge and retrieval of vocabulary. Grammar scores are based on items requiring the correct use of grammar. Listening scores are based on items requiring mostly listening or an equal combination of listening and speaking. Speaking scores are based on items requiring mostly speaking or an equal combination of listening and speaking. BICS scores are based on items requiring the knowledge of basic interpersonal communication skills. CALP scores are based on items requiring the knowledge of cognitive academic language proficiency.

SAMPLE

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Reclassification

School	Academic Yr. 2013-2014	Academic Yr. 2014-2015
Brekke	49	39
Chavez	51	58
Curren	57	87
Driffill	41	99
Elm	55	69
Frank	40	91
Fremont	14	57
Harrington	30	28
Haydock	40	12
Kamala	67	138
Lemonwood	65	38
Marina West	27	42
Marshall	32	18
McAuliffe	37	40
McKinna	31	33
Ramona	41	30
Ritchen	19	26
Rose Avenue	50	25
Sierra Linda	41	49
Soria	26	70
Totals	**813**	**1,049**

District and School Support Services

- **Additional Curriculum Support/Activities**

  [SIOP lessons, integrated lessons with other content areas, etc.]

- **Additional Collaboration with content teachers**

  [SIOP coaches, lead teachers, etc.]

District and School Support Services

- **Additional Interventions**
  [extra tutoring, content support in L1 or L2, newcomer services, etc.]
- **Extended School Year or Saturday School**
  [summer programs, before/after school opportunities, etc.]
- **Supplementing Schools' Role**
  in the enrollment process and data collection for Title III Reporting [e.g., intake office.]

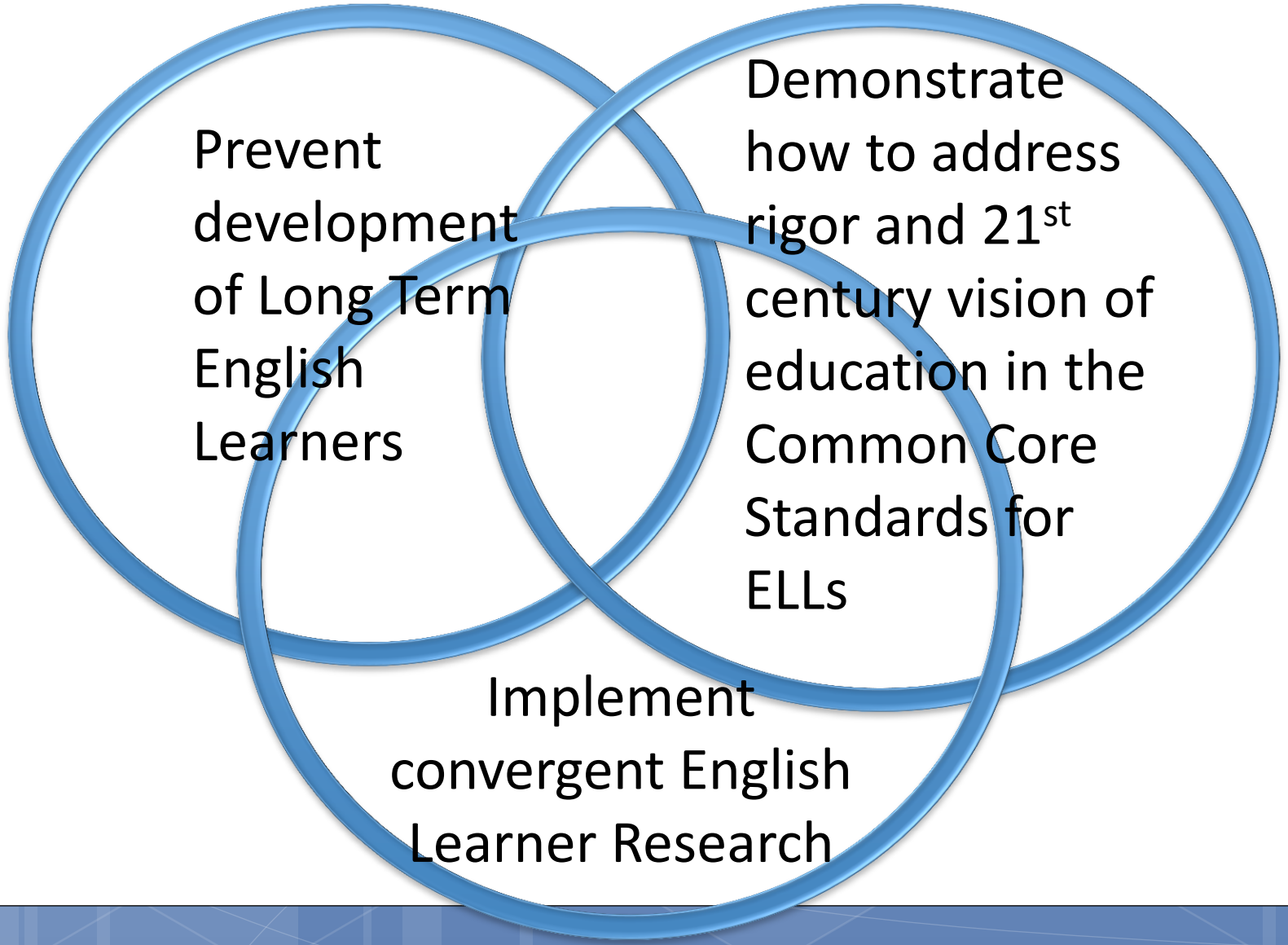
District and School Support Services

- **Additional Parent Training**
- **Additional Materials**

  [content materials in addition to core textbook, materials for additional interventions or extended schooling, etc.]
- **Additional Training for Staff**

  [Extra training and support for new teachers, SIOP coaches, lead teachers, etc.]

ENGLISH LANGUAGE SERVICES VISION



QUESTIONS?

Regular Board Meeting
September 16, 2015

CALL TO ORDER

The Board of Trustees of the Oxnard School District met in regular session at 5:00 p.m. on Wednesday, September 16, 2015, at the Educational Service Center.

ROLL CALL

A roll call of the Board was conducted. Present were President Veronica Robles-Solis and Trustees Albert Duff Sr., Debra M. Cordes and Ernest "Mo" Morrison. Trustee Denis O'Leary had not arrived. Staff members present were District Superintendent Dr. Cesar Morales, Assistant Superintendents Lisa Cline, Robin Freeman, Dr. Jesus Vaca, and executive assistant Sylvia Carabajal.

PLEDGE OF ALLEGIANCE

Naydelyn Lopez, 7th grader at RJ Frank School, lead the audience in the Pledge of Allegiance.

DISTRICT'S VISION AND MISSION STATEMENTS

Joseph Delgado, 8th grader at RJ Frank School, read the District's Vision and Mission Statements in English and Yesenia Hernandez, 8th grader at RJ Frank School read them in Spanish.

(Arrival of Trustee)

Trustee O'Leary arrived at 5:09 p.m.

PRESENTATION BY SCHOOL STAFF

Dr. Liam Joyce, Principal at RJ Frank, thanked the Board for the opportunity to present the Academy of Marine Science and Engineering, he recapped on 2014-15 in which they were Ocean and Robotics, opened Newcomer Academy, added sixth grade to their campus and second year of 1:1 devices. Dr. Joyce provided a brief summary of the programs and the following students presented the respective program and their experience in the program:

- Sienna Magana 7th grader on Oceanography
- Yesenia Hernandez 8th grader on Robotics
- Katerin Carballo 7th grader on Newcomer Academy
- Joseph Delgado 8th grader on Journalism
- Mia Delara 8th grader on AVID and WEB Leader
- Cindy Angel 8th grader on AVID and WEB Leader
- Areli Leon 7th grader on Leadership
- Malia Guerrero 7th grader on Leadership
- Naydelyn Lopez 7th grader on Leadership

Students Areli and Malia provided a brief tribute to the victims of 9/11. Dr. Joyce thanked the students, Ms. Saucedo, Ms. Vargas, Mr. Olson, Ms. Storey, Mr. Goldstein and Mr.Thorpe.

ADOPTION OF THE AGENDA

A.5 Changes to the agenda were noted:

- Section C – Consent Agenda, C.7 Establish/Abolish/Reduce/Increase Hours of Positions: corrected under Increase, first position should have read five hours not six hours … to increase to six hours

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.

Mr. Ernesto Flores, President of CFW, Inc. provide a brief summary of Measure "R" Facilities Implementation Program which had been primarily funded with Measure "R" Bonds and State Aid reimbursements, as well as local funds. During the August 5, 2015 board meeting there was discussion of a proposal of a Supplemental Master Construct Program that would provide for additional facilities improvements beyond the Measure "R" Facilities Implementation Program. The Supplemental Master Construct Program would identify site acquisition, facilities to be constructed, support facilities in need of construction to complete prior construction efforts (P2P+ Projects), and facilities not part of the Measure "R" Implementation Program.

STUDY SESSION
PROPOSED SUPPLEMENTAL MASTER CONSTRUCT PROGRAM

Dr. Morales reported he had been in Sacramento the week before meeting with key stake holders and understood there was a possibility of the State Bond being placed on the June ballot to leave the November ballot to the election slate for higher incentives. He reported because of the OSD methodology in having projects in line at the state level the district will benefit greatly. The district will still need to have local matching funds if the state bonds come through in June but this will support more projects.

Mr. Flores reviewed what the Master Construct Program proposed which would include background review, analysis, proposed facilities, financing, a schedule and recommendations. Following discussion, the Board's direction was to come back on October 7, 2015 with an action item for CFW, Inc. to develop a Master Construct Program.

ANNOUNCEMENTS PRIOR TO CLOSED SESSION September 16, 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 of Trustees during closed session public comment.

PUBLIC COMMENT
CLOSED SESSION

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

- ANTICIPATED LITIGATION – one (1) case

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
- PUBLIC EMPLOYEE(S) REASSIGNMENT/APPOINTMENT
    - Principal

Trustees convened to closed session at 6:16 p.m. until approximately 7:07 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 O'Leary, seconded by Trustee Morrison and carried on a roll call vote of 5-0; the Board of Trustees appointed Luis Ramirez to the position of principal.

(Motion #15-23)

A.11 The Board of Trustees read Resolution #15-15 School Administrator Week, October 11-17, 2015. Dr. Morales thanked the Board for the acknowledgment and stated he would distribute the resolution to administration at tomorrow's meeting.

RESOLUTION #15-15 SCHOOL ADMINISTRATOR WEEK, OCTOBER 11-17, 2015

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

RULES FOR PRESENTATIONS

No one addressed the Board of Trustees during closed session 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 presented.

CONSENT AGENDA (Motion #15-24)

C.1 Approved the following agreements:

(Approval of Agreements)

- Amendment #2 to Agreement #14-183 with E.J. Harrison & Sons Inc., to provide an increase in services due to the Chavez School Food Waste Program; amount not to exceed $4,492.80; original contract amount was $166,200.91, Amendment #1 was $2,995.20, total contract amount is $173,688.91, to be paid with General Funds;
- #15-94 with Dial Security, to provide District Wide Alarm Monitoring Services for the fiscal year 2015-16; amount not to exceed $79,366.67, to be paid with General Funds;
- #15-95 with Capstone, to provide myON LCAP Elementary Bundle or Middle Bundle, September 26, 2015 to September 25, 2016; amount not to exceed $171,000.00, to be paid with Title I Funds;
- #15-96 with Oxnard School District Education Foundation (OSDEF) to provide a program for music instruction in Grades TK-5th through their sub-committee Oxnard Music Advocacy Group, October 1, 2015 to June 17, 2016; amount not to exceed $26,000.00, to be paid with Unrestricted General Funds;
- #15-97 with Pepperdine University, to provide training for the education students at the University through direct teaching at the schools and classes of the District; no fiscal impact to the District;
- #15-98 with Focus on the Masters, to provide art lessons during school hours for students attending Harrington School; amount not to exceed $1,350.00; to be paid with Unrestricted General Funds;
- #15-99 with NCS Pearson, to provide trainings in coaching and implementation of Sheltered Instruction Observation Protocol (SIOP) for the 2015-2016 school year; amount not to exceed $225,000.00, to be paid with Unrestricted EL Concentration Funds;

- #15-100 with Mariana Peirano Royuela, to provide Grades 4th-5th art instruction at Soria School, September 17, 2015 to June 17, 2016; amount not to exceed $10,800.00, to be paid with Unrestricted General Funds;
- #15-101 with Mariana Peirano Royuela, to provide Grades 6th and 7th art instruction at Chavez School, September 17, 2015 to June 17, 2016; amount not to exceed $10,800.00, to be paid with Unrestricted General Funds;
- #15-102 with Generation Ready Inc., to provide professional learning services in cultural proficiency, September 17, 2015 to June 30, 2016; amount not to exceed #112,000.00, to be paid 50% with Title I Funds and 50% Unrestricted General Funds;
- #15-103 with Focus on the Masters, to provide art lessons during school hours for students attending Sierra Linda School, amount not to exceed $1,350.00, to be paid with Unrestricted General Funds;
- #15-104 with Ventura County Community College District on behalf of Oxnard College will provide teaching experience through practice teaching to students enrolled in teacher education curricula, September 17, 2015 to June 30, 2016; no fiscal impact to the District;
- #15-105 with Loyola Marymount University, to provide consulting services to revise the District's EL Master Plan, September 17, 2015 to June 30, 2016; amount not to exceed $124,800.00, to be paid with Unrestricted EL Concentration Funds.

C.2 Adopted the Appropriations Limit Resolution #15-13 for 2014-2015 and 2015-2016 as required by law.

(Resolution #15-13: Adoption of Appropriations Limit (GANN) & Appropriations Subject To The Limit For 2014-2015 and 2015-2015)

C.3 Approved WAL #004 to Master Agreement #13-132 with Tetra Tech, Inc. The CEQA compliance services will be completed for a lump sum fixed fee of $52,426.00, to be funded from Measure "R" proceeds, developer fees and other construction related funding sources.

(Consideration and Approval of Work Authorization Letter #004 For CEQA Compliance Services For Marshall 12 Classroom Building With Tetra Tech Inc.)

C.4 Approved the revised job description: Coordinator, Behavior Specialist, as presented.

(Approval of Revised Job Description: Coordinator, Behavior Specialist)

C.5 Approved for mentor principals participating in the CASC Program.

(Clear Administrative Services Credential (CASC) Program Mentor Stipend)

C.6 Scheduled October 7, 2015 for the Public Hearing CSEA's and the District's initial proposals.

(Approval To Set Date for Notice of Public Hearing re: Sunshine of the CSEA's, Chapter 272 and the OSD's Initial Proposals for 2015-16 Negotiations, Pursuant to Government Code Section 3547)

C.7 Approved the establishment, abolishment, reduction or increase in hours for classified positions:

(Establish/Abolish/ Reduce/Increase Hours of Positions)

Established:

- A five hour and forty five minute, 183 day Paraeducator II, position number 7236, to be established in the Pupil Services department. This position will be established to provide additional support.
- A five hour and forty five minute, 183 day Paraeducator II, position number 7237, to be established in the Pupil Services department. This position will be established to provide additional support.
- A five hour and forty five minute, 183 day Paraeducator II, position number 7238, to be established in the Pupil Services department. This position will be established to provide additional support.
- A five hour and forty five minute, 183 day Paraeducator II, position number 7239, to be established in the Pupil Services department. This position will be established to provide additional support.
- A five hour and forty five minute, 183 day Paraeducator II, position number 7240, to be established in the Pupil Services department. This position will be established to provide additional support.
- A five hour and forty five minute, 183 day Paraeducator II, position number 7243, to be established in the Pupil Services department. This position will be established to provide additional support.
- A five hour and forty five minute, 183 day Paraeducator III, position number 7241, to be established in the Pupil Services department. This position will be established to provide additional support.
- A five hour and forty five minute, 183 day Paraeducator III Bilingual, position number 7242, to be established in the Pupil Services department. This position will be established to provide additional support.

Abolished:

- A two hour, 183 Paraeducator I, position number 7196, to be abolished at Soria school. This position will be abolished due to student enrollment.

Increased:

- A five hour, 203 day Office Assistant II, position number 1818, to be increased to six hours at Ramona school. This position will be increased to provide additional support due to student enrollment.
- A five hour, 185 day Child Nutrition Worker, position number 6550, to be increased to five and a half hours at Fremont school. This position will be increased to provide additional support due to a change in the lunch schedule.
- A one hour, 183 day Paraeducator I, position number 7168, to be increased to two hours at Brekke school. This position will be increased due to student enrollment.

Reduced

- A four hour, 183 day Paraeducator I, position number 7172, to be reduced to two hours at Driffill school. This position will be reduced due to student enrollment.
- A two hour, 183 day Paraeducator I, position number 7177, to be reduced to one hour at Kamala school. This position will be reduced due to student enrollment.
- A two hour, 183 day Paraeducator I, position number 7182, to be reduced to one hour at Marshall school. This position will be reduced due to student enrollment.

- A four hour, 183 day Paraeducator I, position number 7186, to be reduced to two hour at McKinna school. This position will be reduced due to student enrollment.
- A two hour, 183 day Paraeducator I, position number 7188, to be reduced to one hour at Ramona school. This position will be reduced due to student enrollment.
- A two hour, 183 day Paraeducator I, position number 7190, to be reduced to one hour at Ritchen school. This position will be reduced due to student enrollment.
- A two hour, 183 day Paraeducator I, position number 7192, to be reduced to one hour at Rose Ave. school. This position will be reduced due to student enrollment.

FISCAL IMPACT:
Cost for Paraeducator II - $26,118.00 Special Ed
Cost for Paraeducator II - $26,118.00 Special Ed
Cost for Paraeducator II - $26,118.00 Special Ed
Cost for Paraeducator II - $26,118.00 Special Ed
Cost for Paraeducator II - $26,118.00 Special Ed
Cost for Paraeducator II - $26,118.00 Special Ed
Cost for Paraeducator III - $26,798.00 Special Ed
Cost for Paraeducator III - $27,607.00 Special Ed
Savings for Paraeducator I - $8,650.00 General
Cost for Office Assistant II - $19,680.00 General
Cost for Child Nutrition Worker - $2,031.00 Child Nutrition
Cost for Paraeducator I - $4,325.00 General
Savings for Paraeducator I - $8,650.00 General
Savings for Paraeducator I - $4,325.00 General
Savings for Paraeducator I - $4,325.00 General
Savings for Paraeducator I - $8,685.00 General
Savings for Paraeducator I - $4,325.00 General
Savings for Paraeducator I - $4,325.00 General
Savings for Paraeducator I - $4,325.00 General

C.6 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)

Name	**Position**	**Effective Date**
NEW HIRES		
Donna Bragg	Teacher, 1 SEI, Rose Avenue	August 26, 2015
Kathryn Brennan	Teacher, 4 SEI, Kamala	September 3, 2015
Teresa Byrne	Teacher, Special Education M/S, Frank	August 26, 2015
Davina Cardone	Elementary Support Teacher, Sierra Linda	September 8, 2015
Vivian Donner	Teacher, Kindergarten SEI, Kamala	September 2, 2015
Joel Doswell	Teacher, 5 SEI, Chavez	August 17, 2015
Teresa Gern	Director, Certificated Human Resources	October 1, 2015
Lauren Gutierrez	Teacher, 1 SEI, Driffill	September 3, 2015

Tricia Henry	Teacher, 1 SEI, Rose Avenue	August 26, 2015
Shiri Hermesh	Speech/Language Specialist, Soria	September 16, 2015
Angelina Lara	Teacher, TK/K TBE, McKinna	September 3, 2015
Joseph Litchfield	Teacher, 2 SEI, Rose Avenue	September 1, 2015
Bethany Moore	Assistant Principal, Lemonwood	September 14, 2015
Dawn Moreau	Teacher, Kindergarten SEI, Driffill	August 25, 2015
Sarah K. Tupou	Teacher, Special Education M/S, Driffill	August 27, 2015
Saul Anchondo	Substitute Teacher	2015/2016 School Year
Jacqueline Berry	Substitute Teacher	2015/2016 School Year
Jessica Caballero	Substitute Teacher	2015/2016 School Year
Tamara Cundiff	Substitute Teacher	2015/2016 School Year
Elizabeth Delgadillo	Substitute Teacher	2015/2016 School Year
Rudolph Herrera	Substitute Teacher	2015/2016 School Year
Jairo Perez	Substitute Teacher	2015/2016 School Year
Stephanie Sendejaz	Substitute Teacher	2015/2016 School Year
Ashley Smith	Substitute Teacher	2015/2016 School Year
Charity Whitney	Substitute Teacher	2015/2016 School Year

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

Diane Maag	Rose Avenue	September 1 – October 1, 2015
Irma Sixbey	Ritchen	September 8, 2015
Jane Van Daalwyk	Marina West	September 8, 2015

PROMOTION

Gabriel Covarrubias	Assistant Principal K-8, Lemonwood	September 1, 2015
Amelia Sugden	Director, Special Education	September 1, 2015

RESIGNATION

Tiffany Cannon	Teacher, 4/5 SEI, McKinna (on Leave of Absence)	August 1, 2015
Carolyn Carlson	Teacher, English Language Arts, Lemonwood	August 28, 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)

Name	**Position**	**Effective Date**
New Hire		
Fox, Timothy	Custodian, Position #2543 McAuliffe 4.0 hrs./246 days	08/31/2015
Exempt		
Alfaro Alejandres, Jamilet	Campus Assistant	08/19/2015
Ramirez, Annette	Campus Assistant	08/19/2015
Sebastian, Ricardo	Campus Assistant	08/19/2015

Limited Term

Cabrera, Karina	Clerical	08/10/2015
Chavez, Efrain	Paraeducator	08/25/2015
Leon, Gabriela	Paraeducator	08/24/2015
Quintana, Yida	Child Nutrition Worker	08/10/2015
Quiroz, Maria	Child Nutrition Worker	07/18/2015
Ramirez, Lupe	Clerical	08/10/2015
Valles, Alyssa	Paraducator	08/24/2015

Unpaid Leave of Absence

Kim, Joan	Site Technology Technician, Position #2503 Chavez 8.0 hrs./192 days	08/31/2015- 08/28/2016
Reyes, Desiree	Paraeducator III, Position #6732 Pupil Services 5.75 hrs./183 days	07/17/2015- 12/16/2015

Resignation

Duenes, Rolando	Custodian, Position #499 Driffill 8.0 hrs./246 days	08/31/2015
Hurtado, Patricia	Credential Technician, Position #6777 Human Resources 8.0 hrs./246 days	09/09/2015

Retirement

Tirado, Carol	Office Assistant II, Position #1983 Marshall 7.0 hrs./203 days	01/28/1987- 09/01/2015

D.1 Ms. Lisa Cline, Assistant Superintendent, Business & Fiscal Services presented the unaudited actual financial information which included enrollment history, general fund expenditures by function and by type which is driven by instruction and operating services. She presented the Multi Year Projections which showed the revisions to the unaudited actual due to LCFF funding and a revision to the Special Education budget. Ms. Cline also reviewed the reserve budget in detail which included non-spendable, restricted, committed, assigned and required reserve for economic uncertainties.

OXNARD SCHOOL DISTRICT 2014-2015 UNAUDITED ACTUAL FINANICAL INFORMATION (Motion #15-25)

Following discussion, 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 Oxnard School District 2014-15 Unaudited Actual Financial Information and authorized its filing with the Ventura County Office of Education.

D.2 Ms. Robin Freeman, Assistant Superintendent, Educational Services presented the Oxnard School District Local Education Plan for 2015 – 2018. She informed the Board that all California Districts are required to describe how the five major goals will be supported, implemented and funded from NCLB. The goals are: improve student achievement in reading and mathematics; number of students attaining English proficiency; instructional service delivery by highly qualified teachers; provision of safe, drug free learning environments; and improved graduation rates. Ms. Freeman reported the plan was shared with the Parent Advisory Committee (PAC) and DELAC (District English Learner Advisory Committee). The school site's Single Plans for Student Achievement are aligned to the goals and actions stated in the LEA Plan.

THE LOCAL EDUCATION AGENCY PLAN

On motion by Trustee Morrison, seconded by Trustee Duff and carried on a roll call vote of 5-0; the Board of Trustees approved the Local Education Agency Plan for 2015-2018, as presented. (Motion #15-26)

D.3 Dr. Morales reported that Board Representative, Mr. Edward Castillo's term would expire at noon on December 1, 2015. Education Code Section 46256(b)(1) requires notice from the Board of Trustees of the intended appointee to the Personnel Commission no later than September 30, 2015.

Following discussion, on motion by Trustee Cordes, seconded by Trustee O'Leary and carried on a roll call vote of 5-0; the Board of Trustees directed administration to proceed with the application process, post on the district website for two (2) weeks; appointed Trustees O'Leary and Cordes to assist Dr. Morales with interview of the candidates; and bring the item to the board meeting in November for action.

DISCUSS AND CONSIDER APPOINTMENT OF BOARD REPRESENTATIVE ON PERSONNEL COMMISSION AND SET THE DATE FOR PUBLIC HEARING (Motion #15-27)

D.4 On motion by Trustee Morrison, seconded by Trustee Cordes and carried on a roll call vote of 5-0; the Board of Trustees ratified Change Order #1 in the amount of $8,218.28 for Bid #14-04 Ritchen Special Day Classroom Project with GRD Construction; to be paid with Measure "R" Funds.

RATIFICATION OF CHANGE ORDER NO. 1 FOR RITCHEN SPECIAL DAY CLASSROOM PROJECT, BID #14-04 (Motion #15-28)

D.5 Following a brief presentation by Mr. Jeremy Cogan with CFW, Inc. and architects with Dougherty + Dougherty. On motion by Trustee Morrison, seconded by Trustee Duff and carried on a roll call vote of 5-0; the Board of Trustees adopted Resolution #15-14 approving the Architectural Drawings for the Harrington Early Childhood Development Center and further directed that the plans be submitted to the Division of the State Architect and the California Department of Education for approval. There was no fiscal impact related to the approval of Dougherty + Dougherty Architects, LLP's Final Architectural Drawings. The Harrington Early Childhood Development Center is being funded from Measure "R" funds, developer fees and other construction related fund balance/sources of funding.

CONSIDERATION AND APPROVAL OF RESOLUTION #15-14 APPROVING THE FINAL ARCHITECTURAL DRAWING FOR THE HARRINGTON EARLY CHILDHOOD DEVELOPMENT CENTER AND AUTHORIZING THE DISTRICT TO SUBMIT DRAWINGS TO DSA AND CDE FOR ADMINISTRATIVE REVIEW (Motion #15-29)

D.6 Following a brief presentation by Mr. Jeremy Cogan with CFW, Inc. and architects with SVA. On motion by Trustee O'Leary, seconded by Trustee Morrison and carried on a roll call vote of 5-0; the Board of Trustees adopted Resolution #15-16 approving the Architectural Drawings for the Lemonwood Early Childhood Development Center and further directed that the plans be submitted to the Division of the State Architect and the California Department of Education for approval. With the exception of administrative fees, there was no fiscal impact related to the approval of SVA's Final Architectural Drawings.

CONSIDERATION AND APPROVAL OF RESOLUTION #15-16 APPROVING THE FINAL ARCHITECTURAL DRAWING FOR THE LEMONWOOD EARLY CHILDHOOD DEVELOPMENT

The Lemonwood Early Childhood Development Center is being funded from Measure "R" funds, developer fees and other construction related fund balance/sources of funding.

CENTER AND AUTHORIZING THE DISTRICT TO SUBMIT DRAWINGS TO DSA AND CDE FOR ADMINISTRATIVE REVIEW (Motion #15-30)

E. Dr. Morales stated this report will provide an update on the sites originally identified and reviewed by the California Department of Education; and an overview of a variety of options available to the District to accommodate growth in enrollment on a districtwide level.

REPORT ON SCHOOL SITE OPTIONS FOR A NEW ELEMENTARY SCHOOL AND MIDDLE SCHOOL TO ACCOMMODATE ENROLLMENT GROWTH

Mr. Yuri Calderon with CFW, Inc. reported the District acquired the Seabridge property in the summer of 2013 which would accommodate 600-650 K-5 grade students, small site with a portion used for a city park. The next site is known as the Doris/Patterson Site (Teal Club) 20 acres; staff is in the process of negotiating with the land owner to acquire the site which would accommodate up to 1,200 students in grades 6-8.

Mr. Yuri Calderon reviewed three additional sites that had preliminary approval by the California Department of Education: Site A – East of Rose Avenue South extension of Emerson Avenue – 14 acres currently agricultural land would need to receive approval from LAFCO; Site B – near intersection of Channel Islands Blvd. and Ventura Road – 8.5 acres old Kmart building, owner believes the property is worth a lot of money and has hired LA Attorneys regarding eminent domain; and Site C – near intersection of Wooley Road and Oxnard Blvd./Hwy 1 – 11.4 acres at 5-Points, not ideal for elementary site, challenges would be heavy traffic and a railroad line so close to the property.

Mr. Ernesto Flores with CFW, Inc., stated because of the challenges with the sites there was a need to identify alternative sites. Mr. Flores and Mr. Jeremy Cogan with CFW, Inc. presented a report on alternative uses for Fremont Middle School and Haydock Middle School. Following discussion which included land swapping with the City of Oxnard of Haydock School for Durley Park across the street, multi options for district capacity, and a new district office. Staff will continue to review the options and return with recommendations to the Board.

F.1 The Board of Trustees reviewed the following revised Board Policies, Regulations and Bylaws, as presented for a first reading:

FIRST READING OF BOARD POLICIES, REGULATIONS AND BYLAWS

Revision of AR 3514.2	Business & Noninstructional Operation INTEGRATED PEST MANAGEMENT	Vaca
Revision of AR 4112.9, 4212.9, 4312.9	Personnel EMPLOYEE NOTIFICATIONS	Vaca
Revision of BP 4143, 4243	Personnel NEGOTIATIONS/CONSULTATION	Vaca

Dr. Cesar Morales: SUPERINTENDENT ANNOUNCEMENTS

- Congratulated the Haydock Marching Band for taking first place at the Fiestas Patrias Parade in Oxnard this past week. He also thanked Ms. Ekwall for her dedication of time and support to the Haydock students, and Dr. Bond for supporting the students.
- Reported the district had received the CAASPP district and school test scores, student scores have not been delivered but as soon as received they will mailed out to the parents of the students. He stated the Board would receive a study session to review all assessment plans in October. To the Board Members he distributed the district, county and state scores and individual school scores and requested Board Members review the information and schedule an appointment to go over the information if they so wished.
- Reported on Friday he had a very productive visit in Sacramento at the State Department and met with several department heads which included the Categorical Office, Complaint Office and Deputy Superintendent Lupita Cortez Alcalá of Public Instruction. He invited Deputy Superintendent Alcalá, as well as Superintendent Tom Torlakson to visit the district. Based on the visit he also connected with the administrator that oversees the DELAC and ELAC and they have agreed to come to Oxnard and provide a training to our committee members in the near future.
- Stated there have been questions and comments regarding textbooks that were made this evening. The district is currently gone through the William Act process to make sure all students have instruction material. He thanked the teachers and the office staff and Ms. Curtis for her leadership and the interim staff in the Book Barn processing text book requests for schools on a daily basis
- Reported yesterday the Ventura Board of Supervisory recommended and approved him as a member of the First Five Committee and Ventura County Community Commission.

Mr. Denis O'Leary: TRUSTEE ANNOUNCEMENTS

- Thanked Dr. Morales for the student academic report and looked forward to the report.
- Reported on September 8, 2015, he attended the Elm Back To School Night and stated it was a great presentation and that the In & Out Burger Semi Truck was there. He was there to look at the facilities and did find that they need more water fountains, water stations, and bigger cafeteria. He looked forward to the new school facilities and hoped they will be able to facilitate and accommodate all of the students.
- Reported on September 12, 2015 he spoke on Radio Indigena for two hours and was a nice experience.
- Reported on Sunday he was privileged to walk with Trustee Cordes in the Mexican Independence Day Parade.
- Future Items: Report and plan on CSR and would like some specific numbers now that the district is stabilizing in the year; update on the academic material for students; report on our academics; update on the requirements related to Resolution of Respect of Indigenous People "No Me Llames Qaxaquita"; annual review of the Living Wage, and discuss Project Labor Agreements for the Lemonwood and MPRs.
- He reported that Chile experienced 8.3 earthquake that lasted a long time. He has family in Chile and wished the best for them.

Mr. Ernest Morrison:

- Reported he and Trustee Cordes attended the 9-11 Program at Frank Middle School today. He was impressed with the school atmosphere, student behavior, students welcoming visitors, staff behavior, and office staff was very professional to parents and visitors, and requested Dr. Morales congratulate Frank staff for a job well done.

Mrs. Debra M. Cordes:

- Reported she had attended several Back To School Nights: Ramona, Ritchen, Kamala, Haydock, Chavez, Fremont, Sierra Linda and Harrington. She was impressed with all of them and enjoyed seeing the families, staff and students. She reported Haydock also had the In & Out Truck. At Haydock she visited Ms. Dempsey's art class which had the student's art up and it was nice to see that the students have options, elective classes like Piano Lab, Musical, Art, Technology, and Choral. She also observed the CHAMPs posters in the classrooms and how the program works, effectively and consistence throughout the grade levels and schools.
- Reported she and Trustee O'Leary walked the parade and thanked Mr. O'Leary for the invitation.
- She reported that she was a Learning Director at Frank School when the 9/11 tragedy happen and it was a very sad situation. It was nice to participate in the memorial event and nice to see all of the flowers the students brought for the memorial. She also visited several classrooms during her visit.
- Reported she is looking forward to seeing the test results and stated the district needed to work effectively for student progress.
- Reported AMAE was sponsoring an "Ethnic Study Now" meeting on September 26, 2015.

Mr. Albert "Al" Duff Sr.:

- Reported he has been involved in the design of construction for many years and has kept on eye on the construction project at Harrington School which is almost complete. He toured the two-story building and the project looks very nice.
- Reported he also visited Lemonwood School, Principal Villavicencio was in a meeting so another administrator took him around to tour the campus. He stated there are a lot of portables on campus, but the campus looks clean and organized.
- Stated he tried to visit Ramona School but arrived at student dismissal and was unable to visit, lots of students and parents.

Mrs. Veronica Robles-Solis:

- Thanked the students and staff at Frank Middle School for the presentation this evening to the Board. She stated it was exciting to listen to the students speak about their future and what plans they had in place because of the exposure they are receiving at their school.
- Reported Juan Soria School would be holding a Super Science STEAM event on Saturday, September 19, 2015 at 9:00 a.m. until 12:00 noon, for fifth through eighth grades students in collaboration with California State University, Channel Islands. An hour workshop for parents would also be available on the topic of STEAM. She stated her son and his friends were really looking forward to this event.

President Robles-Solis stated she would like to conclude each Board Meeting reading the District's Vision and Mission Statements. Trustee O'Leary read them in English and Dr. Jesus Vaca, Assistant Superintendent, Human Resources & Support Services read them in Spanish. District's Vision and Mission Statements

There being no further business, on motion by Trustee Cordes, seconded by Trustee Duff, President Robles-Solis adjourned the meeting at 9:55 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 September 16, 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

BOARD AGENDA ITEM

Name of Contributor(s): Robin I. Freeman **Date of Meeting:** 11/4/15

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

TITLE: Adoption and Presentation of Resolution #15-17 "2015 School Psychology Awareness Week" November 9-13, 2015 (Freeman/Sugden)

The National Association of School Psychologists, (NASP) has recognized November 9-13, 2015 as School Psychology Awareness Week, "Connect the Dots and Thrive!"

The District recognizes School Psychologists for the important and vital role that they play in the personal and academic development and success of the Oxnard School District students. School Psychologists collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent Educational Services, that the Board of Trustees approve the Adoption and Presentation of Resolution #15-17, in recognition of 2015 School Psychology Awareness Week.

ADDITIONAL MATERIAL(S):

Attached: Resolution (1 page)

Resolution #15-17

OXNARD SCHOOL DISTRICT

School Psychology Awareness Week
November 9-13, 2015
"Connect the Dots and Thrive!"

WHEREAS, children have a natural propensity to learn and have the right to learn; and

WHEREAS, it is imperative that society emphasize the needs of children and youth and invest in education as a top priority; and

WHEREAS, to enhance the total environment in which children live and grow, schools must apply sound psychological principles to instruction and learning, cultivate children's intellectual, social and emotional development, meet the educational needs of our culturally diverse student population, and promote early intervention to ensure students' scholastic success; and

WHEREAS, school psychologists help parents and educators foster healthy child development and are the school-based experts in children's learning and psychological development; and

WHEREAS, school psychologists are leaders in assessing and recommending interventions for at risk students while promoting the endless possibilities for academic and personal success in the lives of the students they serve; and

WHEREAS, school psychologists facilitate collaboration to help parents and educators identify and reduce factors, promote protective factors, create safe and caring schools, access community resources to help students feel connected, supported, and ready to achieve their individual goals; and

WHEREAS, it is appropriate that we all take the time to recognize the important and vital role that school psychologists play in the personal and academic development of our state's children; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Oxnard School District proclaims the week of November 9-13, 2015, as ***School Psychology Awareness Week***, and encourages staff and the community at large to celebrate the important contributions of this vital profession.

BE IT FURTHER RESOLVED that the Board of Trustees expresses its appreciation, and that of the District staff, to the cadre of outstanding psychologists in the Oxnard School District for the exceptional care and dedication given to the children of the Oxnard community.

Adopted this 4th day of November, 2015.

_____ _____

President, Board of Trustees | Clerk, Board of Trustees

_____ _____

Member, Board of Trustees | Member, Board of Trustees

_____

Member, Board of Trustees

BOARD AGENDA ITEM

Name of Contributor: Dr. Morales Date of Meeting: 11-04-15

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

Public Hearing - Appointment of Board Representative On Personnel Commission

This being the time and date noticed, the Board of Trustees will hold a public hearing per Education Code Section 46256(b)(1) requires notice from the Board of Trustees of the intended appointee to the Personnel Commission. The term of office for the Board of Trustees' appointee to the Personnel Commission is for three (3) years and expires at noon on December 1, 2015. The Board's current appointee is Mr. Edward Castillo. Mr. Edward Castillo.

The Board of Trustees discussed the options at the September 16, 2015 regular meeting. Direction was to post for a Public Hearing on October 7, 2015 and proceed with the application process. Applications were accepted September 17, 2015 through October 2, 2015. Trustees Cordes and O'Leary assisted with the process and interviews were held on October 26, 2015.

FISCAL IMPACT:
$50.00 per month to be paid out of the Personnel Commission Budget.

RECOMMENDATION:
Following the public hearing, the Board will discuss, consider and appoint the Oxnard School District's Board Representative on the Personnel Commission for a three (3) year term beginning December 1, 2015.

ADDITIONAL MATERIAL(S):
- Personnel Commission Rule 20.100

Education Code

45246. …(b) Where a system is already in existence and a vacancy will exist on December 1, by not later than September 30:

(1) The governing board shall publicly announce the name of the person it intends to appoint or reappoint, if the vacancy is its appointee.

…

(d) At a board meeting to be held after 30 and within 45 days of the dates specified in subdivision (a) and paragraph (1) of subdivision (b), as the case may be, the governing board in open hearing shall provide the public and employees and employee organizations the opportunity to express their views on the qualifications of those persons recommended by the governing board for appointment.

The board at the time may make its appointment or may make a substitute appointment or recommendation without further notification or public hearing.

…

(g) A commissioner whose term has expired may continue to discharge the duties of the office until a successor is appointed, but for no more than 90 calendar days.

45244. (a) To be eligible for appointment or reappointment to the commission a person shall meet both of the following requirements:

(1) Be a registered voter and resident within the territorial jurisdiction of the school district.

(2) Be a known adherent to the principle of the merit system. No member of the governing board of any school district or a county board of **education** shall be eligible for appointment, reappointment, or continuance as a member of the commission. During his or her term of service, a member of the commission shall not be an employee of the school district.

(b) As used in this section, residence is that place in which his or her habitation is fixed, wherein the person has the intention of remaining, and to which, whenever he or she is absent, the person has the intention of returning. At a given time, a person may have only one residence.

(c) As used in this section, "known adherent to the principle of the merit system," with respect to a new appointee, means a person who by the nature of his or her prior public or private service has given evidence that he or she supports the concept of employment, continuance in employment, in-service promotional opportunities, and other related matters on the basis of merit and fitness. As used in this section, "known adherent to the principle of the merit system," with respect to a candidate for reappointment, means a commissioner who has clearly demonstrated through meeting attendance and actions that he or she does, in fact, support the merit system and its operation.

BOARD AGENDA ITEM

Name of Contributor: Lisa Cline **Date of Meeting:** 11/4/15

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 #15-121, Flewelling & Moody Inc. (Cline/Cross)

Proposals were solicited for architectural services for the Chavez HVAC Project. Three (3) proposals were received on Monday, October 19, 2015. The scope of work includes replacing the existing heating systems with energy efficient units, adding air conditioning that was removed during the P2P construction, and updating existing kitchen ventilation systems.

The district has chosen Flewelling & Moody Inc. as the lowest responsive bidder.

FISCAL IMPACT:

$62,500.00 – Deferred Maintenance

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Assistant Director, Facilities, that the Board of Trustees approve Agreement #15-121 with Flewelling & Moody Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #15-121, Flewelling & Moody Inc. (13 Pages)
Proposal, Flewelling & Moody Inc. (6 Pages)

OXNARD SCHOOL DISTRICT

Agreement #15-121

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 4th day of November, 2015 by and between the Oxnard School District ("District") and Flewelling & Moody Inc. ("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:

1. **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.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from **November 4, 2015** through **November 3, 2016** (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **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.

4. **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 Sixty-Two Thousand Five Hundred Dollars ($62,500.00), 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: Chris Ridge
Phone: (805) 385.1501 x2161
Fax: (805) 487.9648

To Consultant: Flewelling & Moody Inc.
815 Colorado Blvd., Suite 200
Los Angeles, CA 90041
Attention: Scott Gaudineer
Phone: (323) 543.8300
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**. **LISA CLINE** 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:	**FLEWELLING & MOODY INC.:**
_____	_____
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 #**15-121**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #15-121

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.	
B.	
C.	
D.	

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

☐ None.

☑ SEE ATTACHED PROPOSAL

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

☐ None.

☑ SEE ATTACHED PROPOSAL

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 #**15-121**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #15-121

COMPENSATION

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

**TOTAL FEE NOT TO EXCEED $62,500.00

II. Consultant may utilize subcontractors as indicated in this Agreement. The hourly rate for any subcontractor is not to exceed $ ** *(See attached Proposal)* 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 $62,500.00, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**15-121**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #15-121

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, Nurses, Therapists	$1,000,000
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:

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 #**15-121**

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #15-121

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 [**X**] do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **FLEWELLING & MOODY INC.**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

815 Colorado Blvd
Suite 200
Los Angeles, CA 90041
323 . 543 . 8300
flewelling-moody.com

FLEWELLING & MOODY
architecture • planning • interiors

Proposal for:
Oxnard School District

Modernization of existing HVAC Systems In Building 3, 4, Cafeteria and Kitchen at Chavez School

Submitted to:
Larry Cross, Assistant Director of Facilities
Oxnard School District
1055 South C Street
Oxnard, California 93030

October 14, 2015

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BACKGROUND:

Chavez School was built in 1951 and retrofitted in 1989 which including the addition of a chilled water central plant HVAC system with gas fired classroom ventilators (CRV) for heat. The CRV's were outfitted with chilled water "A" coils for cooling and controlled by a local thermostat in each conditioned space.

The P2P building was built around 2005 and was outfitted with package units mounted on the roof for each conditioned space. As part of the project, the Chiller plant and most if it's existing piping were removed. Buildings 3, 4, the cafeteria and kitchen were left with the existing CRV's providing heat only.

The existing CRV's are all original from 1989 and are not energy efficient and difficult to maintain.

---

1. **Project Description/Scope of Work**

    a. Modernization of the existing HVAC systems in building 3, 4, Cafeteria and Kitchen.
    b. Modifications to existing buildings to accommodate HVAC equipment retrofits.
    c. Provide plans and specifications for the upgrade, modification / modernization of the HVAC systems in buildings 3, 4, cafeteria and kitchen including redesigning the make-up air system to match the new HVAC system design for the kitchen.
    d. Remove all existing CRV cabinets, patch and paint to match existing exterior surface and paint color.
    e. Suggested equipment is the indoor retrofit BARD unit model # IxxZ, gas fired heat, ducted with acoustic enhancement, economizing design or equal.
    f. Suggested thermostats to be BARD "CompleteStat", full functioned with BacNET capability or equal for Alerton EMS software.
    g. Provide a separate fee schedule for project management, inspections and progress meetings.

2. **Scope of Services**

    a. Visit the site to confirm scope of work and prepare updated background drawings.
    b. Calculate heating and cooling loads based on environmental factors, building construction, number of people and equipment/appliances to determine sizing requirements for HVAC equipment.
    c. Provide a schematic design with preliminary selections for new HVAC equipment based on the criteria above. Note that if desired, we will collaborate with the District to consider other non-Bard options for the office and kitchen areas.
    d. Once the schematic design is approved, proceed with a detailed documentation to specify HVAC equipment locations, air distribution plan and zone temperature control plans.
    e. Provide demolition plans to remove the existing HVAC units that are being replaced.
    f. Provide gas and condensate connections for the new HVAC equipment.

g. Provide electrical power for each of the new HVAC system components. Please note that this proposal is predicated on the assumption that sufficient power exists for the new units.
h. Prepare Title 24 documentation.
i. Provide Architectural and Structural plans as necessary, along with structural calculations for DSA review and approval

Miscellaneous / General Items:

1. Drawings: Drawings will be prepared in AutoCAD format consistent with the District's standards.
2. Meetings: The team will be available for up to three (3) meetings or site visits during design phase and three (3) during the construction phase.
3. Construction Administration Support:
   a. Submittals and shop drawings review.
   b. Responses to contractors' request for information (RFIs).
   c. Site visits as required to resolve design and / or construction issues.

Exclusions:

1. Electrical service upgrade.
2. Fire code issues, existing analysis, construction type. Research of existing DSA application numbers.
3. Detailed field measurement for background plans.
4. Value engineering studies.
5. The kitchen hood and kitchen hood fire suppression system is excluded.

3. District Responsibilities

a. District shall provide record drawings and any electronic files from previous work.
b. District shall provide asbestos abatement / AHERA reports.
c. The District shall assign staff and other representatives to serve as the liaison to the Architect.
d. The District shall be responsible for all public agency applications and fees for review and approvals.
e. The District shall designate key staff members to provide required decisions within a reasonable time frame (maximum 4 business days).

The Project Team

The project team members assigned to this project shall be:

Principal in Charge	Scott Gaudineer, AIA, C-14211	Flewelling & Moody, Inc.
Structural Engineer	Orlando Costas, SE-2285	Costas & Associates
Mechanical Engineer		Budlong & Associates, Inc.
Electrical Engineer		Budlong & Associates, Inc.

Professional Services Fees:

Design Fees:

Site survey, prepare backgrounds and kickoff meeting
Architectural, Structural, Mechanical, Plumbing, and Electrical Design
OSD Review process
DSA Submittal, Corrections and Back Check **Total $44,000.00**

Program Management / Construction Administration Fees to be billed on an hourly basis and estimated as follows:

Bid Assistance	8 Hours
Site meetings	12 Hours
Administration Support	55 Hours
Closeout	48 Hours

Total Not to exceed $18,500.00

The billing shall be twice monthly. Reimbursable expenses shall be invoiced separately at cost plus 10 percent. Additional Services shall be approved in writing, in advance, by the District and be invoiced per the hourly rates (see Exhibit"A") or per the agreed additional fee.

FLEWELLING & MOODY, INC.
SCHEDULE OF BILLING RATES for 2015

Principal	$250.00
Project Manager	$200.00
Senior Design Architect	$165.00
Architect II	$150.00
Architect I	$125.00
Senior CA Field Representative	$175.00
CA Field Representative II	$150.00
CA Field Representative I	$125.00
Senior Designer	$150.00
Designer II	$125.00
Designer I	$110.00
CADD III	$110.00
CADD II	$90.00
CADD I	$75.00
Senior Tech Assistant	$105.00
Tech Assistant II	$90.00
Tech Assistant I	$75.00
Accountant	$160.00
Accounting I	$125.00
Accounting Clerk	$75.00
Secretary III	$90.00
Secretary II	$75.00
Secretary I	$50.00

Note: The fee schedule stated above shall be updated at the beginning of each calendar year to reflect the Firm's most current billing rates for the calendar year in which work is performed under this Agreement.

SERVICES AND EXPENSES:

THE FOLLOWING SERVICES AND EXPENSES WILL BE BILLED ON A TIME AND EXPENSE BASIS. ALL ASSOCIATED SERVICE LABOR WILL BE BILLED AT BILLING RATES STATED ABOVE AND ALL MATERIALS AND EXPENSES WILL BE BILLED AT COST PLUS 15%:

Governmental fees
Reproductions
Plotting (required deliverables)
Scanning
Travel (in excess of 100 miles)
Photocopying
Shipping
Subsistence
Sub-Consultants

BOARD AGENDA ITEM

Name of Contributor: Robin Freeman **Date of Meeting:** 11/4/15

STUDY SESSION _____
CLOSED SESSION _____
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SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Approval of Agreement/MOU #15-150 – Our Lady of Guadalupe Parish School (Freeman/Thomas)

The Memorandum of Understanding between Oxnard School District and Private School - Our Lady of Guadalupe Parish School, outlines the programs and services the Private School will receive in reference to allocated Title III funding. Local educational agencies (LEAs) that receive a Title III Limited English Proficient (LEP) student program subgrant are required to serve EL students enrolled in private schools whenever the administration of a particular Private School requests to participate in the program. The District must develop a Memorandum of Understanding (MOU) with each Private School that requests to participate in Title III. The District schedules consultation meetings with the Private School throughout the year to coordinate programs and services.

Term of the agreement: **November 4, 2015 through June 30, 2016**

FISCAL IMPACT:

Title III Allocation to Our Lady of Guadalupe Parish School - $762.00

RECOMMENDATION:

It is the recommendation of the Director, Curriculum, Instruction and Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #15-150 with Our Lady of Guadalupe Parish School.

ADDITIONAL MATERIAL:

Attached: Agreement/MOU #15-150, Our Lady of Guadalupe Parish School (2 Pages)

OXNARD SCHOOL DISTRICT
1051 South "A" Street ● Oxnard, California 93030 ● 805/385-1501

Agreement #15-150

Memorandum of Understanding ESEA Title III

Provision of Limited English Proficient Student
Programs and Services to Private Schools

2015-2016 School Year

Section 1: General

The **Oxnard School District** has been notified by **Our Lady of Guadalupe Parish School**, a private school located within the geographic jurisdiction of this school district, of a request to participate in the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2015-2016 school year.

This Memorandum of Understanding (MOU) contains a description of the nature and scope of services and products to be provided by **Oxnard School District** to **Our Lady of Guadalupe Parish School** in order to serve its English Learner (EL) students.

Section 2: How will the students' needs be identified?

Based on the most recent English Learner student identification procedures, 27 English Learners were identified on September 25, 2015.

The English Learner student identification process consisted of the Home Language Survey followed by the administration of an English proficiency assessment and an academic assessment selected and approved by **Oxnard School District** after consultation with **Our Lady of Guadalupe Parish School**. **Our Lady of Guadalupe Parish School** shall determine when English Learner students become fluent English-proficient based on the results of the aforementioned instruments.

Section 3: What services and products will be provided?

The program SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) by Collaborative Classrooms will be implemented as an additional resource for these students and other students struggling with English Language Acquisition.

The following materials and programs are requested:

Oxnard School District will provide the following: a series of research-based professional development workshops.

Section 4: How, when, where, and by whom will the services be provided?

(a) Our Lady of Guadalupe Parish School has purchased the SIPPS program and the Student Support Specialist will be implementing this program through pullout sessions to begin bringing the students up to grade level recognition of phonemic awareness. These will be in our Learning Center. Groups will be created according to need and will be in session daily.
(b) Further professional development for this program is scheduled for December 6th. Once approved by the Oxnard School District, registration will be completed. Only our Support Specialist will attend this.
(c) Series of professional development workshops on effective ELD instructional strategies will be provided to all teachers serving English Learner students as they become available from the Oxnard School District or Ventura County Office of Education. Professional development activities will take place at different locations throughout Ventura County.
(d) The primary language literature will be ordered from Scholastics on or after November 5, 2015 and delivered to **Our Lady of Guadalupe Parish School**.

Section 5: How will the services be assessed and how will this information be used to improve the program?

Representatives of **Oxnard School District** and **Our Lady of Guadalupe Parish School** shall meet in April/May of the year in which services have been offered to discuss the delivery and effectiveness of services provided to EL students. The representatives shall determine if any changes are needed in the program during the current or next school year.

Section 6: Other provisions including contract services through potential third-party providers and reversion of funds stipulations:

Both parties of this MOU shall fulfill the conditions listed herein.

Section 7: Signatures of authorized representatives

For **Our Lady of Guadalupe Parish School**:

Name: _____ Phone No: _____

Signature: _____ Date: _____

Title: _____

For **Oxnard School District**:

Name: Lisa A. Franz Phone No: (805) 385-1501

Signature: _____ Date: _____

Title: Director, Purchasing

BOARD AGENDA ITEM

Name of Contributor: Robin Freeman **Date of Meeting:** 11/4/15

STUDY SESSION _____
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SECTION B: HEARINGS ___
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SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Approval of Agreement/MOU #15-151 – St. Anthony's School (Freeman/Thomas)

The Memorandum of Understanding between Oxnard School District and Private School – St. Anthony's School, outlines the programs and services the Private School will receive in reference to allocated Title III funding. Local educational agencies (LEAs) that receive a Title III Limited English Proficient (LEP) student program subgrant are required to serve EL students enrolled in private schools whenever the administration of a particular Private School requests to participate in the program. The District must develop a Memorandum of Understanding (MOU) with each Private School that requests to participate in Title III. The District schedules consultation meetings with the Private School throughout the year to coordinate programs and services.

Term of the agreement: November 4, 2015 through June 30, 2016

FISCAL IMPACT:

Title III Allocation to St. Anthony's School - $1,281.00

RECOMMENDATION:

It is the recommendation of the Director, Curriculum, Instruction and Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #15-151 with St. Anthony's School.

ADDITIONAL MATERIAL:

Attached: Agreement/MOU #15-151, St. Anthony's School (2 Pages)

OXNARD SCHOOL DISTRICT
1051 South "A" Street ● Oxnard, California 93030 ● 805/385-1501

Agreement #15-151

Memorandum of Understanding ESEA Title III

Provision of Limited English Proficient Student Programs and Services to Private Schools

2015-2016 School Year

Section 1: General

The **Oxnard School District** has been notified by **St. Anthony's School**, a private school located within the geographic jurisdiction of this school district, of a request to participate in the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2015-2016 school year.

This Memorandum of Understanding (MOU) contains a description of the nature and scope of services and products to be provided by **Oxnard School District** to **St. Anthony's School** in order to serve its English Learner (EL) students.

Section 2: How will the students' needs be identified?

Based on the most recent English Learner student identification procedures, 35 English Learners were identified through the Home Language Survey in the Fall 2015.

The English Learner student identification process consisted of the Home Language Survey followed by the administration of an English proficiency assessment and an academic assessment selected and approved by **Oxnard School District** after consultation with **St. Anthony's School**. **St. Anthony's School** shall determine when English Learner students become fluent English-proficient based on the results of the aforementioned instruments.

Section 3: What services and products will be provided?

STAR Reading and Math yearly assessments.

The following materials and programs are requested:

Oxnard School District will provide the following: a series of research-based professional development workshops:

Section 4: How, when, where, and by whom will the services be provided?

The primary language literature will be ordered from Scholastic books on or before November 13, 2015 and delivered to **St. Anthony's School**.

(a) A series of professional development workshops on effective ELD instructional strategies will be provided to all teachers serving English Learner students commencing in the Fall 2015 and provided on the 10th day of every other month thereafter by School Principal. Professional development activities will take place at the Oxnard School District or the Ventura County office of Education.

Section 5: How will the services be assessed and how will this information be used to improve the program?

Representatives of **Oxnard School District** and **St. Anthony's School** shall meet in April/May of the year in which services have been offered to discuss the delivery and effectiveness of services provided to EL students. The representatives shall determine if any changes are needed in the program during the current or next school year.

Section 6: Other provisions including contract services through potential third-party providers and reversion of funds stipulations:

Both parties of this MOU shall fulfill the conditions listed herein.

Section 7: Signatures of authorized representatives

For **St. Anthony's School**:

Name: _____ Phone No: _____

Signature: _____ Date: _____

Title: _____

For **Oxnard School District**:

Name: Lisa A. Franz Phone No: (805) 385-1501

Signature: _____ Date: _____

Title: Director, Purchasing

BOARD AGENDA ITEM

Name of Contributor: Robin Freeman **Date of Meeting:** 11/4/15

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SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Approval of Agreement/MOU #15-152 – Santa Clara School (Freeman/Thomas)

The Memorandum of Understanding between Oxnard School District and Private School – Santa Clara School, outlines the programs and services the Private School will receive in reference to allocated Title III funding. Local educational agencies (LEAs) that receive a Title III Limited English Proficient (LEP) student program subgrant are required to serve EL students enrolled in private schools whenever the administration of a particular Private School requests to participate in the program. The District must develop a Memorandum of Understanding (MOU) with each Private School that requests to participate in Title III. The District schedules consultation meetings with the Private School throughout the year to coordinate programs and services.

Term of the agreement: November 4, 2015 through June 30, 2016

FISCAL IMPACT:

Title III Allocation to Santa Clara School - $1,073.00

RECOMMENDATION:

It is the recommendation of the Director, Curriculum, Instruction and Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #15-152 with Santa Clara School.

ADDITIONAL MATERIAL:

Attached: Agreement/MOU #15-152, Santa Clara School (2 Pages)

OXNARD SCHOOL DISTRICT
1051 South "A" Street ● Oxnard, California 93030 ● 805/385-1501

Agreement #15-152

Memorandum of Understanding ESEA Title III

Provision of Limited English Proficient Student
Programs and Services to Private Schools

2015-2016 School Year

Section 1: General

The **Oxnard School District** has been notified by **Santa Clara School**, a private school located within the geographic jurisdiction of this school district, of a request to participate in the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2015-2016 school year.

This Memorandum of Understanding (MOU) contains a description of the nature and scope of services and products to be provided by **Oxnard School District** to **Santa Clara School** in order to serve its English Learner (EL) students.

Section 2: How will the students' needs be identified?

Based on the most recent English Learner student identification procedures, 30 English Learners were identified through ITBS (Iowa Test of Basic Skills) test results on October 14, 2015.

The English Learner student identification process consisted of the Home Language Survey followed by the administration of an English proficiency assessment and an academic assessment selected and approved by **Oxnard School District** after consultation with **Santa Clara School**. **Santa Clara School** shall determine when English Learner students become fluent English-proficient based on the results of the aforementioned instruments.

Section 3: What services and products will be provided?

Pup's Quest—interactive program for TK-2 grade. Teachers were in-serviced to help with instructional strategies through technology and to identify materials as resources to assist the students with the i-pads and interactive boards. We also use the STAR Testing results to identify students.

The following materials and programs are requested:

Oxnard School District will provide the following: a series of research-based professional development workshops.

Section 4: How, when, where, and by whom will the services be provided? (Examples are provided in this section.)

(a) The primary language literature were ordered (with school book order funds) from Pearson Education-Reading Street Reading program before October 15, 2015 and delivered to Santa Clara Elementary School, 324 South E Street, Oxnard, CA 93030. This series has an ESL Program component and can be used for individualization as well as group instruction.

(b) A series of professional development workshops on effective ELD instructional strategies will be provided to all teachers (using school site funds) serving English Learner students commencing on September 2015, provided by Pup's Quest Representative and the Pup's Quest i-pad Reading Program. Students will be assessed through pre and post-test reading inventories. We will also be testing quarterly on the STAR Reading Test to see if improvements are met. Professional development activities will take place at Santa Clara Elementary School and various Archdiocesan elementary schools throughout the year.

Section 5: How will the services be assessed and how will this information be used to improve the program?

Representatives of **Oxnard School District** and **Santa Clara School** shall meet in April/May of the year in which services have been offered to discuss the delivery and effectiveness of services provided to EL students. The representatives shall determine if any changes are needed in the program during the current or next school year.

Section 6: Other provisions including contract services through potential third-party providers and reversion of funds stipulations

Both parties of this MOU shall fulfill the conditions listed herein.

Section 7: Signatures of authorized representatives

For **Santa Clara School**:

Name: _____ Phone No: _____

Signature: _____ Date: _____

Title: _____

For **Oxnard School District**:

Name: Lisa A. Franz Phone No: (805) 385-1501

Signature: _____ Date: _____

Title: Director, Purchasing

BOARD AGENDA ITEM

Name of Contributor: Robin Freeman **Date of Meeting:** 11/4/15

STUDY SESSION _____
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Approval of Agreement/MOU #15-157 – Parent Institute for Quality Education (PIQE) (Freeman/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 2016 through June 2016.

FISCAL IMPACT:

Not to Exceed $5,500.00 – Title I - $1,500.00
Title III - $4,000.00

RECOMMENDATION:

It is the recommendation of the Principal, Haydock Middle School, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #15-157 with Parent Institute for Quality Education in the amount not to exceed $5,500.00.

ADDITIONAL MATERIAL:

Attached: Agreement/MOU #15-157, Parent Institute for Quality Education (3 Pages)
Certificate of Insurance (2 Pages)

SERVICES ACCEPTANCE MEMORANDUM OF UNDERSTANDING

To: Dr. Edd Bond, School Principal

From: Susana Gonzalez, Associate Director

Date: September 15, 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 Intermediate 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.

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.

B. Location: Haydock Intermediate School

C. Period of Performance: April 12, 2016 – June 7, 2016

D. Compensation:

1. The school agrees to pay a flat fee of $5,500.00 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 $110.00 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 $110.00 per parent graduate. $1,650.00. **Initials**_____

School funding from: _____

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 Intermediate School under the terms and conditions noted.

~~Principal~~ Lisa A. Franz, Director, Purchasing — Date

Maria Elena Meraz, Executive Director PIQE — 9/15/2015 Date

Partnership Agreement

Parent Institute for Quality Education and **Haydock Intermediate School**

This partnership agreement confirms agreement between Parent Institute for Quality Education
Tax Id# 33-0259359 and **Haydock Intermediate 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 BETRRE UNDERSTANDING OF THE SCHOOL SYSTEM
BECOMING FAMILIAR WITH COLLEGE REQUIREMENTS

ELEMENTARY SCHOOL CURRICULUM 2ND PHASE
UNDERSTANDING THE ENVIRONMENT SORROUNDING 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 SUCCES
MOTIVATING TEENAGERS TO READ
REVIEWING KEY ACADEMIC CONCEPTS
PREPARING TO MEET UNIVERSITY ADMISSIION REQUIREMENTS

MIDDLE SCHOOL CURRICULUM 2ND PHASE
PROVIDING FAMILY AND SOCIAL SUPPORT TO ADOLESCENTS
SUPPORTING YOUTH IN DECISION MAKING THROUGH POSITIVE COMMUNICATION
THE DEVELOPMENT OF EMOTIONSL INTELLIGENCE
STUDY HABITS AND INTELLIGENCE
MIDDLE SHOOL: 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 CARRER 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 $5500.00 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 $110.00 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 $110.00 per parent graduate. $1650.00 ***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 12, 2016** and remain in full force until **June 7, 2016**
Either party calling a meeting to redefine or extend the terms may renegotiate the terms of this agreement.

SIGNATURES

Haydock Intermediate School

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

Parent Institute for Quality Education

Name: Maria Elena Meraz Title: Executive Director
Signature: [signature] Date: 9/15/2015

Now Anything is Possible!

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

PAREN-1 OP ID: AU

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 09/08/2015

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:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Security National Insurance Co	19879
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Parent Institute for Quality Education
Attn: Sonia Rodriguez
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	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	☐ CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						PERSONAL & ADV INJURY	$
	☐ POLICY ☐ PRO-JECT ☐ LOC						GENERAL AGGREGATE	$
	OTHER:						PRODUCTS - COMP/OP AGG	$
								$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	ALL OWNED AUTOS ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ☐ NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	DED ☐ RETENTION $							$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N			SWC1084093	09/01/2015	09/01/2016	X PER STATUTE ☐ OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ N/A (Mandatory In NH)						E.L. EACH ACCIDENT	$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY 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
Ronald W Wilson

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PAREN-1 OP ID: AU

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 06/01/2015

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 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:
INSURED Parent Institute for Quality Education Attn. Sara Gongora 22 W 35th St National City, CA 91950	INSURER(S) AFFORDING COVERAGE — NAIC # INSURER A : Philadelphia Indemnity Ins Co INSURER B : INSURER C : INSURER D : INSURER E : INSURER F :

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	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC OTHER:			PHPK1341390	06/10/2015	06/10/2016	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 100,000 $ 5,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
A	AUTOMOBILE LIABILITY ANY AUTO ALL OWNED AUTOS X HIRED AUTOS SCHEDULED AUTOS X NON-OWNED AUTOS			PHPK1341390	06/10/2015	06/10/2016	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 10,000			PHUB500784	06/10/2015	06/10/2016	EACH OCCURRENCE AGGREGATE	$ 2,000,000 $ 2,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y/N N/A (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ $ $
A	Empl Dishonesty			PHPK1341390	06/10/2015	06/10/2016	Limit:	10,000

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

Ronald W Wilson

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BOARD AGENDA ITEM

Name of Contributor: Dr. Jesus Vaca **Date of Meeting:** 11/4/15

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 Agreement #15-120 - Action Preparedness Training (Vaca)

Glenda C. Mahon of Action Preparedness Training provided training to all coaches in the Oxnard School District on how to properly perform and administer CPR/First Aid to students involved in athletic activities. Training was held at Soria School on October 31, 2015.

FISCAL IMPACT:

The cost is $50 per person, total amount not to exceed $3,000.00 – General Fund

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources & Support Services, that the Board of Trustees ratify Agreement #15-120 with Action Preparedness Training.

ADDITIONAL MATERIAL(S):

Attached: Agreement #15-120, Action Preparedness Training (13 Pages)
Proposal (1 Page)
Certificate of Insurance (3 Pages)

OXNARD SCHOOL DISTRICT

Agreement #15-120

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 4th day of November, 2015 by and between the Oxnard School District ("District") and Action Preparedness Training ("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:

1. **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.

2. **Term of Agreement**. Subject to earlier termination as provided below, this Agreement shall remain in effect from **October 31, 2015** through **October 31, 2015** (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **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.

4. **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 Three Thousand Dollars ($3,000.00), 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: Chris Ridge
Phone: (805) 385.1501 x2161
Fax: (805) 487.9648

To Consultant:
Action Preparedness Training
951 Woodland Avenue
Ojai, CA 93023-4156
Attention: Glenda C. Mahon
Phone: (805) 340.6333
Fax: (805) 649.5789

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**. **DR. JESUS VACA** 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:	**ACTION PREPAREDNESS TRAINING:**
_____	_____
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 #**15-120**

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #15-120

SERVICES

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

***SEE ATTACHED PROPOSAL**

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

***SEE 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.	
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 #**15-120**

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #15-120

COMPENSATION

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

**TOTAL FEE NOT TO EXCEED $3,000.00 ($50.00 per participant – Maximum of 60)

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 $3,000.00, as provided in Section 4 of this Agreement.

☐ Not Project Related

☑ Project #**15-120**

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #15-120

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, Nurses, Therapists	$1,000,000
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:

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 #**15-120**

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #15-120

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 [**X**] do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **ACTION PREPAREDNESS TRAINING**, who will provide Services under the Agreement, [] is [**X**] is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

ACTION PREPAREDNESS TRAINING

951 WOODLAND AVE, OJAI CA 93023
(805) 340-6333

Proposal for Service with the Oxnard School District for Coaches

Scope of Service(s)

1) Instruction will be provided by a cadre of experienced instructors with decades of EMS experience
2) Students will receive instruction to meet or exceed AHA, EMS Safety Services, OSHA and California EMSA Standards.
3) Upon completion, each student will receive a CPR/AED/First Aid certification card(s) that is valid for 2 years.

Benefits

Upon completion of the course, the coaches will be appropriately trained to respond to medical emergencies in the classroom or field environment. The certifications provided will be valid for a 2-year period from the date of the class.

Cost: $50 per person includes all materials and professional fees
Please feel free to contact me with any further questions or concerns at the number listed below. I look forward to meeting your staff and fulfilling your educational needs!

Sincerely,

Glenda Mahon –Owner
(805) 340-6333

CNA

HEALTHCARE PROVIDERS SERVICE ORGANIZATION PURCHASING GROUP

Certificate of Insurance

OCCURENCE POLICY FORM

HPSO
Healthcare Providers Service Organization®

Print Date: 4/20/2015

Producer	Branch	Prefix	Policy Number	Policy Period
018098	970	HPG	0270279679	from 04/23/15 to 04/23/16 at 12:01 AM Standard Time

Named Insured and Address:
Glenda C Mahon
951 Woodland Ave
Ojai, CA 93023-4156

Program Administered by:
Healthcare Providers Service Organization
159 E. County Line Road
Hatboro, PA 19040-1218
1-800-982-9491
www.hpso.com

Medical Specialty: Basic/Intermediate EMT
Code: 80723

Insurance is provided by:
American Casualty Company of Reading, Pennsylvania
333 S. Wabash Avenue, Chicago, IL 60604

Excludes Cosmetic Procedures

Professional Liability	$1,000,000 each claim	$ 3,000,000 aggregate

Your professional liability limits shown above include the following:
* Good Samaritan Liability * Malplacement Liability * Personal Injury Liability
* Sexual Misconduct Included in the PL limit shown above subject to $ 25,000 aggregate sublimit

Coverage Extensions

License Protection	$ 25,000	per proceeding	$ 25,000	aggregate
Defendant Expense Benefit	$ 1,000	per day limit	$ 25,000	aggregate
Deposition Representation	$ 10,000	per deposition	$ 10,000	aggregate
Assault	$ 25,000	per incident	$ 25,000	aggregate
Includes Workplace Violence Counseling				
Medical Payments	$ 25,000	per person	$ 100,000	aggregate
First Aid	$ 10,000	per incident	$ 10,000	aggregate
Damage to Property of Others	$ 10,000	per incident	$ 10,000	aggregate
Information Privacy (HIPAA) Fines and Penalties	$ 25,000	per incident	$ 25,000	aggregate

Workplace Liability

Workplace Liability	Included in Professional Liability Limit shown above
Fire & Water Legal Liability	Included in the PL limit shown above subject to $150,000 aggregate sublimit
Personal Liability	$1,000,000 aggregate

Total: $ 143.00

Base Premium $143.00

Premium reflects Self Employed , Full Time

Policy Forms & Endorsements(Please see attached list for a general description of many common policy forms and endorsements.)

G-121500-D	G-121503-C	G-121501-C1	G-145184-A	G-147292-A	GSL15563
GSL15564	GSL15565	GSL17101	GSL13424	G-123846-D04	GSL3886
GSL3908	CNA79575				

Thomas F. Motamed — Chairman of the Board

Secretary

Keep this document in a safe place.It and proof of payment are your proof of coverage. There is no coverage in force unless the premium is paid in full.In order to activate your coverage, please remit premium in full by the effective date of this Certificate of Insurance.

Master Policy # 188711433

G-141241-B (03/2010)

Coverage Change Date:

Endorsement Change Date:

PRODUCER
CRAWFORD, DOUG INS AGY LLC 044305 06
102 E ALISO ST
OJAI CA 93023
TELEPHONE:(805) 646-0171

MERCURY INSURANCE COMPANY

AUTOMOBILE POLICY DECLARATIONS

IMPORTANT COVERAGE EXCLUSION

APPLICABLE TO ALL COVERAGES, INCLUDING BUT NOT LIMITED TO, LIABILITY AND UNINSURED MOTORISTS, PROVIDED NOW OR LATER.
It is agreed that the insurance afforded by this policy shall not apply nor accrue to the benefit of any insured or any third party claimant when any motor vehicle is being used or operated by a person listed below regardless of where the person resides or whether the person is licensed to drive.
CHRISTOPHER MAHON

POLICY NUMBER	POLICY PERIOD
0401 06 006431345	FROM 06/13/2015 12:01AM TO 12/13/2015 12:01AM

PERSONS INSURED

NAMED INSURED
GLENDA C MAHON

DRIVERS
GLENDA C MAHON
CHRIS J MAHON
CAITLYN MAHON

MAILING ADDRESS 951 WOODLAND AVE
OJAI, CA 93023

CAR	YEAR	VEHICLE DESCRIPTION	SERIAL NUMBER	COST OR VALUE	NEW/USED	PURCH. DATE	H.P./CID
1	2001	FOUR WINDS 5000 RV	1GBJG31JXY1255533		U	06/2003	
2	2004	HONDA ACCORD SED 4DR	JHMCM56854C022199		N	12/2003	
3	1997	CHRYSLER CIRRUS SED 4DR	1C3EJ56H0VN720488		U	07/2006	

CAR	LP-AI-LA GA-RO	LOSS PAYEES (LP), ADDITIONAL INTERESTS (AI), LOSS PAYEES AND ADDITIONAL INTERESTS (LA), GARAGING ADDRESSES (GA) AND REGISTERED OWNERS (RO) OTHER THAN THOSE LISTED ABOVE.			
1	LP	VENTURA COUNTY CREDT UNION	PO BOX 8067	FORT WORTH	TX 76124
4	LP	VENTURA COUNTY CREDIT UNION	P O BOX 8067	FORT WORTH	TX 76124

Coverage applies only if premium charge is listed below. Coverage/Limits are subject to all policy terms.

COVERAGES	LIMITS OF LIABILITY	PREMIUMS CAR1	CAR2	CAR3
BODILY INJURY LIABILITY	$100,000 EACH PERSON $300,000 EACH ACCIDENT	95	82	98
PROPERTY DAMAGE LIABILITY	$100,000 EACH ACCIDENT	82	76	118
UNINSURED MOTORISTS BODILY INJURY LIABILITY	$100,000 EACH PERSON $300,000 EACH ACCIDENT	26	27	46
UNINSURED MOTORISTS PROPERTY DAMAGE LIABILITY	$3,500 MAXIMUM		6	6
COLLISION DEDUCTIBLE WAIVER		2		
MEDICAL EXPENSE	$5,000	9	9	12
LEASE/LOAN GAP COVERAGE	CAR CAR CAR			
REPAIR OR REPLACEMENT COST COVERAGE	CAR CAR CAR			
COMPREHENSIVE	DEDUCTIBLE CAR1 $250 CAR $ CAR $	15		
COLLISION	DEDUCTIBLE CAR1 $500 CAR $ CAR $	39		
ROADSIDE ASSISTANCE PER OCCURRENCE	CAR1 200 mi CAR CAR	30		
RENTAL CAR BENEFIT	$30 PER DAY 30 DAYS	15		
ENDORSEMENTS ATTACHED TO THE POLICY		PREMIUMS PER CAR		
U-10 06/2015 U-45B		313	200	280
		POLICY FEE		

NON-FACTORY EQUIPMENT

ITEMS INSURED AND AMOUNTS OF INSURANCE FOR EACH ITEM ARE STATED HEREIN. ITEMS INSURED ARE SUBJECT TO THE DEDUCTIBLE.

CAR #	ITEMS INSURED	LIMIT

CALIFORNIA ASSESMENTS	
CA FRAUD FEE	
CIGA FEE	

SEE NEXT PAGE

TOTAL PREMIUM FOR TOTAL PREM.

IMPORTANT INFORMATION

EFFECTIVE 06/13/2015
The enclosed Auto Insurance Renewal Bill and the U251 IMPORTANT NOTICE are part of this policy. These specify the amount of your premium, your payment options, any applicable fees, and the due date. Your automobile insurance expires and coverage ceases at 12:01AM on 06/13/2015. Coverage under this policy will become effective provided you pay the premium and any applicable fees as indicated on the Auto Insurance Renewal Bill. If you have any questions, please contact your agent or broker at the phone number provided above.

PAY PLAN	PAYMENT AMT	FEE	DUE DATE	NEXT PAYMENT	FEE	DUE DATE
Full Pay	$1,364.40	NONE	06/12/2015			
2 Pay	$694.40	$10.00	06/12/2015	$690.00	$10.00	08/25/2015
3 Pay	$467.74	$10.00	06/12/2015	$463.33	$10.00	07/26/2015
Same Pay	$232.40	$1.00	06/12/2015	$227.60	$1.00	07/13/2015

DVR.	VIOL. CODE	VIOL. DATE	VIOL. CODE	VIOL. DATE	VIOL. CODE	VIOL. DATE
2	ACC	11/04/2010	SUSP	04/19/2011	22349A	12/05/2014
3	22349A	11/16/2007	22349A	10/13/2011		

CAR	OCC DRV	RAT DRV	PRN DRV	PTS	SD PTS	GD STD	M/C	MK SYM	MDL SYM	SYL SYM	PD SYM	CLASS	USE	MIL	FIN RES	PERS	FLG	GRP CD	MULTI POL	DOB	SR CHG	GD DRV	REST	A/L BRK	A/T DEV
1				00		N	Y	YY	YY	YY	20	079	PL	1		5			H		N	Y	0	0	0
2				00		N	Y	HD	AC	44	14	07A	PL	2		5			H		N	Y	1	1	3
3			3	00		N	Y	CY	CR	46	11	45B	WS	25		5			H	1989	N	Y	1	1	0

UND: S. Richard AMOUNT DUE: $ 232.40 DUE DATE: 06/12/2015 **MAILING DATE:** 05/14/2015

PRODUCER COPY
U-177 04/2013

Process Date: 05/13/2015

PRODUCER
CRAWFORD, DOUG INS AGY LLC 044305 06
102 E ALISO ST
OJAI CA 93023
TELEPHONE:(805) 646-0171

MERCURY INSURANCE COMPANY

AUTOMOBILE POLICY DECLARATIONS

IMPORTANT COVERAGE EXCLUSION

APPLICABLE TO ALL COVERAGES, INCLUDING BUT NOT LIMITED TO, LIABILITY AND UNINSURED MOTORISTS, PROVIDED NOW OR LATER.
It is agreed that the insurance afforded by this policy shall not apply nor accrue to the benefit of any insured or any third party claimant when any motor vehicle is being used or operated by a person listed below regardless of where the person resides or whether the person is licensed to drive.

POLICY NUMBER	POLICY PERIOD
0401 06 006431345	FROM 06/13/2015 12:01AM TO 12/13/2015 12:01AM

PERSONS INSURED

NAMED INSURED
GLENDA C MAHON

DRIVERS

MAILING ADDRESS 951 WOODLAND AVE
OJAI, CA 93023

CAR	YEAR	VEHICLE DESCRIPTION	SERIAL NUMBER	COST OR VALUE	NEW/USED	PURCH. DATE	H.P./CID
4	2006	TOYOTA 4RUNNER SR5 UTL 4X2 4D	JTEZT14RX60025067		U	04/2009	
5	2004	VOLVO S40 SED 4DR	YV1MS382942022330		U	03/2012	

CAR	LP-AI-LA GA-RO	LOSS PAYEES (LP), ADDITIONAL INTERESTS (AI), LOSS PAYEES AND ADDITIONAL INTERESTS (LA), GARAGING ADDRESSES (GA) AND REGISTERED OWNERS (RO) OTHER THAN THOSE LISTED ABOVE.

Coverage applies only if premium charge is listed below. Coverage/Limits are subject to all policy terms.

COVERAGES	LIMITS OF LIABILITY	PREMIUMS CAR4	PREMIUMS CAR5	PREMIUMS CAR
BODILY INJURY LIABILITY	$100,000 EACH PERSON $300,000 EACH ACCIDENT	75	82	
PROPERTY DAMAGE LIABILITY	$100,000 EACH ACCIDENT	94	108	
UNINSURED MOTORISTS BODILY INJURY LIABILITY	$100,000 EACH PERSON $300,000 EACH ACCIDENT	36	31	
UNINSURED MOTORISTS PROPERTY DAMAGE LIABILITY	$3,500 MAXIMUM		6	
COLLISION DEDUCTIBLE WAIVER		2		
MEDICAL EXPENSE	$5,000	7	11	
LEASE/LOAN GAP COVERAGE	CAR CAR CAR			
REPAIR OR REPLACEMENT COST COVERAGE	CAR CAR CAR			
COMPREHENSIVE	DEDUCTIBLE CAR4 $250 CAR $ CAR $	9		
COLLISION	DEDUCTIBLE CAR4 $500 CAR $ CAR $	88		
ROADSIDE ASSISTANCE PER OCCURRENCE	CAR4 $75 CAR CAR	3		
RENTAL CAR BENEFIT	$30 PER DAY 30 DAYS	15		
ENDORSEMENTS ATTACHED TO THE POLICY		PREMIUMS PER CAR	329	238
		POLICY FEE		

NON-FACTORY EQUIPMENT

ITEMS INSURED AND AMOUNTS OF INSURANCE FOR EACH ITEM ARE STATED HEREIN. ITEMS INSURED ARE SUBJECT TO THE DEDUCTIBLE.

CAR #	ITEMS INSURED	LIMIT

CALIFORNIA ASSESMENTS	
CA FRAUD FEE	4.40
CIGA FEE	
TOTAL PREMIUM	1,364.40

IMPORTANT INFORMATION

CAR	OCC DRV	RAT DRV	PRN DRV	PTS	SD PTS	GD STD	M/C	MK SYM	MDL SYM	SYL SYM	PD SYM	CLASS	USE	MIL	FIN RES	PERS	FLG	GRP CD	MULTI POL	DOB	SR CHG	GD DRV	REST	A/L BRK	A/T DEV
4			1	00		N	Y	TY	4R	58	12	28B	BU	2		5			H	1958	N	Y	1	1	3
5			2	01		N	Y	VL	S4	45	16	189	WS	5		5			H	1959	N	Y	1	1	3

MAILING DATE: 05/14/2015

PRODUCER COPY
U-177 04/2013

Process Date: 05/13/2015

BOARD AGENDA ITEM

Name of Contributor(s): Robin Freeman **Date of Meeting:** 11/4/15

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 Agreement/MOU #15-156, Ventura County Office of Education (Freeman/Thomas)

VCOE and OSD will partner in promoting the implementation of the Common Core state Standards. District Administrators will receive support with the CCSS implementation in order to coach and support school site staff. VCOE and OSD will both participate in coordinating and providing the required services needed for implementation. Support will be given in the following areas: ELD Standards, ELA/ELD adoption process, and Mathematics.

FISCAL IMPACT:

Not to exceed $35,888.00 – Title II

RECOMMENDATION:

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement/MOU #15-156 with the Ventura County Office of Education.

ADDITIONAL MATERIAL(S):

Attached: Agreement/MOU #15-156, Ventura County Office of Education (1 Page)

AGREEMENT #15-156 BETWEEN
VENTURA COUNTY OFFICE OF EDUCATION AND OXNARD SCHOOL DISTRICT
FOR PROFESSIONAL LEARNING

The scope of this document is to define the roles and responsibilities of Ventura County Office of Education Department of Curriculum and Instruction Department staff in training administrators, coaches and teachers in the Oxnard School District, hereafter called "the District." The purpose is to support staff in the California Common Core State Standards (CCSS) which includes continued support for the implementation of the CCSS and the California ELD Standards.

This serves as a Memorandum of Understanding and Responsibility Agreement that **"the District"** and the **Ventura County Office of Education** will work together toward promoting the CCSS implementation support for teachers, coaches, and administrators. Each agency, according to its defined role, agrees to participate in coordinating, providing and financing the following services for the purpose of this agreement.

1. **Ventura County Office of Education agrees to:**
   a. Provide a one day ELD Standards overview provided in half day sessions for up to a total of 12 days to support teachers 8:00 am-3:00 pm with CI staff: presentation and prep time = $775.00 per day. Presentations to be provided at an OSD designated site for a total of $9,300.00.
   b. Provide five evening sessions and one full day session for ELA/ELD adoption process with two CI staff. This includes VCOE room, beverages and evening sandwich snack and the full day to include breakfast snack for up to 25 teachers at each event for a total fee of $8,325.00.
   c. Provide leadership facilitation to approx. 40 K-5 certificated staff "Math Expert Teams" with CI staff: $2,800.00 fee includes preparation and facilitation, VCOE room rental, beverage and breakfast for 1 day event.
   d. Provide leadership facilitation to approx. 40 K-5 certificated staff "Math Expert Teams" with CI staff: $1,800.00 fee includes preparation and facilitation, VCOE room, beverage, and light dinner snack for evening event.
   e. Provide leadership facilitation to approx. 75 grades 6-8 Math teachers with CI staff: $4,400.00 fee includes preparation, facilitation and design time for 1 full day and three evening sessions.
   f. Provide educational leadership CCSS coaching to district administrators: fee includes, preparation and facilitation @ $1,200.00 per session, not to exceed 3 sessions for a total of $3,600.00
   g. Provide up to four (4) half days of reading foundational skills support at designated OSD sites with CI staff at $600.00 per half day including CI design time not to exceed $2,400.00.
   h. Maintain ownership of all documents and data produced in the training sessions.

2. **Oxnard School District agrees to:**
   a. Ensure each participant has the appropriate set of CCSS standards for ELA, ELD, Mathematics and appendices.
   b. Support trainings by expecting regular classroom visits by site principal to monitor implementation of new learning.
   c. Pay for and provide substitute teachers, if they are needed.
   d. Pay Ventura County Office of Education, Curriculum and Instruction Department Division $32,625.50 for training, plus additional materials and graphics charges not to exceed $3,262.50, for a total amount not to exceed $35,888.00.
   e. If the District chooses to purchase the new ELD standards document there will be an additional cost through the VCOE Graphics Department.

The Ventura County Office of Education shall monitor this Agreement to oversee implementation of project activity. This Memorandum of Understanding and Responsibility Agreement shall be effective upon signature and implemented between October 2015 and June 2016.

For the Oxnard School District

Lisa A. Franz, Director, Purchasing _____ Date _____

For the Ventura County Office of Education

Valerie Chrisman, Ed.D., Associate Superintendent _____ Date _____

BOARD AGENDA ITEM

Name of Contributor(s): Robin Freeman **Date of Meeting:** 11/4/15

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 Agreement #15-158, Ventura County Office of Education (Freeman/Ridge)

VCOE will provide a Consultant who will evaluate the implementation and impact of Oxnard School District's School Counseling Grant for the program year 2015-2016. Such evaluation will include review of all program documents, plan development for implementation and impact evaluation, creating appropriate forms, creating surveys and interview protocols, initiating meetings, interviews and written communication, collecting data, providing analyses of collected data, and providing an annual report of implementation and outcome progress.

FISCAL IMPACT:

Not to exceed $8,000.00 – Counseling Grant Funds

RECOMMENDATION:

It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #15-158 with the Ventura County Office of Education.

ADDITIONAL MATERIAL(S):

Attached: Agreement #15-158, Ventura County Office of Education (2 Pages)

AGREEMENT #15-158
INDEPENDENT CONTRACTOR SERVICES

THIS AGREEMENT, made this 1st day of October, 2015, between Oxnard School District, hereinafter referred to as "**OSD**" and the Ventura County Office of Education, hereinafter referred to as "**Contractor**".

The OSD desires to engage the Contractor to render certain technical and/or specialized services and Contractor or Contractor's staff is specifically qualified to perform said services. The parties do therefore agree as follows:

1. **Scope of Work**. The Contractor shall perform the following work:

   Evaluate the implementation and impact of OSD's School Counseling Grant for the program year 2015/16. Such evaluation will include:
   - 1.1 Reviewing all program documents, as provided by OSD staff, describing the intent, scope, and workplan of the project.
   - 1.2 Developing, in conjunction with the OSD administrative and/or grant staff, a plan to evaluate the implementation and impact of the project in compliance with federal grant requirements and OSD's stated information needs.
   - 1.3 Creating appropriate forms for use by OSD staff and the evaluator to collect data relevant to grant activities and outcomes, including monitoring documents for referrals to outside mental health services and classroom behavioral referrals.
   - 1.4 Creating, as necessary, surveys and interview protocols for use in monitoring implementation and detecting program effects.
   - 1.5 Initiating meetings, interviews, and written communications with OSD grant staff, district and school staff, and other involved parties, as necessary, to collect data and provide formative feedback.
   - 1.6 Collecting data from the OSD program supervisor, students, staff and other sources as necessary to complete a thorough evaluation of program effectiveness.
   - 1.7 Providing analyses of data from student surveys, structured observations, classroom behavioral referrals, attendance information, suspension information, California Healthy Kids Survey, and program records. Such analyses will include the creation of composite variables relevant to the grant's focus, as well as the appropriate use of statistical procedures.
   - 1.8 Providing grantee with an annual report of implementation and outcome progress.

2. **Term**. The term of this Agreement is for the period of October 1, 2015 through September 30, 2016. All obligations specified herein shall be fulfilled within this term.

3. **Payment**. Upon receipt of an invoice from the Contractor, OSD shall pay the Contractor Eight Thousand Dollars ($8,000.00) on or before 9/30/16. Payment shall be made by check, payable to Ventura County Office of Education and mailed to VCOE, 5189 Verdugo Way, Camarillo, CA 93012, attention: Accounts Receivable.

4. **Expenses**. Other than as specified in Paragraph 3, the Contractor will not be reimbursed for expenses incurred in performing the work of this Agreement.

5. **Termination/Modification.** This Agreement may be terminated or modified in writing at any time by mutual consent of the parties hereto.

6. **Independent Contractor**. It is expressly understood and agreed that the Contractor, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of OSD. Contractor further understands and agrees that he or she is an independent contractor and that the filing and acceptance of this declaration creates a rebuttable presumption of his or her status as an independent contractor and that, as such, Contractor or Contractor's employees are not entitled to coverage under the California Workers' Compensation Insurance laws, Unemployment Insurance or any other benefit normally

AGREEMENT
INDEPENDENT CONTRACTOR SERVICES (Continued)

conveyed to OSD employees. Contractor will be responsible for payment of all Contractor'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 payments under this Agreement.

7. **Subcontracting.** None of the services covered by this contract shall be subcontracted without the prior written consent of the OSD.

8. **Insurance.** (If the contractor is a public school agency within Ventura County, participating in the VCSSFA liability program, this insurance section does not apply.)

9. **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.

10. **Obey All Laws.** Contractor hereby agrees he/she will obey all local, state and federal laws in the performance of this contract, including prohibitions against discrimination.

11. **Independence of Contractor Findings / Reporting Requirement.** OSD agrees to submit to any Grantor, if required, the evaluation section of any Annual Report written by the Contractor. No part of the evaluation section shall be edited, modified, suppressed, annotated, or changed in any manner.

Oxnard School District and Contractor hereby enact this Agreement.

OXNARD SCHOOL DISTRICT		**CONTRACTOR**	
Authorized Representative	Date	Authorized Representative	Date
Printed Name: Lisa A. Franz		Valerie Chrisman	
Title: Director, Purchasing		Associate Superintendent, Educational Services Ventura County Office of Education	

BOARD AGENDA ITEM

Name of Contributor: Lisa Cline **Date of Meeting:** 11/4/15

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 _____

Award of Field Contract #FC-P16-02071 – HVAC Unit Installations & Modifications - ESC (Cline/Cross)

Proposals were solicited for Field Contract #FC-P16-02071, HVAC Unit Installations & Modifications - ESC, pursuant to the Uniform Public Construction Cost Accounting Act. One proposal was received on Friday, October 9, 2015. The scope of work involves the installation and modification of new and existing HVAC units at the Educational Service Center.

It is requested that the Board of Trustees award Field Contract #FC-P16-02071 to West Coast Air Conditioning, in the amount of $25,375.00. The project will be funded through Deferred Maintenance Funds.

FISCAL IMPACT:

$25,375.00 – Deferred Maintenance

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Assistant Facilities Director, that the Board of Trustees award Field Contract #FC-P16-02071, HVAC Unit Installations & Modifications – ESC**,** in the amount of $25,375.00 to West Coast Air Conditioning.

ADDITIONAL MATERIALS:

Attached: Field Contract #FC-P16-02071, West Coast Air Conditioning (4 Pages)

MUST BE TYPEWRITTEN

OXNARD SCHOOL DISTRICT
1051 South A Street • Oxnard, CA 93030
Phone: (805) 385-1501 • Fax: (805) 240-7582

Project No.:
FC-P16-02071

FIELD CONTRACT FOR LABOR AND MATERIALS FOR PROJECTS LESS THAN $45,000.00

THIS CONTRACT is made as of 11/4/15, between **West Coast Air Conditioning** ("Contractor") and the Oxnard School District ("District" and, together with Contractor, "the Parties").

A. In consideration of the satisfactory performance of this contract by Contractor, District agrees to pay or cause to be paid to Contractor the sum of Twenty-Five Thousand Three Hundred Seventy-Five Dollars ($25,375.00), payable in 1 progress payments subject to additions and deductions as provided in this agreement. This sum shall constitute payment in full to Contractor for all work provided under this agreement, including but not limited to employee or sub-contractor costs, taxes, insurance and permit costs.

B. The work to be performed by Contractor shall consist of: ****PER ATTACHED QUOTE #WC-33060R5**.

C. Contractor agrees to commence the work within ****** calendar days after receiving notice to proceed (NTP) from the District and to carry out the work at all times with the greatest possible dispatch and to complete the entire work under this agreement within ****** calendar days. All work must be completed within the time limits set forth in this Contract. ****Work to begin November 6, 2015 & be completed by November 20, 2015.**

D. The Parties agree that damages for Contractor's failure to complete all work within the specified time limit are impossible to ascertain but the sum of One Hundred Dollars ($100.00) per day is a reasonable estimate. Should the work not be completed within the time indicated above, the Contractor shall be liable for liquidated damages, payable to the District, in the amount of One Hundred Dollars ($100.00) for each calendar day of delay in completion.

E. This contract includes the terms and conditions provided hereinafter under the heading **"General Conditions"**.

F. Contractor guarantees that the work done under this agreement will be free from faulty materials or workmanship. On receiving notification from owner, Contractor agrees to remedy, repair, or replace, immediately, without cost to owner and to its entire satisfaction, all defects, damages, or imperfections appearing in the work within a period of one year from completion of this agreement. However, if the drawings or specifications provide for a guaranty or warranty of any materials or workmanship in excess of the above stated one year period, the longer guaranty or warranty shall be controlling as to the covered materials or workmanship. Payments to Contractor shall not relieve Contractor of these obligations.

G. PREVAILING WAGE RATES: Prevailing wage rates apply to all public works over $1,000 and such work/projects are subject to compliance monitoring and enforcement by, and Contractor on such projects must be registered with, the Department of Industrial Relations. Contractor shall adhere to the prevailing wage determinations made by the Director pursuant to **California Labor Code Division 2, Part 7, Chapter 1, Articles 1-5**. Copies of the prevailing rate of per diem wages are on file in the District Purchasing Department. Contractor shall post all applicable job site notices, including prevailing wage rates, at conspicuous locations at the job site. To the extent applicable, Contractor shall furnish payroll and all records specified in Labor Code §1776 directly to the Labor Commissioner, as prescribed by the Labor Commissioner. Contractor shall ensure that subcontractors, if any, adhere to this provision.

H. FINGERPRINTING: Contractors must be required to have their employees fingerprinted prior to the start of work, pursuant to *California Education Code* Section 45125.1

I. IN WITNESS HEREOF, the Parties have executed this agreement, including all contract documents as indicated below, which are on file with the District and are made a part hereof:

X Scope of Work	X Subcontractor List	_____ Performance Bond
_____ Specifications	X Certificates/Liability Insurance	X Purchase Order No. P16-02071
_____ Drawings	X Certificates/Workers Compensation Insurance	X Proposals dated 10/6/15
_____ Supplemental Conditions		**X** Other PWC-100 DIR Registration

CONTRACTOR TO FILL IN THE FOLLOWING

(By signing below, Contractor represents that it is qualified to perform pubic work pursuant to Labor Code Section 1771(a) and that adequate evidence of current registration with the Department of Industrial Relations is included or has been separately provided to District)

Firm Name _____ Date _____

Signature _____ Telephone _____

Title _____ Fax No. _____

Contractor's License No._____

Firm Address _____ Fax No. _____

License Class _____

Tax I.D. No. _____

FOR DISTRICT USE ONLY

Project Manager Vince McGarry, Maintenance Manager Date _____

Signature _____ Funding Source Deferred Maintenance

GENERAL CONDITIONS

1. **WORK**: The term "work" of Contractor when mentioned in this agreement includes labor or materials, or both.
2. **JOB WALK/SITE VISIT**: Contractor shall become fully acquainted with the site of the proposed work and all the conditions relating to the construction and labor involved so that any difficulties and restrictions regarding the execution of this work are fully understood. Contractor shall make no claim for compensation in addition to that specified in this contract based upon site conditions apparent by inspection, either actual or constructive, at the time of signing this contract.
3. **LABOR, MATERIALS AND EQUIPMENT**: Contractor shall furnish and transport all labor, materials, tools, implements, appliances and equipment required to perform and completely finish in a workmanlike manner to the satisfaction and approval of the District, free of any and all liens and claims of laborers, artisans, material men, suppliers, and subcontractors, and in conformity in all respects with all applicable federal, state, county, and municipal laws, ordinances, rules, regulations, the work described in the plans and/or specifications, if any, or as described in this contract.
4. **DEFAULT BY CONTRACTOR**: Contractor's failure to comply with any of the terms and/or conditions of this contract shall constitute a default by the Contractor. If Contractor at any time during the progress of the work refuses or neglects, without the fault of the District, to supply sufficient materials or workers to complete the work for a period of more than 10 days after having been notified in writing by the District to furnish them, the District shall have the power to furnish and provide such materials and workers as are necessary to finish the work, and the reasonable expense thereof shall be deducted from the contract price as determined by this agreement.
5. **TERMINATION**: District may, by written notice to Contractor, terminate Contractor's right to proceed with the work if Contractor (1) defaults on this contract, (2) refuses or fails to prosecute the work with sufficient diligence to ensure its completion within the time specified in this contract or in an amendment agreed to as provided in this contract, (3) fails to make timely payments to subcontractors or material suppliers, (4) disregards laws, ordinances, rules, regulations or order of any public authority having jurisdiction over this project, or (5) otherwise does not in good faith carry out the terms of this agreement. Upon receipt of a written notice of termination, Contractor shall then discontinue the work and District will have power to contract for completion of the work or to complete the work itself, and to charge the cost and expense to Contractor, and the expense so changed shall be deducted and paid by the District out of money that either may be due or may at the time thereafter become due to Contractor under this agreement or any part of it. If such expense exceeds the sum that would have been payable under this agreement had Contractor completely performed the work, Contractor shall immediately pay the amount of excess to District, failing which recourse may be made immediately to Contractor's bond. In case District requires Contractor to discontinue work under this agreement, Contractor agrees to waive and hereby does waive all claims against District for profits, loss, of damages on the uncompleted work.
6. **DISCONTINUE**: District shall have the right at any time, for its own convenience when in its opinion it becomes necessary or expedient to discontinue permanently the work being done under this agreement by sending a written notice to Contractor, and Contractor shall then discontinue the work. In this event, District shall pay to Contractor the full amount to which Contractor is entitled for all work done and labor and materials furnished by Contractor under this agreement and to the satisfaction of the District up to the time of such discontinuance. Such amount to be determined by District.
7. **EXCUSABLE DELAY**: District may at its sole discretion grant Contractor a time extension to complete this contract due to causes not reasonably foreseeable by the parties to this contract if the contractor presents a request for a time extension to the District, writing within 5 days of the event or occurrence for which the extension is sought providing satisfactory evidence to establish that fault, and it shall not be entitled to time extension to complete the contract.
8. **TIME**: Time is of the essence in the performance of this contract.
9. **PROVISIONS REQUIRED BY LAW**: Each and every provision of law or clause required to be inserted in the contract shall be deemed to be inserted herein and this contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly then upon application of either party the contract shall forthwith be physically amended to make such insertion or correction.
10. **SUBCONTRACTORS**: Any subcontractor engaged by the Contractor shall be engaged subject to the prior written approval of District. Contractor shall be responsible for all operations of each subcontractor and for all subcontractors' compliance with their terms of this contract. This contract shall not be construed as creating a contractual relationship between the District and any subcontractor.
11. **PREVAILING WAGE RATES**: Refer to Paragraph G on the Cover of this Contract.
12. **APPRENTICEABLE OCCUPATIONS**: Contractor shall be responsible for compliance with Labor Code & 17775 et, seq, for apprenticeable occupations.
13. **PAYROLL RECORDS**: Contractor and subcontractors shall comply with Labor Code Section 1776 regarding payroll records including, but not limited to, keeping accurate records that show the name, address, social security number, work week and the actual per diem wages paid to each journeyman, apprentice, worker, or other employed in connection with this contract. Payroll records shall be certified and available for inspection during business hours at Contractor's, or subcontractor's principal place of business.
14. **HEALTH AND SAFETY**:
    a. **Safety Standards**: Contractor shall perform this contract in compliance with all applicable laws, ordinance, rules, regulations, standards and lawful orders of public authorities bearing on safety of persons or property of their protection from damage, injury or loss and shall insure that all completed work stratifies all applicable safety standards. Contractors shall erect and maintain as required by existing conditions and performance of the contract, reasonable safeguards for safety and protection, including posting danger signs and other warnings against hazard promulgation safety regulations and notifying the District and users of adjacent sites and utilities. Contractor shall obtain from the District and comply with rules and regulations pertaining to safety, security and driving on school grounds, particularly when children are present. The policy of District is to promote safety practices that minimize personal injury and potential property damage. Contractor covenants that all employees working on this project meet or exceed all laws, ordinance, rules, regulations, codes and standards for safety and protection of personnel and property. Although it has not duty to do so, District may notify Contractor upon discovery of a safety standard violation and, when so notified, Contractor shall immediately correct the unsafe practice or situation. District retains the right in its sole discretion to shut down the work until any unsafe practice or situation is corrected in which case Contractor shall not be entitled to any time extension to complete work under the contract and shall be liable for assessment of any resulting liquidated damages. The power in the District to stop the work does not give rise to any duty on the part of the District to exercise this right for the benefit of the Contractor to any other person or entity. District retains the right, in its sole discretion, to assess Contractor a fine at *one hundred dollars per day* for failure to timely correct any unsafe practice or situation for which it has received written notice from the District. Determination of timeliness of Contractor actions taken to correct an unsafe practice or situation is written the sole discretion of the District.
    b. **Drug and Alcohol Use**: Contractor shall not permit the possession, use, or sale of any alcoholic beverage or illegal, controlled drug or substance or the abuse of prescribed medication on or immediately adjacent to the jobsite by any Contractor employee, subcontractor, subcontractor's employee or associate.
    c. **Hazardous or Toxic Substances**: Contractor shall notify District in writing if performance of this contract may result in exposure to any person, or any District property, to toxic or hazardous substances. Contractor shall comply with all State and Federal laws and regulations regarding handling and use of toxic or hazardous substances and shall keep accurate records of all exposures required to be monitored by State or Federal Law.
    d. **Scheduling**: Contractor shall schedule all work involving dangerous and/or excessively noisy equipment outside of normal school hours as defined by District.
15. **ASBESTOS AND OTHER HAZARDOUS MATERIAL**: Contractor shall not use or allow any subcontractor to use any materials containing asbestos in the project. In the event the Contractor encounters on the site material reasonably believed to be asbestos or polychlorinated biphenyl (PCB) which has not been rendered harmless, the Contractor shall immediately stop work in the area affected and report the condition to District. The work in the affected area shall not thereafter be resumed except by written agreement of District and Contractor, if in fact the material is asbestos or polychlorinated biphenyl (PBC), or until the material has been rendered harmless.
16. **MATERIAL SAFETY DATA SHEETS**: Contractor shall make Material Safety Data Sheets available in a readily accessible place at the work site for any material requiring a Material Safety Data Sheet pursuant to the Federal Hazard Communication; standard or employees right to know law. Contractor shall ensure proper labeling of any substance brought onto the job site, inform any person working with material requiring a Material Safety Data Sheet or within the general area of the material or the hazards of the substance and ensure that such person(s) follow proper handling and protection procedures.
17. **PROTECTION OF WORKWERS, PROPERTY AND WORK**: Contractor shall erect and properly maintain at all times as required by conditions and progress of work all necessary safeguards, signs, barriers, lights and watchmen for the protection of workers and the public and shall post danger signs warn8ing against hazards created by construction. In an emergency affecting safety of life, work or adjoining property Contractor, without special instruction or authorization from District, may act at his/her discretion; to prevent threatened loss or injury.
18. **DAMAGE TO DISTRICT PROPERTY**: Contractor shall restore, at Contractor's expense, to its original condition, any District property damaged as a result of carrying out any portion of this contract. Contractor shall notify District not less than five (5) workdays in advance of necessity for vehicles or heavy equipment to cross any turf or lawn area so the irrigation water may be withheld from the area to be traversed. Contractor shall be liable for any damage and/or vandalism to the project during the performance of this contract or as a result of storing materials on site in an unauthorized and/or unsecured manner.
19. **HOLD HARMLESS**: With the exception that the following provisions of this article shall in no event be construed to require indemnification by Contractor in excess of that permitted under the public policy of the State of California, Contractor shall indemnify and save harmless the District and its governing board, agents and employees, and each of them, of and from:
    a. Any and all claims, demands, causes of action, damages, costs, expenses, losses, or liabilities in law or in equity, of every kind and nature whatsoever (including, but not limited to, injury to or death of Contractor any subcontractor, or any employees of District, Contractor or any subcontractor, and damage to or destruction of property), arising out of or in any manner directly or indirectly connected with the work to be performed under this contract, however caused, regardless of any negligence of District or its agents, employees or servants, be it active or passive, except the sole negligence or willful misconduct of District or its agents, employees or servants acting in the scope of their duties; and
    b. Any and all penalties imposed on account of the violation of any law or regulation, compliance with which is left by this contract to Contractor. Contractor shall (1) at Contractor's own cost, expense and risk, defend all suits, actions or other legal proceedings that may be brought or instituted by third persons against District, its agents, employees or servants, or any two or more of them, on any such claim, demand or cause of action of such , third persons, or the enforce any such penalty, (2) pay and satisfy any judgment or decree that may be rendered against District or its agents, employees or servants, or any two or more of them, in any such suit, action or legal proceedings,; and (3) reimburse District and its agents, employees and/or servants for any and all legal expenses incurred by each of them in connection therewith or in enforcing the indemnity granted in this article.
20. **INSURANCE**: Contractor shall obtain all required insurance from a company or companies acceptable to District and shall not allow any subcontractor to commence work on its subcontract until it obtains all required insurance. Contractor shall provide evidence of insurance in the form of a Certificate of Insurance naming District as an additional insured and providing District thirty (30) days written notice of reduction in coverage or cancellation. Contractor shall insert a provision substantially similar to the requirements of this article in each subcontract covering any portion of the work and shall require subcontractors to take out and maintain such insurance and to file proof of compliance as stated above. Contractor shall obtain and provide the following policies of insurance, submit to the District evidence of the insurance prior to commencing work on the contract, and maintain the insurance at all times during the life of the contract:
    a. Comprehensive General Liability Insurance that shall name the district as an additional insured and shall protect Contractor and District against any liability that Contractor may incur (1) on account of bodily injuries to or the death of any person other than an employee of Contractor and consequential damages arising therefrom to the extent of not less than $500,000 and on account of bodily injuries to or the death of more than one such person, subject to the same limit for each, and consequential damages arising therefrom as a result of any one occurrence to the extent of not less than $500,000 and (2) on account of damage to or construction of any property, to the extent of not less than $500,000 for each accident and $500,000 aggregate.
    b. Workers compensation insurance in statutory form and Employer Liability Insurance covering Contractor's liability to the extent of not less than $500,000 for damages on account of bodily injuries to or death of one person or persons. The insurance described in part "a" above shall also provide contractual liability coverage satisfactory to District with respect to liability assumed by Contractor under the indemnity provisions in article 18 of this contract. Contractor shall be aware of and comply with, and require subcontractors to comply with Workers Compensation laws and all related regulations pursuant to California Labor Code, Division 2, Part 7, Chapter 1, Article 3.
    c. Fire Insurance will be provided by the District with coverage at one hundred percent (100%) of the insurable value of the contract including labor and materials in or adjacent to the structure insured and materials in place or to be used as part of the permanent construction including surplus materials, protective fences, temporary structure, miscellaneous materials and supplies incident to the work. Any loss shall be payable to the District.
21. **BONDS**: District shall have the right to require Contractor to furnish such bond or bonds covering the faithful performance of all the terms, conditions, provisions of this contract and the payment of all obligations arising under this contract in the form and amount as District may prescribe and with such sureties as it may approve. Such bonds shall be arranged and paid for by the Contractor and shall be issued by a surety admitted to issue bonds in California. These bonds are referred to in this contract as Contractor's bonds.
22. **WORKERS**:
    a. Contractor shall at all times enforce strict discipline and good order among its employees and shall not employ any unfit or unskilled person in performing this contract.
    b. Contractor shall remove from the work any employee deemed incompetent or unfit by District and shall not again employ that employee on the project except with written consent of District.
23. **SUPERVISION**: Contractor shall provide competent supervision of all its employees engaged in performance of this contract.
24. **CONTRACTOR NOT AN OFFICER, EMPLOYEE OR AGENT OF DISTRICT**: While engaged in carrying out this Contract, Contractor is an independent contractor and not an officer, employee, servant or agent of District. Contractor has and hereby retains the right to exercise full control and supervision of the work and full control over the employment, direction, compensation and discharge of all persons assisting in the work. Contractor agrees to be solely responsible for all matters relating to payment of its employees, including compliance with Social Security, withholding and all other regulations governing such matters. Contractor agrees to be responsible for its own acts and those of its subordinates, employees and subcontractors.
25. **PERMITS AND LICENSES**: Contractor shall acquire all necessary permits and shall secure and maintain in force all licenses and permits required by law to perform this contract.
26. **OCCUPANCY:** District reserves the right to occupy buildings or facilities at any time before contract completion. Occupancy shall not constitute final acceptances of any part of the work converted by this contract for small occupancy existed the date specified for completion.
27. **ASSIGNMENT:** Contractor shall not assign any of its duties or responsibilities under the terms of the contract.
28. **BRAND OR TRADE NAMES:** When a brand name or names are listed, it or they shall be construed to be followed by the words "or approved equal" whether or not those words in fact follow the brand name or names in the specifications. Any product meeting this specified standards in the District's judgment will quality as a substitute for the specified work. In the case that an item listed in the specification is specified by only one brand name or trade name, the District's research has indicated that the item has a unique or novel product application. Where District is aware of two or more equal products, at least two trade names will be listed. Exact compliance with specified brand or trade name products is required unless an amendment is issued. All requests to substitute must be in writing directed to the District's Director of Facilities. Contractor must supply the brand name, model number and other information to substantiate that the substitute item is equal to the item specified. District retains the right, in its sole discretion, to approve the item required for substitution as "an equal" or to determine that the item is not equal to the item specified, or to request further substantiating information.
29. **PAYMENT:** Ninety percent of the contract price, less (1) any fines imposed pursuant to law or these General Conditions; (2) funds withheld due to stop notices; and/or (3) funds withheld to correct damages caused by Contractor will be paid in a lump sum upon satisfactory completion of the work and acceptance by District unless specified otherwise in this contract or any special conditions. District will retain the *retention amount allowed by law* for a period of thirty-five (35) days after recording the Notice of Completion. Payment of such amount requires that Contractor first provide to District a waiver and release from each subcontractor, if any, engaged in the work in the form prescribed by Civil Code section 3262.
30. **ANTI-DISCRIMINATION:** Contractor, and any subcontractor hired by Contractor, shall not discriminate against any employee engaged in the performance of this contract because of race, color, ancestry, sex, national origin, or religious creed. Contractor and subcontractors shall comply with applicable Federal and California laws including but not limited to the California Fair Employment Practice Act, set forth in Government code sections 12900 et. seq. and Labor Code section 1735.
31. **INSPECTION:** District shall at all times have access to all parts of the work and to the shops where the work is in preparation. Contractor shall at all times maintain proper facilities and provide sale access for conservation and inspection of the work. District shall have the right to reject, or require contractor of, materials and/or workmanship that are defective. Contractor shall remove rejected work from the premises without charge to District. District reserves the right to determine in its sole discretion and at any time before final acceptance of the work, the necessity of examining work already completed by removing or tearing out the same, in which case Contractor shall, on request, promptly furnish all necessary facilities, labor and materials to uncover the work in question for inspection or observation. If District determines the uncovered work to be defective in any respect, promptly furnish all necessary facilities, labor or materials to uncover the work in question for inspection or observation. If District determines the uncovered work to be defective in any respect due to fault of the contractor or its subcontractor, Contractor shall bear all expenses of the examination and of satisfactory reconstruction. If however, District determines that the work meets the requirements of the contract, District shall approve a change order for the additional cost of labor and materials necessarily involved in the examination and replacement of the work.
32. **CLEAN UP:** Contractor shall complete clean-up and removal of spills, extra or unused materials, debris, rubbish, trash and/or implements of services that result from the performance of this contract. Contractor shall remove waste materials from District premises and Contractor shall not place waste materials in District owned disposal containers located on the site or other District premises. Contractor shall comply with all applicable laws, ordinances, regulations, and statutes for disposal of waste materials. Contractor shall ensure that the project size is clean and free of debris at the end of each workday, unless the area of work is secured from staff and/or students and the District grants permission.
33. **CHANGES:** Contractor shall make no changes in the work without specific prior written authorization by means of a "change order" from the District. Contractor shall not submit a claim for an adjustment of the contract price which has not been included in a written change order. If at any time or times during the progress of the work the District desires to make any additions to, alterations of, deviations or omissions from, the work to be performed under this contract, it shall be at liberty to do so and the same shall in no way affect or make void this agreement, but no such additions, alterations, deviations or omissions shall be made except at District's written request. Any such alterations, deviations or omissions that decrease the cost of the work shall be evaluated on a lump-sum basis and this amount shall be deducted from the contract price, the amount thereof to be agreed on in writing. Any such additions, alterations, or deviations that increase the cost of the work shall be evaluated on a lump-sum basis, the amount thereof to be agreed on in writing before execution of the work.
34. **INTEGRATION CLAUSE:** This agreement comprises the entire understanding of the parties and supersedes all previous agreements, written and verbal. It may be amended only by a writing signed by both parties.
35. **CONTRACTOR'S LICENSE NOTICE:** Contractors are required by law to be licensed and regulated by the Contractors' State License Board. Any questions concerning a contractor may be referred to the Registrar. Contractors' State License Board, 9835 Goethe Road, Sacramento, CA. Mailing address: P.O. Box 26000, Sacramento, CA 95826.
36. **NOTICE:** Any notice required or permitted under this contract shall be deemed given, if in writing upon the earlier of delivery or five (5) days following deposit in the U.S. Mail, first-class postage prepaid, and addressed to the other Party at the address contained in the contract but each Party may change its address by written notice to the other Party, as necessary.
37. **ATTORNEY'S FEES:** In the event of litigation between the Parties, or if a Party becomes involved in litigation because of wrongful acts of the other Party, the court will award reasonable attorney's fees to the prevailing party. The amount will be sufficient to compensate the prevailing party for all attorney's fees incurred in good faith.
38. **CONFLICT:** If any documents other than the face of this Contract and these General Conditions supplement and become a part of this Contract, and if such supplementary documents contain any terms, clauses or language that are in conflict with the terms, clauses or language on the face of this Contract and these General Conditions, then the terms stated on the face of this Contract and in these General Conditions shall be deemed to be valid whereas the conflicting terms in the supplementary document shall be deemed void and of no consequence.
39. **SEVERABILITY CLAUSE:** If any provision of this contract is held to be invalid, such invalidity shall not affect other provisions of the contract which can be given effect without the invalid provision, and to this and the provisions of this contract are severable.
40. **KEYS:** Contractor shall comply with the sign the District's **CONTRACTORS KEY ISSUE/SECURITY AGREEMENT** prior to commencement of work.
41. **FINGERPRINTING:** Contractors may be required to have their employees fingerprinted prior to the start of work, pursuant to California Education Code Section 45125.1.

WEST COAST AIR CONDITIONING

561-A Kinetic Drive • Oxnard, CA 93030
(805) 485-1410 • FAX (805) 981-7189
www.westcoast-air.com • STATE LIC. #710984

October 6, 2015

Oxnard School District
1055 South C Street
Oxnard, CA 93030
Vincent A. McGarry

Project: Add air distribution
Location: 1055 South C Street, Oxnard **Quote #WC – 33060R5**

Vincent,

West Coast Air Conditioning is pleased to present the following proposal options:

We will rework the existing ductwork for the 1.5 ton fan coil that currently serves a single office (People Services) to distribute air for the another office also. We will install a zone system so that both occupants can control the amount of air.

Provide and install a multi zone ductless split system with (2) indoor fan coils and (1) outdoor condensing unit in the Educational Services offices. Once complete we will check for operation

- (2) Zone dampers with thermostatic control
- By-pass damper
- Ductwork to SMACNA guidelines
- Flexible duct
- Strapping
- (2) 8" supply registers (perforated)
- (2) 8" return grille (perforated)
- Prevailing Wages / Tax
- **(1) Mitsubishi** 2-Ton Mr. Slim 24 MBH M-Series Wall mounted heat pump indoor fan coil Unit
- **(1) Mitsubishi** 1-Ton Mr. Slim 12 MBH M-Series Wall mounted heat pump indoor fan coil Unit
- **(1) Mitsubishi** 3-Ton Mr. Slim 36 MBH Multi-Zone Heat Pump Condensing Unit 208/230-1-60
- Refrigeration line sets
- Condensate pumps
- Thermostats
- Electrical
- Check for operation
- Prevailing Wages / Off working hours / Tax

Twenty-Five Thousand Three Hundred Seventy-Five Dollars: $25,375.00

Exclusions: condition of existing Fujitsu equipment, interlocking switches/relays, starters, extra parts or stock, spring seismic/vibration isolation**,** patching, coring, cutting, notching, framing, stainless / PVS steel, sheet metal / lead flashing, welding or welded steel, fau platforms, multiple unit interconnection, plan check fees, energy calculations, design drawings, bond & permits.

Payment is due in full within thirty (30) days.

Authorized Signature: _____
Greg Hellmann, Project Manager & Estimating

Note: This proposal may be withdrawn by us if not accepted within thirty (30) days.

Acceptance of Proposal: Print Name: _____

Date: _____ Signature: _____

If this proposal is satisfactory, please sign and return a copy to our office. Thank You!

BOARD AGENDA ITEM

Name of Contributor: Lisa Cline Date of Meeting: 11/4/15

STUDY SESSION	_____
CLOSED SESSION	_____
SECTION B: HEARINGS	_____
SECTION C: CONSENT	__X__
SECTION D: ACTION	_____
SECTION E: REPORTS/DISCUSSION	_____
SECTION F: BOARD POLICIES	_____

ENROLLMENT REPORT (Cline)

District enrollment for the month of September 2015 was 16,884. This is 12 less than this time last year.

FISCAL IMPACT

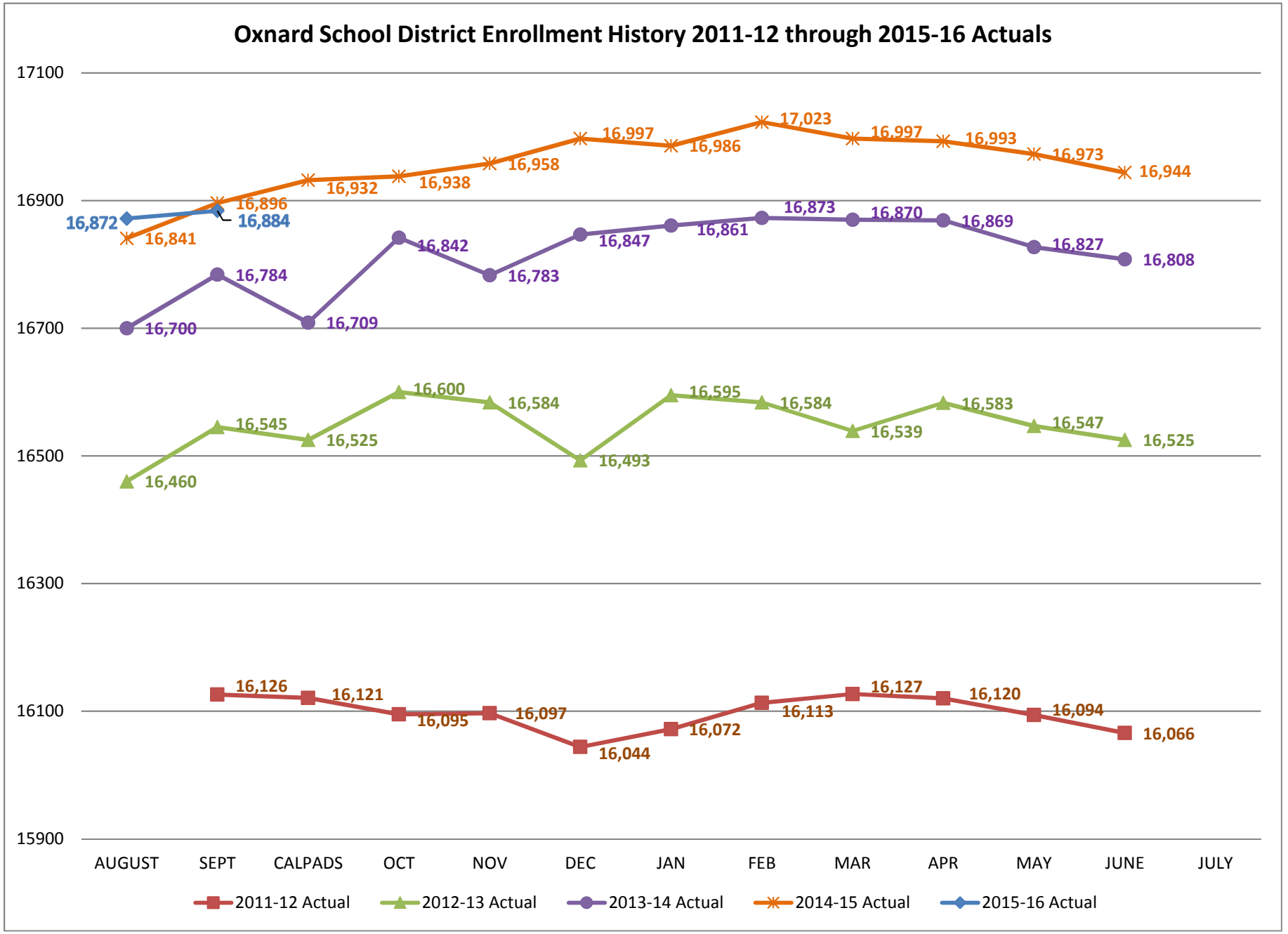
None.

RECOMMENDATION

Information only.

ADDITIONAL MATERIAL

Attached: Graph – Oxnard School District Enrollment History 2010-11 through 2015-16 Actuals (1 page)


Oxnard School District Enrollment History 2011-12 through 2015-16 Actuals
17100
16900
16700
16500
16300
16100
15900
AUGUST
SEPT
CALPADS
OCT
NOV
DEC
JAN
FEB
MAR
APR
MAY
JUNE
JULY
16,872
16,884
16,896
16,841
16,932
16,938
16,958
16,997
16,986
17,023
16,997
16,993
16,973
16,944
16,700
16,784
16,709
16,842
16,783
16,847
16,861
16,873
16,870
16,869
16,827
16,808
16,460
16,545
16,525
16,600
16,584
16,493
16,595
16,584
16,539
16,583
16,547
16,525
16,126
16,121
16,095
16,097
16,044
16,072
16,113
16,127
16,120
16,094
16,066
2011-12 Actual
2012-13 Actual
2013-14 Actual
2014-15 Actual
2015-16 Actual

Board Agenda Item

NAME OF CONTRIBUTOR: Jonathan Koch **DATE OF MEETING**: November 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:

Establish

a five hour and forty five minute, 183 day Paraeducator I, position number 7331, to be established at McAuliffe school. This position will be established to comply with IEP.

a four hour, 183 day Paraeducator I bilingual, position number 7329, to be established at Curren school. This position will be established for Kinder support.

a five hour and forty five minute, 183 day Paraeducator II, position number 7343, to be established in the Pupil Services department. This position will be established for extra support in the classroom.

a five hour and forty five minute, 183 day Paraeducator III, position number 7342, to be established in the Pupil Services department. This position will be established for extra support in the classroom.

a five hour and forty five minute, 183 day Paraeducator III, position number 7341, to be established in the Pupil Services department. This position will be established for extra support in the classroom.

Abolish

a three hour, 180 day NfL Family Liaison, position number 2751, to be abolished in the Educational Services department. This position will be abolished due to the lack of funds.

Increase

a five and a half hour, 183 day Paraeducator II, position number 2935, to be increased to five hours and forty five minutes in the Pupil Services department. This position will be increased to provide additional support.

a five hour, 183 day Paraeducator II bilingual, position number 2233, to be increased to five hours and forty five minutes in the Pupil Services department. This position will be increased to provide additional support.

a five and a half hour, 183 day Paraeducator II, position number 2060, to be increased to five hours and forty five minutes in the Pupil Services department. This position will be increased to provide additional support.

a five hour, 183 day Paraeducator II, position number 2260, to be increased to five hours and forty five minutes in the Pupil Services department. This position will be increased to provide additional support.

a five hour, 183 day Paraeducator III bilingual, position number 2256, to be increased to five hours and forty five minutes in the Pupil Services department. This position will be increased to provide additional support.

a five hour, 183 day Paraeducator II bilingual, position number 2234, to be increased to five hours and forty five minutes at Fremont school. This position will be increased to provide additional support.

a three hour, 183 day Paraeducator I, position number 1104, to be increased to four hours at Chavez school. This position will be increased to provide additional support.

Reduce
a six and a half hour, 185 day Child Nutrition Worker, position number 2140, to be reduced to five hours at Curren school. This position will be reduced due to the lack of work.

FISCAL IMPACT:
Cost for Paraeducator I - $28,305.00 Special Education
Cost for Paraeducator I - $21,271.00 Site funds
Cost for Paraeducator II - $29,517.00 Special Education
Cost for Paraeducator III - $30,196.00 Special Education
Cost for Paraeducator III - $30,196.00 Special Education
Savings for NfL Family Liaison - $17,553.00 NfL
Cost for Paraeducator II - $1,132.00 Special Education
Cost for Paraeducator II - $3,397.00 Special Education
Cost for Paraeducator II - $1,132.00 Special Education
Cost for Paraeducator II - $3,397.00 Special Education
Cost for Paraeducator II - $3,485.00 Special Education
Cost for Paraeducator II - $3,397.00 Special Education
Cost for Paraeducator I - $4,325.00 Site funds
Savings for Child Nutrition Worker - $16,917.00 Child Nutrition Services

RECOMMENDATION:
Approve the establishment, abolishment, increase, and reduction of positions, as presented
ADDITIONAL MATERIAL(S): None

Board Agenda Item

NAME OF CONTRIBUTOR: Jesus Vaca/Jonathan Koch **DATE OF MEETING**: November 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

November 4, 2015

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

Alexis Davila	Teacher, 2/3 SEI, Kamala	September 28, 2015
Helen A. Salgado	School Counselor, McKinna	October 26, 2015
Alexander Warnick	Teacher, English, Lemonwood	October 20, 2015
Rebecca Aguilar	Substitute Teacher	2015/2016 School Year
Taron Gutierrez	Substitute Teacher	2015/2016 School Year
Lizbeth Hernandez	Substitute Teacher	2015/2016 School Year
Mary White	Substitute Teacher	2015/2016 School Year

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

Debra A. Blake	Haydock	October 26, 2015
Stacy McLaughlin	McKinna	October 21, 2015
Katherine A. Pichelli	Sierra Linda	October 19, 2015
Beatrice Rouse	Lemonwood	October 26, 2015
Catherine Vidal	McKinna	October 19, 2015
Cathy Whitney	Sierra Linda	October 20, 2015

LEAVE OF ABSENCE

Margarita Maya	Teacher , TK/K SEI, McKinna	November 1, 2015 – January 8, 2016

CLASSIFIED PERSONNEL ACTIONS

New Hire

Barker, Lisa	Paraeducator I, Position #7189 Ritchen 4.0 hrs./183 days	10/19/2015
Bustamante, RosaMaria	Paraeducator III, Position #2000 Pupil Services 5.75 hrs./183 days	10/12/2015
Contreras-Giron, Karen	Paraeducator I, Position #7183 McAuliffe 2.0 hrs./183 days	09/30/2015
Cobarruvias, Bianca	Paraeducator I, Position #7186 McKinna 4.0 hrs./183 days	10/12/2015
Ferrer Munson, Rafael	Paraeducator I, Position #7259 Special Ed. 8.0 hrs./183 days	10/26/2015
Flores, Leonela	Paraeducator I, Position #7194 Sierra Linda 3.0 hrs./183 days	10/14/2015
Guzman Becerra, Maria	Preschool Assistant (B), Position #1553 Ed. Services 3.0 hrs./183 days	10/19/2015
Hernandez, Guadalupe	Paraeducator II, Position #6733 Pupil Services 5.75 hrs./183 days	10/19/2015
Lopez Jr., Juan	Paraeducator I, Position #7185 McKinna 4.0 hrs./183 days	10/08/2015
Padilla, Transito	Paraeducator I, Position #7267 McAuliffe 2.0 hrs./183 days	10/13/2015
Schouten, Sarah	Paraeducator I, Position #7193 Sierra Linda 4.0 hrs./183 days	10/09/2015
Trevisan, Heidi	Library Media Technician, Position #635 McAuliffe 5.0 hrs./190 days	10/12/2015
Villalobos, Veronica	Paraeducator I, Position #7191 Rose Ave. 4.0 hrs./183 days	10/14/2015
Warrick, Roderick	Site Technology Technician, Position #7132 Kamala 5.0 hrs./192 days	10/09/2015
Zavala, Casey	Paraeducator I, Position #7181 Soria 4.0 hrs./183 days	10/12/2015

Exempt

Barrera, Robert	Campus Assistant	10/15/2015
Espinoza, Ulyses	Campus Assistant	10/02/2015
Fitz, Daniel	Campus Assistant	10/05/2015
Flores, David	Campus Assistant	10/02/2015
Madrigal, Alejandra	Campus Assistant	10/20/2015
Marron, Silvia	Campus Assistant	10/09/2015
Nunez, Sergio	Campus Assistant	10/14/2015
Raya, Cristina	Campus Assistant	10/08/2015
Viveros, Stephany	Campus Assistant	10/14/2015

Limited Term

Banales, Patty	Child Nutrition Worker	09/29/2015
Bautista, Nayeli	Paraeducator	09/25/2015
Chavez, Vanessa	Paraeducator	10/13/2015
Contreras Zavala, Nancy	Paraeducator	09/29/2015
DelRio, Naomi Monica	Clerical	09/30/2015
Delsi, Randy	Child Nutrition Worker	09/27/2015
Escola Recendiz, Melanie	Paraeducator	09/28/2015
Gamino, Celeste	Paraeducator	09/30/2015
Ortiz, Maria	Paraeducator	10/09/2015
Partida, Terrie	Paraeducator	10/16/2015
Quezada, Alicia	Paraeducator	10/20/2015

Rodriguez, Krystal	Clerical	09/17/2015
Smith, Sarah	Child Nutrition Worker	10/14/2015
Tirado, Vanessa	Paraeducator	10/08/2015
Velasquez, Rosario	Child Nutrition Worker	10/01/2015

Promotion

Barrera, Leticia	Outreach Specialist (B), Position #2686 Ritchen 8.0 hrs./180 days NfL Family Liaison, Position #2432 Ed. Services 6.0 hrs./180 days	10/26/2015

Transfer

Mariscal, Krystal	Paraeducator II, Position #7243 Pupil Services 5.75 hrs./183 days Paraeducator II, Position #2760 Ed. Services 5.75 hrs./183 days	10/19/2015
Najera, Sandra	Preschool Assistant (B), Position #2666 San Miguel 3.0 hrs./183 days Preschool Assistant (B), Position #945 Rose Ave. 3.0 hrs./183 days	10/26/2015
Sides, Griselda	Paraeducator II (B), Position #973 Pupil Services 5.75 hrs./183 days Paraeducator II (B), Position #6783 Pupil Services 5.75 hrs./183 days	10/12/2015

Leave of Absence

Tanedo, Melinda	Paraeducator II, Position #2195 Pupil Services 5.75 hrs./183 days	09/30/2015-11/30/2015

Retirement

Gomez, Efren	Custodian, Position #1477 8.0 hrs./246 days	12/24/2015

BOARD AGENDA ITEM

Name of Contributor(s): **Robin I. Freeman** Date of Meeting: **11/4/15**

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

Approve: Single Plan for Student Achievement: 20 School Sites (Freeman)

EXECUTIVE SUMMARY:

The Single Plan for Student Achievement (SPSA) is developed at each school site to ensure that plans for improving student performance are in place. The plan is developed collaboratively with the school leadership team and the School Site Council. The English Learner Advisory Committee reviews the plan and it is approved by the School Site Council.

FISCAL IMPACT:

The SPSA contains a budget that details how school site funds will be spent to support improved student achievement.

RECOMMENDATION:

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

ADDITIONAL MATERIAL(S):

Power Point

The electronic version of the Single Plan for Student Achievement of each school on the board agenda list is available for viewing on the October 21, 2015 board agenda 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
November 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, academic interventions and enrichment opportunities.
* Directs resources where they will most directly improve student academic achievement.
* Ensures that all resources are aligned to serve identified students needs.
* Uses data and research based strategies.

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).

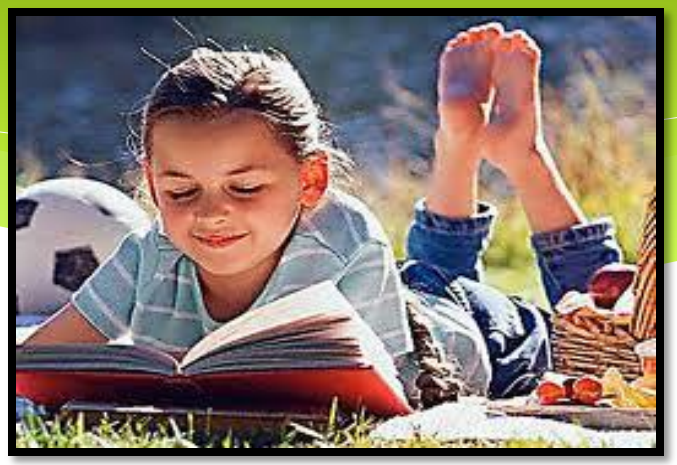
Data

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

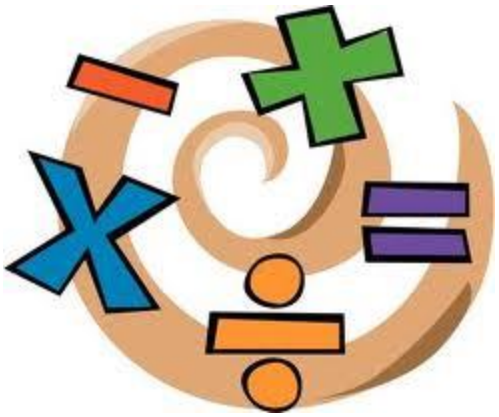
School Goals:

* 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



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, Site Technology Technicians, Outreach Specialists and Counselors are District-Funded.

Parent Involvement Policy

* Each SPSA includes the site's Title I Parent Involvement Policy which outlines the plan to promote parent involvement.

Approval Process

The School Site Council is responsible for:

* Seeking input from school advisory committees, i.e., ELAC, PTA, Migrant, GATE, etc.
* Considering recommendations from the above school advisory committees.
* Formally approving the SPSA.
* Recommending 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.
As always our focus remains on strong first instruction with the expectation that all students will demonstrate grade-level proficiency in reading, writing and math. 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 multi-tiered system of supports (MTSS) - 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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	116	116	100.0	116	**2383.3**	9	17	35	38
Grade 4	106	102	96.2	102	**2426.8**	9	20	27	44
Grade 5	107	104	97.2	104	**2458.5**	5	26	25	44
All Grades	329	322	97.9	322		8	21	30	42

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	11	43	46	9	43	47	8	64	28	7	62	31
Grade 4	10	43	47	9	56	35	11	63	26	8	51	41
Grade 5	10	46	44	12	47	41	7	59	35	17	58	25
All Grades	10	44	46	10	48	42	8	62	30	11	57	32

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	116	116	100.0	116	**2404.9**	3	30	38	28
Grade 4	106	100	94.3	100	**2413.1**	2	14	36	48
Grade 5	107	105	98.1	105	**2445.6**	7	8	27	59
All Grades	329	321	97.6	321		4	18	34	45

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	16	42	41	13	52	35	14	63	23
Grade 4	6	24	70	2	46	52	4	44	52
Grade 5	10	19	70	5	32	63	6	41	53
All Grades	11	29	60	7	44	50	8	50	42

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	20			1	20	3	60	5
1	1	3	5	13	14	36	5	13	14	36	39
2	6	11	12	21	20	36	13	23	5	9	56
3	1	2	15	28	26	49	7	13	4	8	53
4	1	3	5	17	13	45	6	21	4	14	29
5	1	3	15	38	21	54	1	3	1	3	39
Total	10	5	53	24	94	43	33	15	31	14	221

Conclusions based on this data:

1. The greatest percentage of students scored at the Intermediate and Early Advanced levels.
2. Cohorts in first and second grades made gains from the previous year.
3. Efforts need to focus on the early intermediate and intermediate levels.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	240	235	221
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	240	235	221
Number Met	119	141	101
Percent Met	49.6%	60.0%	45.7%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	212	76	217	52	231	41
Number Met	42	38	61	27	46	14
Percent Met	19.8%	50.0%	28.1%	51.9%	19.9%	34.1%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**Yes**	**Yes**	**Yes**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1. Scores in both AMAO 1 and AMAO 2 decreased.
2. Further analysis of the data showed that student cohorts improved indicating a need to focus more attention on the language development of students new to the school.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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 decreased from the previous year.
2. Brekke and district scores were comparable.

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. As measured by the STAR AR Renaissance 360 Grade Equivalent Level and DIBELS, 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 1.5 years. End of year grade level is considered grade year .9 (example third grade is 3.9 or above).
B. All students will increase performance by one level or maintain advanced level in English Language Arts.
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)
- District Benchmark data
- Accelerated Reader STAR Test

Findings from the Analysis of this Data:

- 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:

This goal will be monitored at each trimester with the STAR Renaissance 360 test and the DIBELS (K-1). Students not progressing towards meeting the goal will take additional diagnostic assessments (BPST, running record) for instructional planning.

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

Strategy #1

STRATEGY:
Brekke School teachers will continue to focus on teaching and learning with differentiated instructional strategies using the adopted California State Standards in English Language Arts and the state adopted curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct grade level collaboration meetings to analyze student progress and mastery towards standards, plan instruction and ELD, discuss interventions and formative assessments. Early release Wednesdays	Principal and Instructional Coach	Support teachers with the analysis of data and identification of students in need of targeted interventions or acceleration. Monitor student progress through STAR, IPT, DIBELS and classroom assessment data. Early release Wednesdays.	Not Applicable			
	Teachers	Collect and analyze classroom assessment data and identify students in need of targeted interventions. Collaborate on development of lessons and formative assessments and on use of technology in the classroom. Monitor student progress through STAR, DIBELS and IPT data and make necessary changes to groups as needed based on data. Early release Wednesdays.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Instructional Coach	Support teachers with the collection and analysis of data and identification of students in need of targeted interventions or acceleration. Monitor student progress through STAR, IPT, DIBELS and classroom assessment data. Early release Wednesdays.				
Implement small group early literacy intervention for intensive readers and English Learners in grades K, 1, and 2. August 2015 - June 2016	Principal	Support teachers with the analysis of data and identification of students in need of targeted interventions. Monitor student progress through STAR, DIBELS and IPT data. As needed.	ISP Salary and Benefits ISP Salary and Benefits ISP Salary and Benefits	0001-0999: Unrestricted: Locally Defined 0001-0999: Unrestricted: Locally Defined 3000-3999: Employee Benefits	LCFF - Targeted Discretionary Title I	18618.42 13690.02 22451.62
	Teachers	Collect and analyze assessment data, identify students in need of targeted interventions or acceleration. Collaborate on the development of lessons and formative assessments. Monitor student progress through STAR, IPT, DIBELS and classroom assessment data. Early release Wednesdays.				
	Instructional Coach	Support teachers with the analysis of data and identification of students in need of targeted interventions. Monitor student progress through STAR, DIBELS and IPT data. As needed.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	ISPs	Provide support for kinder, 1st grade and 2nd grade reading groups for intensive readers and English Learners.(2 ISPs 4.5 hours/day four days/week for 125 days)				
Provide small group reading opportunities for all students in grades K-5.	Principal	Support teachers with the collection and analysis of classroom assessment data and identification of students in need of targeted interventions. Monitor student progress through STAR, DIBELS and classroom assessment data. As needed.	ISP Salary and Benefits	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	9309.21
			ISP Salary and Benefits	0001-0999: Unrestricted: Locally Defined	Discretionary	6845.01
			ISP Salary and Benefits	3000-3999: Employee Benefits	Title I	11225.81
	Instructional Coach	Support teachers with the collection and analysis of classroom assessment data and identification of students in need of targeted interventions. Monitor student progress through STAR, DIBELS and classroom assessment data. As needed.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Teachers	Collect and analyze classroom assessment data and identify students in need of targeted interventions. Collaborate on development of lessons and formative assessments and on use of technology in the classroom. Monitor student progress through STAR, DIBELS and classroom assessment data and make necessary changes to groups as needed based on data. Early release Wednesdays.				
	ISP	Follow the LEAD/small group instruction model to provide 40 minutes/4 days/week of intervention or enrichment. (1 ISP for 4.5 hours/day for 125 days)				
Implement the Step Up to Writing organization during structured writing time with scaffolded support for English Learners. (August 2015-June 2016).	Principal	Support instruction and learning.	Step up to Writing replacement materials	0001-0999: Unrestricted: Locally Defined	Discretionary	713.28
	Instructional Coach	Provide support as needed.				
	Teachers	Teach writing systematically with designated scaffolds for English Learners.				
	Office Assistant	Order materials as needed.				
Conduct IEP meetings Floating substitute to release general education classroom teacher and special education teachers to conduct meetings and/or prep. Two substitutes one day/month. September 2015-June 2016	Principal	Facilitate IEP Meetings. As needed	Cost of floating substitute to release teacher. (one sub provided by Pupil Services) One day/month	0001-0999: Unrestricted: Locally Defined	Discretionary	2513.76
	Teachers	Provide input on progress towards goals in identified areas of need, facilitate development of new goals.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Speech/Language Pathologist	Provide input on progress towards speech goals; facilitate the development of new speech goals.				
	School Psychologist	Provide input on academic assessment and social/emotional areas.				
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 California 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.)	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	Discretionary	3427.86
	Instructional Coach	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.				
	Teachers	Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. Ongoing as needed.				
Provide class size reduction for grades 2-5 through science/small group instruction model (4 days/week). August 2015-June 2016	Principal	Build a schedule to ensure daily science and small group ELA and/or math opportunities for students in grades 2-5. Monitor student progress. August 2015-June 2016	Not Applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Extra Support Teacher	Provide science lessons to students in grades 2-5. Provide support to teachers for extension activities in the classroom. August 2015-June 2016				
	Teachers	Provide small group instruction to students during designated science/small group times for identified areas of need. August 2015-June 2016				
Conduct parent involvement meetings such as: • 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 September 2015 - June 2016	Principal	Work with stakeholders to schedule and plan meetings. Facilitate meetings as scheduled.	Cost of materials.	3000-3999: Employee Benefits	Title I	400.00
	Teachers	Work with principal to plan and facilitate parent meetings.	Cost of materials	0001-0999: Unrestricted: Locally Defined	Discretionary	1700.00
	Outreach Coordinator and School Counselor	Work with principal and stakeholders to identify relevant topics and to plan and present information at meetings. Update website with relevant information for parents/community.	Clerical extra help and overtime	0001-0999: Unrestricted: Locally Defined	Discretionary	1849.27
			Teacher extra pay	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	331.36
			Teacher extra pay	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	239.95
Conduct Working Group Meetings (Leadership) with teachers to discuss, plan, and develop in the following areas: Science and Inquiry Strand, Writing/ELD/SIOP, Parent/Community Involvement and Technology. All teachers will be a member in one working group. Groups will meet 4 times per year for a half day meeting and after school as needed.	Principal	Coordinate meetings and support teachers with data and/or materials as needed.	Cost of substitutes.	0001-0999: Unrestricted: Locally Defined	Discretionary	6581.49
	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.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	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 and machine maintenance	0001-0999: Unrestricted: Locally Defined	Discretionary	16550.00
Implement diagnostic assessment for struggling readers per benchmark data. As needed.	Principal	Use diagnostic assessment tools (running records, BPST) to identify specific reading instruction needs for students significantly below grade level per STAR or DIBELS reading. As needed.	Not Applicable			0
	Classroom teacher and Instructional Coach	Use diagnostic assessment tools (running records, BPST) to identify specific reading instruction needs for students significantly below grade level per STAR or DIBELSreading. As needed.				
Provide the IXL ELA software program to all students for differentiated ELA practice in grades 2-5.	Classroom teachers	Use the IXL ELA program for students to work at their independent level for foundational reading and grammar skills.	Contract Agreement	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	6000.00
Purchase materials to support the implementation of the California State Standards and to provide targeted intervention and/or enrichment opportunities for students during in-school interventions and extended	Principal	Research, identify and order effective resources for intervention. Ongoing as needed	Cost of materials	0001-0999: Unrestricted: Locally Defined	Discretionary	5169.03
			Publication recharges	0001-0999: Unrestricted: Locally Defined	Discretionary	2180.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
learning opportunities. August 2015-June 2016	Teachers	Research and identify effective resources for intervention. Plan and provide instruction and intervention for students. Ongoing as needed.				
	Instructional Coach	Research and identify effective resources for intervention. Ongoing as needed.				
Ensure technology access to needed software for differentiated learning for every student. Ongoing	Site Technician	Identify replacement needs and make appropriate order requests. Ongoing	Cost of materials	0001-0999: Unrestricted: Locally Defined	Discretionary	5000.00
	Principal and Teachers	Attend CUE Conference for technology. Implement instructional technology strategies in the classroom. Investigate instructional tools that support technology in the classroom. Ongoing	Travel and Conference Costs	0001-0999: Unrestricted: Locally Defined	Discretionary	3845.00
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. August 2015 - June 2016	Principal	Meet with ASES administrator and teacher liaison monthly.	Not Applicable			0
	ASES Administrator	Coordinate after school program, work with teacher liaison and after school program personnel.				

Strategy #2

STRATEGY:
Provide extended learning opportunities/time for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunity for homework help for students in grades 2-5 specifically targeting foster and homeless youth, socioeconomically disadvantaged students, and English Learners. (3 hours/day; 4 days/wk for 30 weeks. Three groups offered based on grade level span.) September 2015-June 2016	Principal	Provide support with scheduling, materials, and data analysis. Ongoing	Teacher hourly salary for tutoring	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	6880.07
	Grade Level Teachers	Provide support to students during extended learning time opportunity based on identified student needs.	Teacher hourly salary for tutoring	4000-4999: Books And Supplies	Title III	3839.20
	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 extended learning opportunities.	Teacher hourly salary for tutoring	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	8120.00
Purchase materials to support the implementation of the California State Standards and to provide targeted intervention and/or enrichment opportunities for students during in-school interventions and other extended learning opportunities for identified students based on data. August 2015-June 2016.	Principal	Research, identify and order effective resources for intervention. Ongoing as needed.	see Goal #1, Strategy #1			
	Teachers	Research and identify effective resources for intervention. Plan and provide instruction and intervention for students. Ongoing as needed.				
		Research and identifyf effective resources for intervention. Plan and provide intervention for students. Ongoing as needed.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct student monitoring conferences with individual teachers to address student learning needs and identify students who are at risk of not meeting grade level goals and additional supports to address needs. (2 days of meetings; 3 times/year)	Principal	Schedule student monitoring conferences and meet with teachers individually to discuss at-risk students and monitor progress of interventions. once/trimester	Cost of substitutes	0001-0999: Unrestricted: Locally Defined	Discretionary	822.69
	Instructional Coach	Meet with principal and teachers to discuss at-risk students and monitor progress of interventions. once/trimester				
	Teachers	Monitor student progress through analysis of assessment data (ongoing); meet with principal and instructional coach individually 3 times/year to discuss student progress.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct meetings with consultation team to review cases of students who are not demonstrating sufficient progress on grade level standards and/or students who need additional behavior support. One day/month. September 2015-June 2016	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	Discretionary	2513.76
	Instructional Coach	Provide input on academic progress of students. Ongoing as needed.	Incentives to improve student attendance.	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	1475.00
	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. Ongoing as needed.	Incentives to improve student academic performance.	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	1475.00
			Materials/incentives for ongoing positive behavior support system.	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	2000.00
	Classroom Teachers	Provide student academic and/or behavior baseline information and progress during meetings. Monitor progress of students. Ongoing as needed.				
	Resource Teacher	Provide input regarding academic and/or behavior concerns; provide information on interventions. Ongoing as needed.				
	School Pyschologist	Provide input regarding academic and/or behavior concerns. Ongoing as needed.				
	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 extended learning opportunities (before or after school) for targeted intervention for students at the intensive level in ELA or math. (1/2 hour/day for each grade 1-5; 3 days/week for 9 weeks.)	Teachers	Identify students for tutoring. Provide instruction before or after school in targeted areas based on identified students needs. As scheduled January - June 2016	Teacher hourly salary for tutoring	3000-3999: Employee Benefits	Title I	5347.46

Strategy #3

STRATEGY:
Increase the quantity of words read by every student.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure technology access to needed software for differentiated learning for every student. August 2015-June 2016	Principal Technology Technician Teachers	Investigate instructional tools that support technology in the classroom. Ongoing Order, supply, and replace parts as needed. Ongoing as needed. Ongoing research and identification of educational resources and applications. Instruction and support of students.	See Goal #1, Strategy #1			
Provide MyON program to all students to download books for independent reading at home and at school. August 2015 - June 2016	Principal Classroom Teachers Site Technician	Provide access to program. Monitor student reading and identify books to support instruction in the classroom. Ongoing Ongoing maintenance and technical assistance with programs, applications, and devices.	Cost of program		District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide access to Accelerated Reader Renaissance 360 for all K-5 students. August 2015-June 2016.	Principal	Schedule STAR assessment each trimester, monitor data. Provide incentives for students who meet reading goals. Schedule professional development opportunities for AR at staff meetings.	Cost of AR 360 program - district funded		District Funded	
			Cost of materials and incentives for student who meet their trimester goals and medals for reading honor roll.	3000-3999: Employee Benefits	Title I	700.00
	Teachers, Instructional Coach, Librarian	Establish reading goals for each student, monitor progress and ensure students are reading at appropriate levels.	Cost of materials and incentives for student who meet their trimester goals and medals for reading honor roll.	4000-4999: Books And Supplies	Title III	300.00

Strategy #4

STRATEGY:
Continue to implement a multi-tiered system of supports that addresses the academic needs of struggling learners to provide targeted intervention, scaffolded instruction of grade level standards, and behavior support.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement small group early literacy intervention for intensive readers and English Learners in grades K, 1, and 2. August 2015 - June 2016	Principal	Support teachers with the analysis of data and identification of students in need of targeted interventions or acceleration.	See Goal #1, Strategy #1			0
	Teachers	Collect and analyze assessment data; identify students in need of targeted interventions or acceleration. Collaborate on development of lessons and formative assessments and on use of technology in the classroom. Early Release Wednesdays				
	Instructional Coach	Support teachers with the analysis of assessment data and identification of students in need of targeted interventions or acceleration.				
	ISPs	Provide support for kinder, 1st grade and 2nd grade reading groups for intensive readers and English Learners.(4.5 hours/day four days/week for 125 days)				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide small group reading opportunities for all students in grades K-5. August 2015-June 2016	Principal	Coordinate and plan for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.	See Goal #1, Strategy #1			
	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.				
	ISPs	Follow the LEAD/small group instruction model to provide 40 minutes/4 days/week of intervention or enrichment. (1 ISP for 4.5 hours/day for 125 days)				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct grade level collaboration meetings to analyze student progress and mastery towards standards, plan instruction and ELD, discuss interventions and formative assessments. Early release Wednesdays.	Teachers	Collect and analyze classroom assessment data and identify students in need of targeted interventions. Collaborate on development of lessons and formative assessments and on use of technology in the classroom. Monitor student progress through STAR, DIBELS and IPT data and make necessary changes to groups as needed based on data. Early release Wednesdays.	See Goal #1, Strategy #1			
	Principal	Support teachers with the analysis of data and identification of students in need of targeted interventions or acceleration. Monitor student progress through STAR, IPT, DIBELS and classroom assessment data. Early release Wednesdays.				
	Instructional Coach	Support teachers with the analysis of data and identification of students in need of targeted interventions or acceleration. Monitor student progress through STAR, IPT, DIBELS and classroom assessment data. Early release Wednesdays.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct student monitoring conferences with teachers to address student learning needs and identify at-risk students and additional support to address needs. (2 days; 3 times/year)	Principal	Schedule student monitoring conferences and meet with teachers to discuss at-risk students and monitor progress of interventions.	See Goal #1, Strategy #2			
	Instructional Coach	Meet with principal and teachers to discuss at risk students and monitor progress of interventions.				
	Teachers	Monitor student progress and collect data.				
Purchase materials to provide individualized support for students based on needs identified through the MTSS model. Items such as thera-bands, sensory balls, pencil grips to meet specific identified needs of students in order to respond to intervention and instruction. August 2015-June 2016 as needed.	Consultation Team	Research and identify effective resources for support. As needed.	Cost of materials	3000-3999: Employee Benefits	Title I	700.00
			Cost of materials	4000-4999: Books And Supplies	Title III	300.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide class size reduction for grades 2-5 through science/small group instruction model. (4 days/week) August 2015-June 2016	Principal	Build schedule to ensure daily science and small group ELA and/or math opportunities for students in grades 2-5. Monitor student progress. August 2015-June 2016				
	Extra Support Teacher	Provide science lessons to students in grades 2-5. 4 days/week (M/T/Th/F). August 2015-June 2016				
	Teachers	Provide small group instruction to students during designated science/small group times for identified areas of need. August 2015-June 2016				

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. The percentage of students scoring below proficient on the district math publisher benchmarks will reduce by 10%.
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
- MTSS
- Progress Monitoring
- District benchmarks
- Adopted math curriculum benchmark assessments
- STAR 360 Math

Strategy #1

STRATEGY:
Brekke School teachers will continue to focus on teaching and learning with differentiated instructional strategies using the adopted California State Standards in math and the state adopted district curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct grade level collaboration meetings to analyze student progress and mastery towards standards, plan instruction and ELD, discuss interventions and formative assessments. Early release Wednesdays	Principal	Support teachers with the analysis of data and identification of students in need of targeted interventions or acceleration. Monitor student progress through STAR, IPT, DIBELS and classroom assessment data. Early release Wednesdays.	Not Applicable			0
	Grade Level Teachers	Collect and analyze classroom assessment data and identify students in need of targeted interventions. Collaborate on development of lessons and formative assessments and on use of technology in the classroom. Monitor student progress through STAR, DIBELS and IPT data and make necessary changes to groups as needed based on data. Early release Wednesdays.				
	Instructional Coach	Support teachers with the analysis of data and identification of students in need of targeted interventions or acceleration. Monitor student progress through STAR, IPT, DIBELS and classroom assessment data. Early release Wednesdays.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development for teachers on the new curricular materials and supportive technology.	Principal	Assist the "Expert Team" in delivering professional development monthly to teachers. Offer coaching and lesson observation opportunities to support math implementation. Ongoing/as needed.	See Goal #1, Strategy #1 (substitutes for peer observation)			
	General Education Teachers	Attend professional development meetings, implement the new curriculum and collaborate with other teachers on best practices. Ongoing				
	Expert Team Members	Attend training for the new math program and provide professional development workshops for Brekke staff. Support teachers with the implementation of the new program. As scheduled/needed				
	Instructional Coach	Support the implementation of the new curriculum. Provide model lessons as needed.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase materials to support the implementation of the California State Standards and to provide targeted intervention and/or enrichment opportunities for students. As needed	Principal	Research, identify and order effective resources for intervention. Ongoing as needed	See Goal #1, Strategy #1			
	Instructional Coach	Research and identify effective resources for intervention. Ongoing as needed.				
	Classroom Teachers	Research and identify effective resources for intervention. Ongoing as needed.				
	Intervention Services Providers	Research and identify effective resources for intervention. Ongoing as needed.				
	Resource Specialist	Research and identify effective resources for intervention. Ongoing as needed.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct IEP meetings. Floating substitute to release general education teacher and special education teacher to conduct IEP meetings. Monthly September 2015-June 2016	Principal General Ed Teachers Special Education teachers School Psychologist Speech/Language Pathologist	Facilitate IEP meetings. As needed Provide input on progress towards goals in identified areas of need, facilitate development of new goals. Provide input on progress towards goals, facilitate development of new goals in identified areas of need, conduct assessments as needed. Provide input on academic and cognitive assessments and social/emotional areas. Provide input on progress toward speech goals, facilitate development of new goals, conduct assessment as needed.	See Goal #1, Strategy #1			0
Conduct parent involvement meetings such as: • 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 September 2015 - June 2016	Principal Teachers Outreach Coordinator and School Counselor	Work with stakeholders to schedule and plan meetings. Facilitate meetings as scheduled. Work with principal to plan and facilitate parent meetings. Work with principal and stakeholders to identify relevant topics and to plan and present information at meetings. Update website with relevant information for parents/community.	See Goal #1, Strategy #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for small group intervention for all student in grades K-5.	Principal	Support teachers with the collection and analysis of classroom assessment data and identification of students in need of targeted interventions. As needed	See Goal #1, Strategy #1			
	Instructional Coach	Support teachers with the collection and analysis of classroom assessment data and identification of students in need of targeted interventions.				
	Teachers	Collect and analyze classroom data, identify students in need of small group/targeted interventions.				
	ISPs	Follow the LEAD/small group instruction model to provide 40 minutes/4 days week of intervention or enrichment.				
Provide opportunities for peer observation, professional development workshops, lesson study and collaboration with the instructional coach and peers at Brekke school and other schools for implementation of the California State Standards and SIOP strategies, the development of the Science and Inquiry Strand and the continued improvement in ELA, math and ELD. Ongoing as needed.	Principal	Coordinate and plan for collaboration. Work with teachers to debrief and expand on learned strategies. As needed	See Goal #1, Strategy #1			
	Instructional Coach	Coordinate and plan for collaboration. Work with teachers to debrief and expand on learned strategies. As needed				
	Teachers	Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. As needed.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide the IXL software program to all students for differentiated math practice in all grades.	Teachers	Use the IXL program for students to work at their independent level for foundational math skills.	See Goal #1, Strategy #1			
Provide class size reduction for grades 2-5 through science/small group instruction model. (4 days/week). August 2015-June 2016	Principal Extra Support Teacher Teachers	Build schedule to ensure daily science and small group ELA and/or math opportunities for students in grades 2-5. Monitor student progress. August 2015-June 2016 Provide science lessons to students in grades 2-5. 4 days/week (M/T/Th/F) August 2015-June 2016 Provide small group instruction to students during designated science/small group times for identified areas of need. August 2015-June 2016	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. August 2015-June 2016	Principal ASES Administrator	Meet with ASES administrator and teacher liaison monthly. Coordinate after school program, work with teacher liaison and after school program personnel.	Not Applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide STAR 360 Math to all students including benchmark assessments and math facts practice. August 2015-June 2016	Principal Teachers	Use the STAR 360 benchmark results to identify baseline levels for students, identify needed areas for support, and to monitor student growth. Use the STAR 360 benchmark results to identify baseline levels for students, identify needed areas for support, and to monitor student growth. Use the math facts practice with students to improve math proficiency.	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.						

Strategy #2

STRATEGY:
Continue to implement a multi-tiered system of supports that addresses the academic needs of struggling learners to provide targeted intervention, scaffolded instruction of grade level standards and behavior support.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct grade level collaboration meetings to analyze student progress, mastery towards standards, plan instruction and ELD, discuss interventions and formative assessments. Early release Wednesdays	Principal	Support teachers with the analysis of assessment data and identification of students in need of targeted interventions or acceleration. As needed	Not applicable			0
	Grade Level Teachers	Collect and analyze assessment data, identify students in need of targeted interventions or acceleration. Collaborate on development of lessons and formative assessments and on use of technology in the classroom. Early release Wednesdays.				
	Instructional Coach	Support teachers with the analysis of classroom assessment data and identification of students in need of targeted interventions or acceleration. As needed				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development for teachers on the new curricular materials and supportive technology.	Principal	Assist the "Expert Team" in delivering professional development monthly to teachers. Offer coaching and lesson observation opportunities to support math implementation. Ongoing/as needed.	District funded			
	Classroom Teachers	Attend professional development meetings, implement the new curriculum and collaborate with other teachers on best practices. Ongoing				
	Expert Team Members	Attend training for the new math program and provide professional development workshops for Brekke staff. Support teachers with the implementation of the new program.				
	Instructional Coach	Support the implementation of the new curriculum. Provide model lessons as needed.				
Provide the IXL Math program to all students for differentiated math practice.	Teachers	Use the IXL program for students to work at their independent level for foundational math skills. August 2015-June 2016	See Goal #1, Strategy #1			
Purchase materials to support the implementation of the California State Standards and to provide targeted intervention and/or enrichment opportunities for students. August 2015-June 2016	Principal	Research, identify and order effective resources for intervention. August 2015-June 2016	See Goal #1, Strategy #1			
	Teachers	Research and identify effective resources for intervention. August 2015-June 2016				

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. September 2015-June 2016	Principal	Facilitate IEP meetings. September 2015-June 2016	See Goal #1, Strategy #1			
	General Ed Teachers	Provide input on goals in identified areas of need for student. Share informaiton on mainstreaming. September 2015-June 2016				
	Special Ed Teachers	Provide input on progress towards goals, facilitate development of new goals in identified areas of need, conduct assessments.September 2015-June 2016				
	Speech/Language Pathologist	Provide input on progress towards speech goals, facilitate development of new speech goals, and conduct assessments. September 2015-June 2016				
	School Psychologist	Conduct and provide input on academic/cognitive assessment and social/emotional areas. September 2015-June 2016				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for small group intervention for all student in grades K-5. Ongoing	Principal	Support teachers with the analysis of data and identification of students in need of targeted interventions. As needed	Not Applicable			0
	Instructional Coach	Support teachers with the analysis of assessment data and identification of students in need of targeted interventions. As needed				
	Teachers	Collect and analyze assessment data and identify students in need of targeted interventions. As needed.				
	ISPs	Follow the LEAD/small group instruction model to provide 40 minutes/4 days week of intervention or enrichment.				
Conduct student monitoring conferences with teachers to address student learning needs and identify at-risk students and additional supports to address needs. (2 days; 3 times/year)	Principal	Schedule student monitoring conferences and meet with teachers to discuss at-risk students and monitor progress of interventions.	See Goal #1, Strategy #1			0
	Instructional Coach	Meet with the principal and teachers to discuss at risk students and monitor progress of interventions.				
	Teachers	Monitor student progress and collect data.				

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 MTSS model. Items such as thera-bands, sensory balls, pencil grips to meet specific needs of students in order to respond to intervention and instruction. August 2015-June 2016	Consultation Team	Research and identification of effective resources for support. As needed	See Goal #1, Strategy #1			
Provide class size reduction for grades 2-5 through science/small group instruction model. (4 days/week). August 2015-June 2016	Principal	Build schedule to ensure daily science and small group ELA and/or math opportunities for students in grades 2-5. Monitor student progress. August 2015-June 2016	Not Applicable			0
	Extra Support Teacher	Provide science lessons to students in grades 2-5. 4 days/week (M/T/Th/F) August 2015-June 2016				
	Teachers	Provide small group instruction to students during designated science/small group times for identified areas of need. August 2015-June 2016				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide STAR 360 Math to all students including benchmark assessments and math facts practice. August 2015-June 2016	Principals Teachers	Use the STAR 360 benchmark results to identify baseline levels for students, identify needed areas for support, and to monitor student growth. Use the STAR 360 benchmark results to identify baseline levels for students, identify needed areas for support, and to monitor student growth. Use the math facts practice with students to improve math proficiency.	District Funded			

Strategy #3

STRATEGY:
Provide extended learning opportunities/time for students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer after school tutoring and homework help for students in grades 2-5. (2 hours/day; 4 days/wk for 20 weeks. Two groups offered based on grade level span).	Principal Teachers Instructional Coach	Provide support with scheduling, materials, and data analysis. As needed Provide support to students during extended learning time opportunities based on identified student needs. Support teachers with the collection and analysis of classroom assessment data and identification of students in need of targeted interventions or acceleration for extended learning opportunities.	See Goal #1, Strategy #2			
Purchase materials to support the implementation of the California State Standards and to provide targeted intervention and/or enrichment opportunities for students during in-school interventions and other extended learning opportunities for identified students based on data. August 2015-June 2016	Principal Teachers	Research, identify and order effective resources for intervention. As needed Research and identify effective resources for intervention. Plan and provide instruction and intervention for students. As needed	See Goal #1, Strategy #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct student monitoring conferences with individual teachers to address student learning needs and to identify students who are at risk of not meeting grade level goals and additional supports to address needs. (2 days of meetings; 3 times/year)	Principal Jodi Nocero, Principal Classroom Teachers	Ongoing maintenance and technical assistance with programs, applications, and devices. Ongoing research and identification of educational resources and applications. Ongoing research and identification of educational resources and applications. Instruction and support of students.	See Goal #1, Strategy #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct meetings with the consultation team to review cases of students who are not demonstrating sufficient progress on grade level standards and/or students who need additional behavior support. One day/month. September 2015-June 2016	Principal	Facilitate consultation meetings, follow up with resources/actions as needed.	See Goal #1, Strategy #2			
	Instructional Coach	Provide input on academic progress of students, interventions and extended learning opportunities. As needed.				
	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.				
	Teachers	Provide student academic and/or behavior baseline information and progress during meetings. Monitor progress of students.				
	Resource Teacher	Provide input regarding academic and/or behavior concerns; provide information on interventions. As needed				
	School Psychologist	Provide input regarding academic and/or behavior concerns. As needed				
	Speech/Language Pathologist	Provide consultation for speech concerns. As needed				

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: 55% 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 2016 statewide assessment in English Language Arts.
2. EL students in 3rd-5th Grade will score at a proficient level or above on the 2016 statewide assessment in mathematics.

Data Used to Form this Goal:

- CELDT data
- Essential Literacy Skills data (Kindergarten and 1st grades)

Findings from the Analysis of this Data:

- AMAO 1: 45.7%

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 • MTSS • Progress Monitoring • IPT testing data

Strategy #1

STRATEGY:
Brekke will continue to focus on teaching and learning the adopted Common Core ELD standards and the use of instructional practices to increase the students' levels of proficiency during designated, differentiated English Language Development.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct grade level collaboration meetings to analyze student progress and mastery towards standards, plan instruction and ELD, discuss interventions and formative assessments. Early release Wednesdays	Principal	Support teachers with the analysis of data and identification of students in need of targeted interventions or acceleration. Monitor student progress through STAR, IPT, DIBELS and classroom assessment data. Early release Wednesdays.	Not Applicable			0
	Teachers	Collect and analyze assessment data and identify students in need of targeted interventions. Collaborate on development of lessons and formative assessments and on use of technology in the classroom. Monitor student progress through STAR, DIBELS and IPT data and make necessary changes to groups as needed based on data. Early release Wednesdays.				
	Instructional Coach	Support teachers with the analysis of data and identification of students in need of targeted interventions or acceleration. Monitor student progress through STAR, IPT, DIBELS and classroom assessment data. Early release Wednesdays.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Student monitoring conferences with individual teachers to address student learning needs and identify students who are at risk of not meeting grade level goals and additional supports to address needs. (2 days of meetings; 3 times/year)	Principal	Schedule student monitoring conferences and meet with teachers to discuss students who are not making progress and to monitor progress of interventions and daily ELD instruction.	See Goal #1, Strategy #1			
	Instructional Coach	Meet with principal and teachers to discuss at-risk students and monitor progress of interventions and ELD daily instruction.				
	Teachers	Monitor student progress and collect data.				
Provide opportunities for peer observation, lesson study and collaboration with the academic coach and peers at Brekke for implementation of iPads in the classroom, SIOP strategies and continued improvement in ELA, math and ELD. August 2015-June 2016	Principal	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.	See Goal #1, Strategy #1			
	Instructional Coach	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.				
	Teachers	Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. Ongoing as needed.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use CELDT and IPT data to group students for daily ELD instruction. August 2015-June 2016	Principal Teachers	Support teachers with the collection and analysis of assessment data. As needed Collect and analyze classroom data; group students based on EL level and teach ELD groups daily. August 2015-June 2016	Not Applicable			0
Conduct parent involvement meetings such as: • 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 September 2015 - June 2016	Principal Teachers Outreach Coordinator and School Counselor	Work with stakeholders to schedule and plan meetings. Facilitate meetings as scheduled. Work with principal to plan and facilitate parent meetings. Work with principal and stakeholders to identify relevant topics and to plan and present information at meetings. Update website with relevant information for parents/community.Work with principal and stakeholders to identify relevant topics and to plan and present information at meetings. Update website with relevant information for parents/community.	See Goal 1, Strategy 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop scaffolded materials to support English Learners in the Step Up to Writing and California Standards ELA/Math instruction. As needed	Instructional Coach Teachers	Work with teachers to identify needed materials and to locate or collaborate on the development of materials. As needed. Work with grade level colleagues and instructional coach to identify needed materials and to locate or collaborate on the development of materials. As needed.	Not Applicable			0
Use SIOP strategies in the classroom and monitor implementation of ELD. August 2015-June 2016	Principal Instructional Coach Teachers	Provide support, observe and monitor ELD and use of SIOP strategies in the classroom. Daily Provide support on the use of SIOP strategies and ELD lessons. Daily Use SIOP strategies in the classroom and provide ELD instruction for English Learners. Daily	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. August 2015-June 2016	Principal ASES Administrator	Work with ASES administrator and teacher liaison. Coordinate after school program, work with teacher liaison and after school program personnel.	Not Applicable			0

Strategy #2

STRATEGY:
Provide extended learning opportunities/tutoring for English Learners outside the school day.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunity for homework help for students in grades 2-5 specifically targeting foster and homeless youth, socioeconomically disadvantaged students, and English Learners. (2 hours/day; 3 days/wk for 30 weeks. Two groups offered based on grade level span.)	Principal	Provide support with scheduling, materials, and data analysis. Ongoing	See Goal #1, Strategy #2			0
	Teachers	Provide support to students during extended learning opportunity based on identified student needs. Monitor student progress through analysis of assessment data (ongoing); meet with grade level colleagues to discuss student progress (Early release Wednesdays).				
	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 extended learning opportunities. Support teachers with monitoring of student progress through analysis of assessment data (ongoing); meet with grade level colleagues to discuss student progress (Early release Wednesdays).				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide extended learning opportunities (before or after school) to provide targeted intervention for English Learners. (1/2 hour/day for each grade level; 3 days/week for 9 weeks.)	Teachers	Identify students for tutoring. Provide instruction before or after school in targeted areas based on identified student needs. Monitor student progress through analysis of assessment data (ongoing); meet with grade level colleagues to discuss student progress. As scheduled January-June 2016	Teacher hourly salary for tutoring	3000-3999: Employee Benefits	Title I	1508.26
			Teacher hourly salary for tutoring	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	1713.98
			Teacher hourly salary for tutoring	4000-4999: Books And Supplies	Title III	2818.28
			Cost of materials	4000-4999: Books And Supplies	Title III	1025.28

Strategy #3

STRATEGY:
Provide targeted language arts and math intervention for English Learner within the school day.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct grade level collaboration meetings to analyze student progress, mastery towards standards, plan instruction and ELD, discuss interventions and formative assessments. Early release Wednesdays	Principal	Support teachers with the analysis of assessment data and identification of students in need of targeted interventions or acceleration. Monitor student progress through STAR, IPT, DIBELS and classroom assessment data. Early release Wednesdays.	Not Applicable			0
	Instructional Coach	Support teachers with the analysis of assessment data and identification of students in need of targeted interventions or acceleration. Monitor student progress through STAR, IPT, DIBELS and classroom assessment data. Early release Wednesdays.				
	Teachers	Collect and analyze assessment data and identify students in need of targeted interventions. Collaborate on development of lessons and formative assessments and on use of technology in the classroom. Monitor student progress through STAR, DIBELS and IPT data and make necessary changes to groups as needed based on data. Early release Wednesdays.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement small group early literacy intervention for intensive readers and English Learners in grades K, 1, and 2. August 2015 - June 2016	Principal	Support teachers with the analysis of classroom assessment data and identification of students in need of targeted interventions. Monitor student progress through STAR, DIBELS and IPT data. As needed.	See Goal #1, Strategy #1			
	Instructional Coach	Support teachers with the analysis of classroom assessment data and identification of students in need of targeted interventions. Monitor student progress through STAR, DIBELS and IPT data. As needed.				
	Teachers	Collect and analyze assessment data and identify students in need of targeted interventions. Collaborate on development of lessons and formative assessments and on use of technology in the classroom. Monitor student progress through STAR, DIBELS and IPT data and make necessary changes to groups as needed based on data. Early release Wednesdays.				
	ISPs	Provide support for kinder, 1st grade and 2nd grade reading groups for intensive readers and English Learners.(2 ISPs 4.5 hours/day four days/week for 125 days)				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement small group literacy intervention for Long Term English Learners in grades 4 and 5. August 2015 - June 2016	Principal	Support teachers with the analysis of CELDT and IPT data to identify LTEL students in need of small group, targeted interventions. Monitor student progress through analysis of assessment data (ongoing); meet with teachers to discuss data. Once/month early release Wednesdays.	ISP Salary and Benefits	0001-0999: Unrestricted: Locally Defined	Discretionary	5623.83
			ISP Salary and Benefits	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	7648.41
			ISP Salary and Benefits	3000-3999: Employee Benefits	Title I	9223.09
	Instructional Coach	Support teachers with the analysis of CELDT and IPT data to identify LTEL students in need of small group, targeted interventions. Monitor student progress through analysis of assessment data (ongoing); meet with teachers to discuss data. Once/month early release Wednesdays.				
	Teachers	Collect and analyze CELDT and IPT data to identify LTEL students for small group intervention. Monitor student progress through analysis of assessment data (ongoing); meet with colleagues to discuss data. Once/month early release Wednesdays.				
	ISP	Follow the LEAD/small group instruction model to provide 40 minutes/4 days/week of intervention. (1 ISP 3.5 hours/day for 124 days).				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide class size reduction for grades 2-5 through science/small group instruction model. (4 days/week) August 2015-June 2016	Principal	Build schedule to ensure daily science and small group ELA and/or math opportunities for students in grades 2-5. Monitor student progress. August 2015-June 2016	Not Applicable			0
	Extra Support Teacher	Provide science lessons to students in grades 2-5 4 days/week (M/T/Th/F). August 2015-June 2016				
	Teachers	Provide small group instruction to students during designated science/small group times for identified areas of need. August 2015-June 2016				

Strategy #4

STRATEGY:
Work with the larger community to ensure the needs of English Learners are addressed.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct parent involvement meetings such as: • 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 September 2015 - June 2016	Principals Teachers Outreach Coordinator and School Counselor	Work with stakeholders to schedule and plan meetings. Facilitate meetings as scheduled. Inform parents at ELAC and SSC meetings of progress of English Learners and associated expenditures to support EL students. Work with principal to plan and facilitate parent meetings. Work with principal and stakeholders to identify relevant topics and to plan and present information at meetings. Update website with relevant information for parents/community.	See Goal #1, Strategy #1			
Conduct Working Group Meetings (Leadership) with teacher to discuss, plan, and develop in the following areas: Science and Inquiry Strand, Writing/ELD/SIOP, Parent/Community Involvement, and Technology. All teachers will be a member in one working group. Groups will meet 4 times per year for a half day meeting and after school as needed.	Principal 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 #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct ELRT to review cases of student who are not demonstrating sufficient progress, develop action plans, and monitor progress. As needed August 2015-June 2016	Principal	Facilitate ELRT meetings, follow up with resources/action as needed. Review CELDT and IPT data to monitor progress of students with action plans. As needed	Floating substitute to release teachers to meet with team.	0001-0999: Unrestricted: Locally Defined	Discretionary	571.31
	Consultation/ELRT Team	Identify students not making progress based on CELDT and IPT data. Provide input on action plans and monitor student progress through analysis of data. As needed				

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. 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 Respectful
B. Build and Strengthen relationships with Brekke Families
C. Emergency Preparedness: Implement the Brekke School Safety Plan
D. 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%.
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:

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 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
Conduct parent involvement meetings such as: • 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 September 2015 - June 2016	Principal Teachers Outreach Coordinator and School Counselor	Work with stakeholders to schedule and plan meetings. Facilitate meetings as scheduled. Work with principal to plan and facilitate parent meetings. Work with principal and stakeholders to identify relevant topics and to plan and present information at meetings. Update website with relevant information for parents/community.	See Goal #1, Strategy #1			0
Conduct Working Group Meetings (Leadership) with teachers to discuss, plan, and develop in the following areas: Science and Inquiry Strand, Writing/ELD/SIOP, Parent/Community Involvement and Technology. All teachers will be a member in one working group. Groups will meet 4 times per year for a half day meeting and after school as needed.	Prinicpal 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.	Not Applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Update the Brekke webpage on a regular basis to inform parents/community of school activities. Ongoing/As needed	Principal and Office Staff, Site Technician, Outreach Coordinator, and School Counselor	Identify events and important dates to post to website. Work with staff to ensure website is up to date. Ongoing/As needed	Not Applicable			0
Implement an attendance program to encourage students to come to school every day and on time. August 2015-June 2016	Outreach Coordinator and School Counselor Attendance Technician	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			
Provide an administrative substitute when the principal is out of the office for the day. As needed August 2015-June 2016	Principal	Schedule administrative substitute.	cost of extra pay for administrative substitute.	0001-0999: Unrestricted: Locally Defined	Discretionary	571.31
Provide workshops for parents including nutrition class and Triple P Parenting classes.	Principal and Outreach Coordinator	Plan and schedule workshops for parents.	Materials and supplies	0001-0999: Unrestricted: Locally Defined	Discretionary	200.00
ASES administrator meets monthly with site principal to evaluate program and work on correlating the after school program to the regular school day and services. Month August 2015-June 2016	Principal ASES Administrator	Meet with ASES administrators, teachers liaison, and teachers to monitor program. Meet monthly with school team to monitor program.	ASP Grant			0
Provide translation and home communication for non-English speaking homes. August 2015-June 2016	Principal, Office Manager, Office Assistant	Clerical office staff will support parents as they navigate the school system with translation and support. August 2015-June 2016.	Extra hour to increase OA2 position to 7 hours. Postage Cost of clerical sub	0001-0999: Unrestricted: Locally Defined 0001-0999: Unrestricted: Locally Defined 0001-0999: Unrestricted: Locally Defined	Discretionary Discretionary Discretionary	6164.25 120.00 314.38

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold transition meetings for teachers of Pre-K/TK/K and 5th/6th to ensure smooth transition between programs. Early release Wednesdays May/June 2016	Principal Teachers	Schedule articulation meetings between vertical teams of grade levels to discuss program needs and specific student concerns. Early release Wednesdays May/June 2016 Meet in vertical teams to discuss program needs and specific student concerns. Early release Wednesdays May/June 2016	Not Applicable			0
Revise and Implement the Parent Involvement Policy with input from stakeholders—SSC, ELAC, PTA, Title I parent meeting attendees.	Principal and Office Staff	Ensure parent involvement policy is given to parents on first day of school for students. As needed	Not Applicable			0

Strategy #2

STRATEGY:
Brekke teachers will implement a school wide positive behavior system focusing on the 3 Brekke Bs (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 the positive behavior support model school wide. August 2015-June 2016	Teachers and staff	Use positive behavior support strategies for all students. August 2015-June 2016	Not Applicable			0
Post positive behavior support posters in each classroom and different areas throughout the school to highlight expected behaviors in each area. August 2015-June 2016	Teachers and staff	Ensure posters are visible and review positive behaviors. Ongoing	Not Applicable			0
Purchase materials to provide individualized support and incentives for school wide positive behavior support plan and for individual students who have academic and/or behavior plans.	Consultation team Office Staff Teachers	Identify needed supports and incentives. As needed Order materials as needed. Identify needed supports and incentives. Use as needed in the classroom for identified students.	See Goal #1, Strategy #2			
Hire campus supervisors to help monitor the playground and cafeteria during recess and lunch times. Campus supervisors are an integral part of the positive behavior system of the Brekke Bs. August 2015-June 2016	Campus supervisors Principal	Provide student monitoring on the playground and in the cafeteria to ensure student safety. Hire and supervise personnel.	Cost of Campus Supervisors	0001-0999: Unrestricted: Locally Defined	Discretionary	72333.43

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Triple P parenting classes on site and support program with parents. As scheduled/needed August 2015-June 2016	Principal Outreach Coordinator School Counselor	Work with outreach coordinator and school counselor to schedule classes and work with parents to support attendance. Coordinate with Triple P to set up classes and follow up meetings as needed. Work with families to support attendance to Triple P as needed.	District funded outreach coordinator and school counselor positions			
Provide structured activities during recess and lunch to support students in making positive choices. August 2015-June 2016	Outreach Coordinator and School Counselor	Provide guided student activities and play during recess and lunch breaks.	District funded outreach coordinator and school counselor positions			

Strategy #3

STRATEGY:
Implement a comprehensive safe school plan and disaster plan.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review and update Comprehensive Safe School Plan and Emergency Operations Plan.	Principal and Safety Committee	Review plan and update as needed. Provide training for all school employees on safety plan and procedures; schedule drills with all staff.	Emergency supplies district funded.			
	ASES administrator and staff	Coordinate with principal and school staff to ensure knowledge of plan and coordinate drills as needed.				
	Principal, Office Staff and Custodians	Check supplies and reorder as needed.				
Conduct fire, earthquake, and lockdown drills. Monthly August 2015-June 2016	Principal and office staff	Schedule and conduct monthly drills throughout the year and coordinate with school resource officer for lockdown drills.	Not Applicable			0
Provide tobacco prevention education through the "Friday Night Live" program with fifth grade students. August 2015-June 2016	Outreach Consultant	Work with fifth grade students on tobacco prevention. August 2015-June 2016	Not applicable			0

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:
Prepare students to be college and career ready through the development and implementation of the school-wide strand focus of Science and Inquiry.
Data Used to Form this Goal:
2014 CAASPP Science Assessment results
Findings from the Analysis of this Data:
Fifth grade students scoring proficient/advanced on 2014 CAASPP Science Assessment: 49%
How the School will Evaluate the Progress of this Goal:
• Student surveys • Pre/Post Assessments • Lab Reports • 2015 CAASPP Assessment Results

Strategy #1

STRATEGY:
Provide greater access to and a deeper understanding of scientific concepts and processes and inquiry-based learning to all students.

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 science concepts, conduct school-wide labs, and develop inquiry-based lessons and learning. Daily	Extra Support Teacher	Plan and teach science lessons/experiments to students in grades 2-5. Collaborate with teachers to expand on science concepts in the classroom. Ongoing	District funded EST			
	Teachers	Work with colleagues to develop inquiry-based learning opportunities for students, to develop grade-level science lessons and experiments, and identify materials needed. Ongoing				
Purchase materials to support the development of the Science and Inquiry Strand Focus. August 2015-June 2016	Principal	Research and purchase material for teachers and students that will support the development of the strand focus. Ongoing	Cost of materials	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	17500
	Extra Support Teacher and Instructional Coach	Research material for teachers and students that will support the development of the strand focus. Ongoing				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide school clubs for students that support the strand focus (Environmental Club, Nutrition Club, Science Club). Ongoing	Principal	Support teachers with needed material. As needed	Teacher Extra Hours	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	719.85
	Club Moderators	Organize club meetings and agendas. Collaborate with teachers on relevant topics. Ongoing	Teacher Extra Hours	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	994.39
			Teacher Extra Hours	4000-4999: Books And Supplies	Title III	891.24
Conduct Working Group Meetings (Leadership) with teachers to discuss, plan, and develop in the following areas: Science and Inquiry Strand, Writing/ELD/SIOP, Parent/Community Involvement and Technology. All teachers will be a member in one working group. Groups will meet 4 times per year for a half day meeting and after school as needed.	Principal	Coordinate meetings and support teachers with data and/or materials as needed.	See Goal #1, Strategy #1			
	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.				
	Teachers	Collaborate with other group members to develop their respective area of focus.				

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 for implementation of the California State Standards, SIOP strategies, the development of the Science and Inquiry Strand, and the continued improvement in ELA, math and ELD. August 2015-June 2016	Principal	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.	See Goal #1, Strategy #1			
	Instructional Coach	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.				
	Teachers	Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. Ongoing as needed.				

Strategy #2

STRATEGY:
Provide enrichment opportunities in Science and Inquiry for all grades.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide school clubs for students that support the strand focus (Environmental Club, Nutrition Club, Science Club). August 2015-June 2016	Principal Club Moderators	Support teachers with needed material. As needed Organize club meetings and agendas. Collaborate with teachers on relevant topics. Ongoing	See Goal #5, Strategy #1			
Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (assemblies and field trips). August 2015-June 2016	Teachers and EST	Plan enrichment opportunities for students and expand on concepts taught in the classroom and science lab. August 2015-June 2016	Cost of activities Cost of activities Cost of activities	0001-0999: Unrestricted: Locally Defined 0001-0999: Unrestricted: Locally Defined 3000-3999: Employee Benefits	LCFF - Targeted LCFF - Discretionary Title I	7903.10 4554.25 544.00
Provide extended science lessons for students in grades K-1. August 2015-June 2016	Instructional Coach, EST, and Teachers	Plan and provide opportunities for students in grades K-1 to use the science lab to conduct experiments/ model demonstrations. Ongoing	Not Applicable			0

Strategy #3

STRATEGY:
Teachers will continue to incorporate the depth and complexity icons into their teaching to provide a deeper understanding and extension of grade level concepts for students.

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 for incorporation of the depth and complexity icons into teaching. August 2015-June 2016	Principal	Coordinate and plan for collaboration. Work with teachers to debrief and expand on learned strategies. Schedule teachers for CAG conference. As needed	Cost of CAG conference	3000-3999: Employee Benefits	Title I	2191.76
	Instructional Coach	Coordinate and plan for collaboration. Work with teachers to debrief and expand on learned strategies. Attend scheduled conferences/workshops. As needed/scheduled				
	Teachers	Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. Attend scheduled conferences/workshops. As needed/scheduled				

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, Writing/ELD/SIOP, Parent/Community Involvement and Technology. All teachers will be a member in one working group. Groups will meet 4 times per year for a half day meeting and after school as needed.	Principal Instructional Coach Teachers	Coordinate meetings and support teachers with the data and/or materials as needed. Member of each working group to provide a common thread throughout the groups to asses with the development and implementation of plans. Collaborate with other group members to develop their respective area of focus.	See Goal #1, Strategy #1			
Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (assemblies and field trips). August 2015-June 2016	Teachers and EST	Plan enrichment opportunities for students and expand on concepts taught in the classroom and science lab. August 2015-June 2016	See Goal #5, Strategy #2			

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. 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 2014 assessment. B. All students will increase performance by one level or maintain advanced level in English Language Arts. 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. 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 2014 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. Goal 3: English Learners 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-6th Grade will score “proficient” or “advanced” on the 2014 statewide assessment in English Language Arts. 2. EL students in 3rd-6th Grade will score “proficient” or “advanced” on the 2014 statewide assessment in mathematics. Goal 4: Safety A. Schoolwide Positive Behavior Support Plan: Continue to implement the Brekke Dolphin Pride Schoolwide Positive Behavior Support System of the 3 B's. Be Safe, Be Responsible, Be Respectful B. Build and Strengthen relationships with Brekke Families C. Emergency Preparedness: Implement the Brekke School Safety Plan D. Increase knowledge of internet/technology safety for students and parents. This goal pertains to all students including the following subgroups: English Learners, MIgrant Students, Special Education, SED, and Hispanic.

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

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	159,299.68
0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	20,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	75,482.99
3000-3999: Employee Benefits	Title I	54,292.00
4000-4999: Books And Supplies	Title III	9,174.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Discretionary	159,299.68
LCFF - Discretionary	20,000.00
LCFF - Targeted	75,482.99
Title I	54,292.00
Title III	9,174.00

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?

X Lack of timely implementation
Limited or ineffective professional development to support implementation
X 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
X 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	X				
R. Michelle Guerra			X		
Mary Fluke		X			
Serena Chun		X			
Stephanie Hammer		X			
Laura Lopez				X	
Jennifer Curry				X	
Olga Medina				X	
Eileen Gomez				X	
Yolanda Melano				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)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 September 22, 2015.

Attested:

Jodi Nocero		9-29-15
Typed Name of School Principal	Signature of School Principal	Date
Jennifer Curry		9.29.15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501
www.oxnardsd.org

Norman R. Brekke School

1400 Martin Luther King Jr. Drive, Oxnard CA 93030
(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)

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.

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,
- ✓ 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 acera 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

The Single Plan for Student Achievement

School: Cesar E. Chavez K-8 School

CDS Code: 56725386055321

District: Oxnard School District

Principal: Mrs. Brasilia Perez

Revision Date: June 22,2015

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 K-8 School's Vision and Mission Statements
The mission of Cesar E. Chavez K-8 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 at Chavez Academy of Literacy, Communications Arts and Technology through an active collaborative partnership involving students, teachers, parents, community and staff.

School Profile

With our Mission, Vision, and Commitments in mind, we at Cesar E. Chavez K-8 School consistently and diligently work to improve upon our successful gains in student achievement. 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. Hard work and dedication to goals resulted in the development of our Academic Strand – Chavez Academy of Literacy, Communications Arts, and Technology with a commitment to grow the program each year.
Chavez School was established in 1951 and is one of twenty schools in the Oxnard Elementary School District. For the 2015-2016 school years, Chavez School served 935 kindergarten through eighth grade students on a traditional schedule. The school also contains one computer lab, with a full time computer technician, two science labs, and a library with a full time library technician. In addition, Chavez receives support from a speech pathologist, two resource teachers, an outreach specialist, an academic coach as well as support from a school psychologist.
We continue to examine the areas of teaching and learning, interventions, in-coming Kindergarten transitions, 5th to 6th, 6th to 7th, and 8th to 9th grade transitions, 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 Chavez K-8 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) and an emphasis on technology through the 1:1 iPad implementation. We continue to use reading/language arts curriculum and My Math from McGraw Hill K-5, CMP3 in 6th-8th grade, in addition to implementing SIPPs as alternative reading intervention program and English 3D as supplemental English Learner Development program for English Learners. 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. Implementation of the Waterford program in Kindergarten supports early reading skills that will enable students to enter 1st grade on or above grade level. 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. Chavez is committed to providing appropriate interventions for all students. The Response to Intervention (RTI) model at Chavez 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. Chavez 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.
The teaching staff at Chavez is committed to the process of implementing CCSS and is focused on implementing 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.
Parent involvement is a key element for the continued academic success at Chavez School. Teachers regularly communicate with parents by phone, written notes, and with involvement at the school site. Understanding the school's education program, student achievement, and curriculum development assists both school and community in on-going program improvement. Parents are welcomed to join Chavez School activities 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. Chavez 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. Chavez School communicates this information to all stakeholders on a regular basis including SSC, ELAC, Title 1, PTA, and Coffee with the Principal meetings.
Chavez 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 analysis of Houghton Mifflin language arts, mathematics curriculum, and English Language Development (ELD) as well as data from DIBELS, Essential

Literacy Skills Benchmark for grades K-1, and STAR 360 data K-8. 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.

The acquisition of academic English language skills continues to be an important goal for Chavez School students, especially for our English Language Learners (ELL). To help build this strong academic base, we continue to build upon this fundamental instruction through building essential vocabulary. Students coming from the English Language Development (ELD) instruction is a top priority in all grade levels. The entire Chavez School staff models English across the school setting to provide practical use and practice opportunities for ELL students. 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. Furthermore, Chavez School continues to have an on-site Instructional Coach to support K-8 teachers and students in those core content areas. Chavez will continue staff development on how to transition ELL students to English, including the development of academic vocabulary and language skills.

Through constant reevaluation of the mission, vision, and commitment and a critical analysis of our best practices and changing needs, Chavez School dedicates ourselves to providing a strong foundation in a journey of lifelong learning for all of our students, families, and communities.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	109	108	99.1	108	**2350.8**	3	13	23	61
Grade 4	125	125	100.0	125	**2383.4**	4	8	18	70
Grade 5	92	92	100.0	92	**2434.0**	3	17	24	55
Grade 6	124	123	99.2	123	**2451.2**	3	12	25	59
Grade 7	95	94	98.9	94	**2466.8**	3	12	28	57
All Grades	545	542	99.4	542		3	12	23	61

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	7	31	62	5	33	62	0	68	32	4	43	54
Grade 4	6	34	61	2	29	69	4	52	44	5	40	55
Grade 5	8	35	58	8	37	55	3	58	39	11	48	41
Grade 6	3	36	61	7	33	60	3	61	36	9	58	33
Grade 7	2	43	55	7	46	47	5	48	47	7	45	48
All Grades	5	35	60	6	35	59	3	57	39	7	47	46

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	109	109	100.0	109	**2385.4**	2	17	34	47
Grade 4	125	124	99.2	124	**2402.0**	4	7	28	60
Grade 5	92	92	100.0	92	**2429.8**	0	5	30	64
Grade 6	124	123	99.2	123	**2422.3**	2	9	16	72
Grade 7	95	95	100.0	95	**2435.1**	2	5	22	71
All Grades	545	543	99.6	543		2	9	26	63

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	13	32	55	5	38	58	4	56	40
Grade 4	7	19	74	6	27	68	5	27	69
Grade 5	2	16	82	0	29	71	1	37	62
Grade 6	4	16	80	2	29	68	3	31	66
Grade 7	5	19	76	3	45	52	3	65	32
All Grades	6	20	73	3	33	64	3	42	55

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	7	4	27	10	67	15
1			6	6	32	32	30	30	32	32	100
2	2	2	15	18	31	37	24	29	12	14	84
3	3	3	13	14	44	49	23	26	7	8	90
4	2	3	16	20	45	56	14	18	3	4	80
5	5	8	22	37	27	45	4	7	2	3	60
6	1	1	19	24	43	55	11	14	4	5	78
7	3	6	21	40	25	47	4	8			53
Total	16	3	112	20	248	44	114	20	70	13	560

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 47% kindergarteners and 28% first graders .
2. In addition, 62% 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		
	2012-13	2013-14	2014-15
Number of Annual Testers	480	496	560
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	480	496	560
Number Met	263	245	277
Percent Met	54.8%	49.4%	49.5%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	490	106	553	108	433	197
Number Met	60	34	48	37	54	65
Percent Met	12.2%	32.1%	8.7%	34.3%	12.5%	33.0%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		

Conclusions based on this data:

1. Chavez students have not met the AMAOs since the 2010 - 2011 school year. Teachers continue to provide instruction to ELs using SIOP strategies. ELs receive targeted instruction in English through SIPPS, an intervention that is available for students in grades 1 - 6 for two weeks in the summer and during the school year before and after school.
2. We have recently purchased MyON for students in grades K-8. This is a reading program that concentrates on non-fictional text and incorporates vocabulary, writing and reading comprehension strategies. We are expecting to see an increase in Lexile levels and hope that this will increase the number of students reading on grade level.
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. We will also provide tutoring opportunities for these students.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1. The results are consistent with the findings at Chavez. There seems to have been a drop district-wide on the 2013-2014 tests.
2. The Chavez students, have results as OSD students having less than 5 years of ELD scored lower than those with 5 or more years of instruction.
3. 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.

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:

Kindergarten: All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.
1st – 6th Grades: Students shall be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth
7th-8th grade: 70% of students and the significant special population groups in 7th and 8th grade will not earn an F grade in Language Arts on the 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:

Essential Literacy Skills Benchmarks (Kindergarten and 1st grades)
DIBELS data (Kindergarten - 6th grades)
Interim Formative Assessments (grades K-8)

Findings from the Analysis of this Data:

The percentage of students attaining benchmark in Essential Skills at the end of the 2014-2015 school year:
English Kindergarten - 44%
Spanish Kindergarten - 26%

The percentage of students attaining the DIBELS benchmark for End of 2014-2015 school Year.
1st grade - 32%
2nd grade - 24%
3rd grade - 24%

4th grade - 32%
5th grade - 35%
6th grade - 38%

The percentage of students attaining benchmark in the Interim Formative Assessments at the end of the 2014-2015 school year.
3rd grade - 7%
4th grade - 1%
5th grade - 18%
6th grade - 3%
7th grade - 1%

How the School will Evaluate the Progress of this Goal:

STAR Reading Early Literacy (K-1)
STAR Reading 360 (2-8)
Essential Skills (Kindergarten and 1st grade)
DIBELS assessment (K-6)
Teachers will meet in grade level meetings after assessment periods to analyze data
Interim Formative Assessments
MTSS
Progress Monitoring

Strategy #1

STRATEGY:
TEACHING AND LEARNING The school will ensure 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 2015 - June 2016	Certificated Salaries: TOSA salary	1000-1999: Certificated Personnel Salaries	District Funded	121916
Implementation of systematic instruction of Language Arts using district adopted curriculum materials	Teachers K-8	August 2015 - June 2016	District Funded	None Specified		0
District adopted Language Arts curriculum implementation guides will be used to guide instruction and assessment.	Teachers K-8	August 2015 - June 2016	District Funded	None Specified		0
The STAR 360 Reading and Early Literacy assessment will be administered at least 2 times a year.	Teachers K-8 Instructional Coach	August 2015 - June 2016	District Funded	None Specified	District Funded	0
The DIBELS assessment team will screen all students three times a year.	Teachers K-8, Instructional Coach, substitute teachers	August 2015 - June 2016	Substitute teachers for certificated teachers to assess	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Interim Formative Assessments for ELA will be administered to students 3 times a year (grades 3-8)	Teachers K-8 Instructional Coach	August 2015 - June 2016	District Funded	None Specified		0
Staff will input all formative assessment results into OARS, evaluate and analyze results and use the information to inform instructional decisions.	Teachers K-8, Instructional Coach	August 2015 - June 2016	substitute teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3000
Principal will conduct data conferences with teachers at least twice a year to discuss assessment results.	Teachers K-8, Principal, Instructional Coach, teacher substitutes	August 2015 - June 2016	Substitute teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3000
Implementation of systematic instruction on writing process (K-8) based on writing standards.	Teachers K-8, Instructional Coach	August 2015 - June 2016	District Funded	None Specified		0
Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	August 2015 - June 2016	Classified Salaries: Computer Lab Tech salary	None Specified	District Funded	52250
Monitor and implement Accelerated Reader program	Teachers K-8, Library Technician, Instructional Coach, substitute teachers	August 2015 - June 2016	Classified Salaries: Librarian	None Specified	District Funded	46205
Materials and supplies will be purchased to support the core instructional program.	All school staff	August 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	13405
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-8	August 2015 - June 2016	Maintenance Agreement for Xerox machines	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	3770
				5000-5999: Services And Other Operating Expenditures	Discretionary	3000
				None Specified	District Funded	12,930

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				5000-5999: Services And Other Operating Expenditures	Title I	516.61
Extra clerical support will be provided to support the school.	Teachers K-8, support staff	August 2015 - June 2016	Certificated Salaries	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	550
Implementation of 2nd through 3td grade Transitional Bilingual Education classes following the district's EL Master Plan.	Teachers K-8	August 2015 - June 2016	District Funded	None Specified		0

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 Services Provider will provide necessary interventions for targeted services for students in grades 1st - 6th.	ISP teachers	September 2015 - June 2016	Certificated Salaries: (3.5 ISP's for ELA for 135 days)	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	10000
				1000-1999: Certificated Personnel Salaries	Title I	56700
				1000-1999: Certificated Personnel Salaries	Title III	9132.88
Implementation of Universal Access (1st-6th) targeted to all groups to reinforce standards-based instruction.	Teachers 1-6, ISP Teachers, Instructional Coach	September 2015 - June 2016	District Funded	None Specified		0
Intervention and enrichment materials will be utilized during Universal Access.	Teachers 1-6, ISP Teachers, Instructional Coach	September 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	2000
Implementation of Waterford for Kindergarten - 1st grade.	Kindergarten-1st grade Teachers, Site Technology Technician	September 2015 - June 2016	District Funded	None Specified		0
Implementation of Before and After School tutoring in Language Arts for targeted students, including Foster Youth.	Teachers K-8, Instructional Coach	September 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	25000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase of Intervention Materials for before and after school tutoring.	Principal, Instructional Coach	September 2014-June 2015	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	5000
Students progress will be monitored using formative and summative assessments. Intervention strategies will be based on results.	Teachers K-8, Instructional Coach, ISP	August 2014-June 2015	District Funded	None Specified		0
Staff will monitor at-risk students through the MTSS process, grade level meetings and analysis of data.	Teachers K-8, Principal	August 2014-June 2015	District Funded	None Specified		0
Students will have opportunities to access technology for intervention or enrichment (i.e. iPods, iPad, applications, software.)	Teachers K-8, Principal	September 2014-June 2015	Purchase of Apps for iPads	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	8000
Site Technology Technician will implement CF-First as an enrichment program.	Site Technology Technician	September 2015 - June 2016	See Goal #1, Strategy #1, Action 10			
Students will participate in field trips and enrichment activities.	Teachers K-8	September 2015 - June 2016	Transportation for field trip	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	3500
			Admission for field trip: Professional/Consulting Services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	3000
Academic incentives will be provided to motivate and engage students in reading programs MyON and Accelerated Reader.	Teachers K-8, Principal, Instructional Coach	September 2015 - June 2016	Materials and supplies	4000-4999: Books And Supplies	LCFF - Targeted	3000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Assistants will provide necessary interventions for targeted services for students in Kindergarten.	Teachers, Instructional Assistant	August 2015 - June 2016	Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - Targeted	6000
				2000-2999: Classified Personnel Salaries	Title I	12933
				2000-2999: Classified Personnel Salaries	Title III	6933

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	August 2015 - June 2016	District Funded (Neighborhoods for Learning)	None Specified	District Funded	0
Parent workshop will be provided for families of in-coming kindergarten students.	Teachers, Principal, Instructional Coach	August 2015	Materials and Supplies	4000-4999: Books And Supplies	Title I	1500
			Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	Title I	500
Collaboration between site kindergarten teachers.	Teachers K	August 2015-Jun 2016	District Funded	None Specified		0
Instructional Assistants will provide necessary interventions for targeted services for students in Kindergarten.	Teachers K, Instructional Assistants	August 2015-Jun 2016	See Goal #1, Strategy #2, Action #13			

Strategy #4

STRATEGY:
The school will implement a transition plan for 6th to 7th grade transition and 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 6th graders by providing time for vertical meetings between 6th and 7th grade teachers.	Teachers 6-8	August 2015 - June 2016	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	2000
The school will implement a transition plan for 6th graders by providing a transition presentation to 6th grade students prior to entry into Middle School grades.	Principal, Teachers6 -8	August 2015 - June 2016	District Funded	None Specified		0
Special Education Teachers will meet with General Education Teachers to facilitate transition of 5th, 6th and 7th grade special education students.	Principal, Teachers 6-8	August 2015 - June 2016	District Funded	None Specified		0
Middle School placement assessment administered to 5th, 6th, and 7th grade students.	Teachers 6-8, Instructional Coach	August 2015 - June 2016	District Funded	None Specified		0

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
Professional development will be provided for teachers for Language Arts.	Teachers K-8	August 2015 - June 2016	Travel and Conferences	5000-5999: Services And Other Operating Expenditures	Title I	7550
Instructional Coach will support teachers (in the classroom) in implementing curriculum, analyzing data and instructing in best practices.	Teachers K-8, Instructional Coach	August 2015 - June 2016	District Funded	None Specified		0
Instructional Coach will present professional development to teachers to improve instructional practice in Language Arts.	Teachers K-8, Instructional Coach	August 2015 - June 2016	District Funded	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	Teachers K-8, Instructional Coach Support staff	August 2015 - June 2016	District Funded	None Specified		0
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 K-8, Instructional Coach		Need substitute teachers for Teachers K-8	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2000
			Need substitute teachers for Teachers K-8	1000-1999: Certificated Personnel Salaries	Title I	2000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Leadership Team will meet to discuss, plan, and monitor school improvement.	Teachers K-8, Instructional Coach		Need substitute teachers for Teachers K-8	1000-1999: Certificated Personnel Salaries	Title I	3906.39
The school will provide RTI training for staff through Ventura County Office of Education.	Principal Teachers K-8	January, May 2015	Travel and Conferences	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	
The school will provide staff development in developing professional learning communities though Habits of Mind Training.	Principal Teachers K-8	March 2015	District Funded	None Specified		0
The school will provide training in understanding and working with students and adults from different cultural backgrounds and SES.	Principal Teachers K-8	August 2014-June 2015	Materials and Supplies	4000-4999: Books And Supplies	Title I	2500
	Teachers K-8, Instructional Coach	February 2015-June 2015				

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 semester meetings will be held to inform parents of school goals, programs, and activities.	Principal, Parents	August 2015 - June 2016	Classified Salaries: Clerical translation and preparation of documents for parents	2000-2999: Classified Personnel Salaries	LCFF - Targeted	150
The Parent Compact will be developed and revised at parent meetings.	Office staff, Principal, SSC, Parents, Leadership Team	August 2015 - June 2016	District Funded	None Specified		0
The Parent Involvement Policy will be developed and revised at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2015 - June 2016	District Funded	None Specified		0
Parent workshops which focus on parenting skills will be conducted by City Impact and supported by the Outreach Resource Consultant (ORC)	ORC, Parents	August 2015 - June 2016	Classified Salaries: ORC - O.T. to accommodate parents in afternoon times	2000-2999: Classified Personnel Salaries	LCFF - Targeted	1000
			District Funded Classified Salaries: ORC	None Specified	District Funded	68294
Parent/Teacher conferences will be held to inform families of student progress, ensuring the availability of translation services.	Teachers K-8, Classified Personnel, Principal, Assistant Principals	August 2015 - June 2016	Classified Personnel - Verbal Translation - O.T. and Extra Help	2000-2999: Classified Personnel Salaries	LCFF - Targeted	700

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coffee with the 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 2015 - June 2016	District Funded	None Specified		0
SST/IEP meetings will be held to plan individual student support	Teachers K-8, Substitute Teachers, Principal	August 2015 - June 2016	District Funded	None Specified		0
Parent workshops which focus on Common Core Standards, textbook adoptions, technology, and report cards will be provided to assist parents in supporting their children at home, ensuring childcare.	Principal, Teacher K-8, Instructional Coach	August 2015 - June 2016	Classified Personnel - Babysitting - provide childcare	2000-2999: Classified Personnel Salaries	LCFF - Targeted	500
			Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	5000
Notify parents of upcoming events through school marquee, ConnectEd calls, and updated school website with information for parents.	Principal, Support Staff, Parents	August 2015 - June 2016	District Funded	None Specified		0
Coordinate School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input.	Principal, SSC, parents	August 2015 - June 2016	District Funded	None Specified		0
Utilize agendas and iPads to support organization, student achievement and home-school communication.	Principal, Parents, Teachers K-8	August 2015 - June 2016	Purchase of agendas	4000-4999: Books And Supplies	LCFF - Targeted	10000

Strategy #7

STRATEGY:
The school will support the district implementation of the ASES grant. (After School Education and Safety)

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: Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed.	Teacher Liaison, ASP staff, Teachers K-8	August 2015 - June 2016	ASES grant	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 2015 - June 2016	ASES	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: Students shall obtain grade level proficiency by scoring 70% or higher on the K-8 publisher summative assessments. This goal pertains to all students including the following special population groups: English Learners, Migrant Students, Special Education, SED, Foster/Homeless Students and Hispanics.
Data Used to Form this Goal:
Mathematics K-5th- McGraw-Hill, My Math Unit Assessment Mathematics 6th-8th- CMP3 Math Pearson Prentice Hall Unit Assessment STAR 360 Math Assessment K-8 Interim Formative Assessments (grades K-8)
Findings from the Analysis of this Data:
The percentage of students attaining benchmark in the Interim Formative Assessments at the end of the 2014-2015 school year. 3rd grade = 13% 4th grade = 3% 5th grade = 9% 6th grade = 0% 7th grade = 0%

How the School will Evaluate the Progress of this Goal:
McGraw-Hill My Math chapter tests McGraw-Hill My Math benchmark tests Interim Formative Assessments Teachers will meet in grade level meetings after assessment periods to analyze data MTSS Progress Monitoring

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure the full Implementation of 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 2015 - June 2016	Certificated Salaries: See Gaol #1, Strategy #1, Action #1			
Implementation of systematic instruction of Math using district adopted curriculum materials.	Teachers K-8 Instructional Coach Principal	August 2015 - June 2016	District Funded	None Specified		0
District adopted Math curriculum implementation guides will be used to guide instruction and assessment.	Teachers K-8 Instructional Coach Principal ISP	August 2015 - June 2016	District Funded	None Specified		0
Implementation of 2nd and 3rd grade Transitional Bilingual Education classes following the district's EL Master Plan	Teachers K-8 Instructional Coach Principal	August 2015 - June 2016	District Funded	None Specified		0
McGraw-Hill My Math chapter and benchmark assessmenets will be administered	Teachers K-8	August 2015 - June 2016	District Funded	None Specified		0
The STAR 360 Math and Early Literacy assessment will be administered at least 2 times a year.	Principal Computer Site Tech	August 2015 - June 2016	District Funded	None Specified		0
The Interim Formative Assessments for Math will be administered to students 3 times a year (grades 3-8)	Principal Teachers K-8	August 2015 - June 2016	District Funded	None Specified		0

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.	Teachers K-8 Librarian	August 2015 - June 2016	District Funded	None Specified		0
Principal will conduct data conferences with teachers at least twice a year to discuss assessment results.	Teachers K-8	August 2015 - June 2016	District Funded	None Specified		0
The Excel math program will be used as practice of basic math skills.	Teachers K-8 Principal Instructional Coach Librarian	August 2015 - June 2016	District Funded	None Specified		0
Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	August 2015 - June 2016	Classified Salaries: See Goal #1, Strategy #1, Action # 12			
Materials and supplies will be purchased to support the core instructional program.	All school staff	August 2015 - June 2016	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-8	August 2015 - June 2016	Maintenance Agreement: See Goal #1, Strategy #1, Action # 16			
Extra clerical support will be provided to support the school.	All school staff	August 2015 - June 2016	Classifies Salaries: See Goal #1, Strategy #1, Action # 17			

Strategy #2

STRATEGY:
The school will ensure opportunity and equal educational access for interventions and enrichment for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Before and After School tutoring in Math for targeted students, including Foster Youth.	Teachers K-8	August 2015 - June 2016	Certificated Salaries: See Goal # 1, Strategy #1, Action #4			
Purchase of Intervention Materials for before and after school tutoring.	Principal K-8 Teachers	August 2015 - June 2016	District Funded	None Specified		0
Student progress will be monitored using formative and summative assessments. Intervention strategies will be based on results.	Teachers K-8, Instructional Coach	August 2015 - June 2016	District Funded (License Renewal)	None Specified		0
Staff will monitor at-risk students through the MTSS process, grade level meetings and analysis of data.	Principal, Teachers K-8	August 2015 - June 2016	District Funded	None Specified		0
Math Facts in a Flash will be used to support students with basic math computational skills.	AS Program staff	August 2015 - June 2016	District Funded	None Specified		0
Implementation of Waterford for Kindergarten and 1st grade.	Kindergarten-1st grade teachers, Site Technology Technician	August 2015 - June 2016	District Funded	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)	Teacher Instructional Coach	August 2015 - June 2016	District Funded	None Specified		0
Site Technology Technician will implement CF-First as an enrichment program.	Site Technology Technician	August 2015 - June 2016	Classified Salary: See Goal #1, Strategy # , Action #			0
Students will participate in field trips and enrichment activities.	Teachers K-8	August 2015 - June 2016	Transportation Costs	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	3000
			Admission for field trip: Professional/Consulting Services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	3500
Academic incentives will be provided to motivate and engage students.	Teachers K-8, Principal, Instructional Coach	August 2015 - June 2016	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.	Principal Teachers	August 2015 - June 2016	District Funded	None Specified		0
Parent workshop will be provided for families of in-coming kindergarten students.	Principal, Instructional Coach, Teachers	August 2015 - June 2016	District Funded	None Specified		0
Collaboration between site kindergarten Teacher and site Pre-school Teachers.	K Teachers	August 2015 - June 2016	District Funded	None Specified		0
Instructional Assistants will provide necessary interventions for targeted services for students in Kindergarten.	K Teachers, Instructional Assistant	August 2015-June 2016	Classified Salaries: Goal #1, Strategy #2, Action #13			

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th and 6th grade students to 6th and 7th grade/8th grade students to High School.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for 6th graders by providing time for vertical meetings between 6th and 7th grade teachers.	Teachers 6-8, Instructional Coach	June 2015	See Goal #1, Strategy #1, Action # 1			
The school will implement a transition plan for 6th graders by providing transition presentation to 6th grade students prior to entry into Middle School.	Principal Teachers 6-8	May 2015 - June 2015	District Funded	None Specified		0
Special Education Teachers will meet with General Education Teachers to facilitate transition of 5th, 6th and 7th grade special education students.	Teachers K-8, Special Education Team Instructional Coach		District Funded	None Specified		0
6th grade teachers will articulate with 7th grade teachers regarding instruction and individual student progress during regular grade level meetings.	Teachers 6-8, Instructional Coach		District Funded	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-8	August 2015 – June 2016	District Funded	None Specified		0
Instructional Coach will support teachers (in the classroom) in implementing curriculum, analyzing data and instructing best practices.	Teachers K-8, Instructional Coach	August 2015 – June 2016	District Funded	None Specified		0
Instructional Coach will present professional development to teachers to improve instructional practice in Math.	Teachers K-8, Instructional Coach	August 2015 – June 2016	District Funded	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.	Teachers K-8, Instructional Coach, Principal, substitutes	August 2015 – June 2016	District Funded	None Specified		0
Leadership Teacher Team will meet to discuss, plan and monitor school improvement.	Teachers K-8, Instructional Coach, Principal, substitutes	August 2015 – June 2016	District Funded	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 1 semester meetings will be held to inform parents of school goals, programs and activities.	Principal, Parents	August 2015 – June 2016	District Funded	None Specified		0
The Parent Compact will be developed and revised at parent meetings.	Principal Office Staff	August 2015 – June 2016	District Funded	None Specified		0
The Parent Involvement Policy will be developed/revised at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2015 – June 2016	District Funded	None Specified		0
Parent workshops which focus on parenting skills will be conducted by City Impact and supported by the Outreach Resource Consultant (ORC).	ORC, Parents	August 2015 – June 2016	District Funded	None Specified		0
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, ensuring the availability of translation services.	Teachers K-8	August 2015 – June 2016	District Funded	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coffee with the 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 2015 – June 2016	District Funded	None Specified		0
SST/IEP meetings will be held to plan individual student support.	Teachers K-8, Teacher Substitutes, Principal	August 2015 – June 2016	District Funded	None Specified		0
Parent workshops which focus on Common Core Standards, textbook adoptions, technology and report cards will be provided to assist parents in supporting their children at home, ensuring childcare.	Teachers K-8, Principal, Instructional Coach	August 2015 – June 2016	District Funded	None Specified		0
Notify parents of upcoming events through school marquee, ConnectEd calls, and updated school website with information for parents.	Principal, Support Staff, Parents	August 2015 – June 2016	District Funded	None Specified		0
Coordinate School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input.	Principal, SSC, Parents, Leadership Team	August 2015 – June 2016	District Funded	None Specified		0
Utilize agendas and iPads to support organization, student achievement and home-school communication.	Teachers K-8, Parents	August 2015 – June 2016	District Funded	None Specified		0

Strategy #7

STRATEGY:
The school will support the district implementation of the ASES grant. (After School Education and Safety)

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. Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed.	Teacher Liaison, ASP Staff, Teachers K-8	August 2015 – June 2016	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.	After School Program Principal	August 2015 – June 2016	ASES grant	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: EL students will progress at least one level or demonstrate progress in each of the four domains (speaking, listening, reading and writing) as measured y the CELDT. A. AMAO #1: 100% of all English Learners will advance one level on the CELDT B. AMAO #2: 25% of students who have been here less than 5 years will attain an Early Advanced or Advanced level on the CELDT 2. 50% of students who have been here more than 5 years will attain an Early Advanced or Advanced level on the CELDT C. AMAO #3: EL students scoring proficient will increase by 10% between Fall and Spring on the STAR 360 Reading and Math assessments.
Data Used to Form this Goal:
CELDT AMAO data Interim Formative Assessments
Findings from the Analysis of this Data:
CELDT data AMAO #1 AMAO #2

How the School will Evaluate the Progress of this Goal:
STAR Reading Early Literacy (K-1) STAR Reading 360 (2-8) and Math 360 (K-8) Teachers will meet in grade level meetings after each assessment period to analyze data. MTSS Student Progress Monitoring Instructional Classroom Walkthrough Visits IPT

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure the full Implementation of State approved English Learner Development 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 the District EL Master Plan.	Teachers K-8, Principal	August 2015 - June 2016	District Funded	None Specified		0
Teachers will implement the district-adopted ELD curriculum.	Teachers K-8, Instuctional Coach	August 2015 - June 2016	District Funded	None Specified		0
Students will be assessed to determine their language proficiency levels with CELDT and IPT. The data will be used to group students. Instruction will be provided in designated ELD times.	Teachers K-8, Instructional Coach, Principal	August 2015 - June 2016	Substitutes needed for teachers to assess	1000-1999: Certificated Personnel Salaries	Title III	4500
EL students progress will be monitored in student monitoring conference, data meetings and grade level meetings.	Teachers K-8 Instructional Coach	August 2015 - June 2016	District Funded	None Specified		0
Teachers will use SIOP strategies to teach academic subjects.	Teachers K-8	August 2015 - June 2016	District Funded	None Specified		0
The Instructional Coach will support teachers in instructing the ELD standards, implementing SIOP strategies and monitoring EL student progress.	Instructional Coach	August 2015 - June 2016	District Funded	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Waterford will be used to facilitate the acquisition of English.	Teachers K-1, Site Technology Technician	August 2015 - June 2016	District Funded	None Specified		0
Materials and supplies will be purchased to support the core instructional program.	Principal Teachers K-8	August 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	Title III	2836.12

Strategy #2

STRATEGY:
The school will ensure opportunity and equal educational access in intervention and enrichment 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 5-8 will participate in before/after school intensive tutoring.	Teachers K-8	August 2015 - June 2016	Certificated Salaries: Goal #1, Strategy #2, Action #5			
District summer school will be offered to targeted EL students for both Language Arts and Math.	Teachers K-8	August 2015 - June 2016	District Funded	None Specified		0
Intervention Service Provider will provide necessary interventions for targeted services.	ISP Teachers, Instructional Coach	September 2015 - June 2016	Certificated Salaries: See Goal #1, Strategy #2, Action #1			
Intervention materials will be utilized to support EL students during ELD instruction and tutoring.	Teachers K-8	August 2015 - June 2016	District Funded	None Specified		0
EL students who require additional support will be identified and monitored through the MTSS process	Teachers K-8, Instructional Coach	August 2015 - June 2016	District Funded	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
Kindergarten readiness will be provided for students without pre-school experience via the Ready, Set, Go program	Teachers K	May-June 2016	District Funded (NfL)	None Specified		0
Parent workshop will be provided for families of incoming Kindergarten students.	Teachers K	August 2015	District Funded	None Specified		0
Collaboration between site Kindergarten teachers.	K Teachers	August 2015 - June 2016	District Funded	None Specified		0

Strategy #4

STRATEGY:
The school will implement a transition plan for 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 6th graders by providing time for vertical meetings between 6th and 7th grade teachers.	Teachers 6-8	August 2015 - June 2016	District Funded	None Specified		0
The school will implement a transition plan for 6th graders by providing transition presentation to 6th grade students prior to entry into Middle School.	Teachers 6-8	August 2015 - June 2016	District Funded	None Specified		0
The school will implement a transition plan for 5th and 6th graders by providing Special Education transition meetings with 6th and 7th grade teachers.	Teachers 6-8, Instructional Coach, Special Education Team	August 2015 - June 2016	District Funded	None Specified		0
6th grade teachers will articulate with 7th grade teachers regarding instruction and individual student progress during regular grade level meetings.	Teachers 6-8, Instructional Coach	August 2015 - June 2016	District Funded	None Specified		0
Transition meetings will be held for Special Education Students in grade 6 who will enter Middle School.	Teachers 6-8, Instructional Coach, Special Education Team	August 2015 - June 2016	District Funded	None Specified		0
Middle School placement assessment administered to 5th, 6th, and 7th grade students.	Teachers 6-8	August 2015 - June 2016	District Funded	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-8	August 2015 - June 2016	District Funded	None Specified		0
			Travel and Conference	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	3938
EL TOSA will provide instructional support to teachers ad grade level teams.	Teachers K-8, Instructional Coach	August 2015 - June 2016	District Funded	None Specified		0
Staff will input all formative assessment results into OARS, evaluate and analyze results and use the information to inform instructional decisions.	Teachers K-8, Instructional Coach	August 2015 - June 2016	District Funded	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, with an emphasis on EL students.	Teachers K-8, Instructional Coach	August 2015 - June 2016	District Funded	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 implementation of programs and necessary materials specifically for EL's.	Principal, ELAC governing board, parents	August 2015 - June 2016	District Funded	None Specified		0
Parent options meeting will be held to inform ELL parents of instructional programs.	Principal, EL Services Staff, Teachers	August 2015 - June 2016	District Funded	None Specified		0
Reclassification meetings will be held with parents.	Principal	August 2015 - June 2016	District Funded	None Specified		0
Parent workshops will be provided regarding subjects specific to EL students.	Principal, Parents	August 2015 - June 2016	District Funded	None Specified		0
Utilize agendas and iPads to support organization, student achievement and home-school communication.	Teachers K-8, Instructional Coach	August 2015 - June 2016	District Funded	None Specified		0

Strategy #7

STRATEGY:
The school will support the district implementation of the ASES grant. (After School Education and Safety)

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: Meets monthly with ASES Administrator and other Liaisons Meets with school staff as needed	Teacher Liaison, ASP staff, Teachers K-8	August 2015 - June 2016	ASES grant	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 program and services.	ASES Administrator, Principal, Site Coordinator, Teacher Liaison	August 2015 - June 2016	ASES grant	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 and Social Emotional
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 special population groups: English Learners, Migrant Students, Special Education, SED, Foster/Homeless Students, and Hispanics. A. Positive Behavior Intervention Support Plan: a. All students will be educated in learning environments that are safe, drug-free and conducive to learning. b. Use of PBIS program school wide to help reduce tardies, absences, discipline referrals, suspensions and expulsions, while increasing attendance. B. Emergency Preparedness: a. All staff will be trained in emergency preparedness. b. All school site members will participate in monthly emergency safety drills.
Data Used to Form this Goal:
Office referrals Discipline files Suspension reports Attendance reports Review of School Safety Plan Review of OSD Crisis Intervention/Emergency Operations Plan

Findings from the Analysis of this Data:

Behavior Referral and Suspension data shows that overall referrals to office were reduced by 10%.
Attendance data shows that attendance increased by 7.5%.
Staffing changes require review of Safety Plan to ensure all staff are aware of procedures.
Monthly safety drill debriefings provide information regarding follow up for individuals or classes.

How the School will Evaluate the Progress of this Goal:

MTSS
Review and analyze behavior data from Q.
Review and analyze attendance data from Q
Review and analyze date from CHKS
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 and debrief of Monthly Safety Drill Reports

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 participate in CHAMPS training and implement the program for Positive Behavior Support.	All staff	August 2015 - June 2016	District Funded	None Specified		0
Staff will fully implement Lesson One in all grade levels using all components of the program for Positive Behavior Support.	All staff	August 2015 - June 2016	District Funded	None Specified		0
School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.	School Counselor	August 2015 - June 2016	Classified Salaries for Counselor	None Specified	District Funded	121818
Student discipline data will be monitored at intervals throughout the school year.	Principal, Teachers K-8, ORC, Counselor	August 2015 - June 2016	District Funded	None Specified		0
Staff will follow the MTSS pyramid for behavior and social-emotional issues.	All staff	August 2015 - June 2016	District Funded	None Specified		0
All staff and students will participate in monthly fire drills and bi-monthly earthquake drills.	All staff	August 2015 - June 2016	District Funded	None Specified		0
All staff and students will participate in lockdown drills at least twice a year.	All staff	August 2015 - June 2016	District Funded	None Specified		0
A schoolwide evacuation drill will be conducted annually	All staff	August 2015 - June 2016	District Funded	None Specified		0
The Safety Committee will monitor the Safety Plan and make revisions as necessary.	Teachers K-8, ORC, Principal, School Counselor	August 2015 - June 2016	District Funded	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Campus supervisors will monitor students before school, at lunch, at recess, and in the hallways and passing periods.	Classified Staff	August 2015 - June 2016	District Funded	None Specified		0
In order to support the Core Academics of students the school will hold regular social skills and discipline assemblies (2X a year)	Principal, Assistant Principals	August 2015 - June 2016	District Funded	None Specified		0
In order to support the Core Academics of students the school will implement monthly classroom visits by the principal, assistant principals, and counselor to address social skills.	Principal, Assistant Principals, Counselor, ORC	August 2015 - June 2016	District Funded	None Specified		0
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.	Teachers 6-7	August 2015 - June 2016	District Funded	None Specified		0
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.	Teachers K-8, Principal, ORC	August 2015 - June 2016	Incentives, academic field trips	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	3500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student attendance will be monitored. School will provide specific interventions and support to students and families in meetings 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.	ORC	August 2015 - June 2016	Incentives, academic field trips transportation	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	3000
			Incentives, academic field trips admissions	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	3500

Strategy #2

STRATEGY:
The school will ensure opportunity and equal educational access for all students, including specific interventions and enrichments.

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.	ORC, Counselor	August 2015 - June 2016	District Funded	None Specified		0
The school will hold regular Coordinated Service Team (COST) and Student Success Team (SST) meetings for at risk students.	ORC, Counselor, Instructional Coach, Assistant Principals, Principal	August 2015 - June 2016	District Funded	None Specified		0
Students and families requiring additional assistance with behavior and family issues may be referred to Triple P Project/City Impact.	ORC, Counselor, Principal	August 2015 - June 2016	District Funded	None Specified		0

Strategy #3

STRATEGY:
The school will implement a transitional plan for students entering kindergarten.

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 K Principal	August 2015 - June 2016	District Funded	None Specified		0
Kindergarteners will participate in all fire, earthquake and lockdown drills.	Teachers K	August 2015 - June 2016	District Funded	None Specified		0

Strategy #4

STRATEGY:
The school will implement a transition plan for 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 vertical meetings between 6th and 7th grade teachers.	Teachers 5-8	May 2016-June 2016	District Funded	None Specified		0
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.	Teachers 5-8 Principal	May 2016-June 2016	District Funded	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
All staff will participate in CHAMPS trainings for Positive Behavior Support	All staff	August 2015 – June 2016	District Funded	None Specified		0
All staff will participate in Lesson One training for Positive Behavior Support.	Principal	August 2015 – June 2016	District Funded	None Specified		0
The school will provide professional development by continuing training playground supervisors in effective ways to support and discipline students.	All school staff	August 2015 – June 2016	District Funded	None Specified		0
All staff will participate in training for emergency disaster preparedness procedures.	All school staff	August 2015 – June 2016	District Funded	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 and CHAMPS goals and objectives at ELAC, SSC, PTA, Coffee with the Principal meetings and special presentations.	Principal, Teachers K-8, Parents	August 2015 – June 2016	District Funded	None Specified		0
Parent workshops will be offered regarding social skills, behavior, and discipline.	Principal, Parents, ORC, Classified Personnel	August 2015 – June 2016	Classified Personnel - Babysitting - provide childcare	2000-2999: Classified Personnel Salaries	LCFF - Targeted	500
Outreach and support will be provided for students and families who experience hardships.	Teachers ORC	August 2015 – June 2016	District Funded	None Specified		0
Counseling will be offered for students and families in need	Principal, ORC, Counselor, Parents	August 2015 – June 2016	District Funded	None Specified		0
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 2015 – June 2016	District Funded	None Specified		0

Strategy #7

STRATEGY:
The school will support the district implementation of the ASES grant. (After School Education and Safety)

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: Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed.	Teacher Liaison, ASP staff, Teachers K-8	August 2015 - June 2016	ASES grant	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.	Principal, ASP staff, teacher Liaison		ASES grant	None Specified		0

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: Academic Strand Focus
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:
All students will engage in learning opportunities to expand their experience with literacy, communication arts, and technology.
Data Used to Form this Goal:
Parent Survey Data Essential Literacy Skills Benchmarks (Kindergarten and 1st grades) DIBELS data (Kindergarten - 6th grades) Interim Formative Assessments (grades K-8)

Findings from the Analysis of this Data:

The percentage of students attaining benchmark in Essential Skills at the end of the 2014-2015 school year:
English Kindergarten - 44%
Spanish Kindergarten - 26%

The percentage of students attaining the DIBELS benchmark for End of 2014-2015 school Year.
1st grade - 32%
2nd grade - 24%
3rd grade - 24%
4th grade - 32%
5th grade - 35%
6th grade - 38%

The percentage of students attaining benchmark in the Interim Formative Assessments at the end of the 2014-2015 school year.
3rd grade - 7%
4th grade - 1%
5th grade - 18%
6th grade - 3%
7th grade - 1%

How the School will Evaluate the Progress of this Goal:

STAR Reading Early Literacy (K-1)
STAR Reading 360 (2-8)
Essential Skills (Kindergarten and 1st grade)
DIBELS assessment (K-6)
Teachers will meet in grade level meetings after assessment periods to analyze data
Interim Formative Assessments
MTSS
Progress Monitoring

Strategy #1

STRATEGY:
Teaching and Learning: The school will ensure implementation of the Academic Focus Strand of Literacy, Communication Arts, and Technology.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate the district created English/Language Arts units into one integrated units with the focus on Literacy, Communication Arts, and Technology	Teachers K-8, Instructional Coach		District Funded	None Specified		0
Reinforce the mathematical practices through Literacy, Communication Arts, and Technology projects developed and designed in grade level groups.	Teachers K-8, Instructional Coach		District Funded	None Specified		0
Enhance English Learners' listening, speaking, reading and writing skills through project based learning experiences focused on Literacy, Communications Arts, and Technology.	Teachers K-8, Instructional Coach		District Funded	None Specified		0

Strategy #2

STRATEGY:
The school will ensure opportunities and educational access in Literacy, Communication Arts, and Technology for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage all students in enrichment activities related to Literacy (i.e. assemblies, field trips, additional support staff).	Teachers K-8, Instructional Coach, ORC	August 2015 - June 2016	Transportation	5700-5799: Transfers Of Direct Costs	LCFF - Discretionary	1500
Engage all students in enrichment activities related to Communications Arts (i.e. assemblies, field trips, additional support staff).	Teachers K-8, Instructional Coach, ORC	August 2015 - June 2016	Admission and assemblies	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	1500
Engage all students in enrichment activities related to Technology (i.e. assemblies, field trips, additional support staff).	Teachers K-8, Instructional Coach, ORC, Site Technology Technician	August 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	2500
Acquire necessary materials to support the Academic Strand Focus	Principal	August 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	2000
Provide opportunities outside the regular school day to support the Academic Strand Focus.	Principal	August 2015 - June 2016	Teacher Extra Time	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1000
Students will participate in art appreciation classes and enrichment activities centered on Communication Arts.	Teachers 3-8, Art Teacher	August 2015 - June 2016	Certificated Salaries	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	10800
Students will participate in music appreciation classes and enrichment activities centered on Communication Arts.	Teachers K-5, Music Teacher	August 2015 - June 2016	Certificated Salaries	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	2500

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
Parent workshop will be provided for families of in-coming kindergarten students.	Principal, Kindergarten teachers, Instructional Coach	May 2016-June 2016	Materials and Supplies: See Goal #1, Strategy #3, Action #2			

Strategy #4

STRATEGY:
The school will implement a transition plan for 6th to 7th grade transition and 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 6th graders by providing time for vertical meetings between 6th and 7th grade teachers.	Teachers 6-8	May 2016 - June 2016	District Funded	None Specified		0
The school will implement a transition plan for 6th graders by providing a transition presentation to 6th grade students prior to entry into Middle School grades.	Teachers 6-8	May 2016 - June 2016	District Funded	None Specified		0

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
Provide professional development opportunities for staff (conferences, workshops)	Teachers K-8, Instructional Coach	August 2015 - June 2016	Travel and Conference	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	5000
Staff will engage in grade level planning to create additional integrated units or enhance existing district created units.	Teachers K-8, Instructional Coach	August 2015 - June 2016	Substitute teachers needed for teachers to collaborate	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3000
The Instructional Coach will support staff in creating, enhancing and implementing the integrated units.	Teachers K-8, Instructional Coach	August 2015 - June 2016	Substitutes needed for teachers to collaborate	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3000

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
Notify parents of upcoming events through school marquee, ConnectEd calls, and updated school website with information for parents.	Principal, Parents	August 2015 - June 2016	District Funded	None Specified		0
Parent workshops which focus on Literacy, Communication Arts and Technology will be supported by the Outreach Resource Consultant (ORC)	ORC, Principal, Assistant Principal, Classified Personnel, Teachers K-8	August 2015 - June 2016	Classified Personnel - Babysitting - provide childcare	2000-2999: Classified Personnel Salaries	LCFF - Targeted	500
Parent school events and unit presentation which focus on Literacy, Communication Arts and Technology will be provided to assist parents in supporting their children at home, ensuring childcare.	Teachers K-8	August 2015 - June 2016	District Funded	None Specified		0
Utilize agendas and iPads to support organization, student achievement and home-school communication.	Teachers K-8	August 2015 - June 2016	District Funded	None Specified		0

Strategy #7

STRATEGY:
The school will support the district implementation of the ASES grant. (After School Education and Safety)

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: Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed.	Teacher Liaison, ASP staff, Teachers K-8	August 2015 - June 2016	ASES grant	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.	Principal, ASP staff, Teacher Liaison	August 2015 - June 2016	ASES grant	None Specified		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: 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		0.00
1000-1999: Certificated Personnel Salaries	ASES	3,600.00
5000-5999: Services And Other Operating	Discretionary	3,000.00
1000-1999: Certificated Personnel Salaries	District Funded	121,916.00
None Specified	District Funded	301,497.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2,000.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	550.00
4000-4999: Books And Supplies	LCFF - Discretionary	7,000.00
5000-5999: Services And Other Operating	LCFF - Discretionary	5,270.00
5700-5799: Transfers Of Direct Costs	LCFF - Discretionary	1,500.00
5800: Professional/Consulting Services And	LCFF - Discretionary	10,800.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	51,000.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	9,350.00
4000-4999: Books And Supplies	LCFF - Targeted	35,905.00
5000-5999: Services And Other Operating	LCFF - Targeted	8,938.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	13,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	20,500.00
1000-1999: Certificated Personnel Salaries	Title I	65,106.39
2000-2999: Classified Personnel Salaries	Title I	12,933.00
4000-4999: Books And Supplies	Title I	4,000.00
5000-5999: Services And Other Operating	Title I	8,066.61
1000-1999: Certificated Personnel Salaries	Title III	13,632.88
2000-2999: Classified Personnel Salaries	Title III	6,933.00
4000-4999: Books And Supplies	Title III	2,836.12

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,600.00
Discretionary	3,000.00
District Funded	423,413.00
LCFF - Discretionary	27,120.00
LCFF - Targeted	138,693.00
Title I	90,106.00
Title III	23,402.00

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 if 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 Common Core Units
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
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 CAASPP
Vertical meetings with 6th and 7th grade teachers
Vertical meetings with 7th and 8th grade teachers
RTI training through the Orange County Office of Education
PD in Habits of MInd - developing professional communities
Recognize student growth on CELDT

What specific actions related to those strategies were eliminated or modified during the year?
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. The addition of Middle school and Dual Immersion programs to Chavez School have 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

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?

X 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

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:
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 form 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 supensions 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
Rose Ann Rodriguez				X	
Flor Villa				X	
Elsa Zavala				X	
Suzanne Grajeda			X		
Alejo Perez		X			
Yulianna Robles			X		
Ariel Alexander		X			
Camila Gomez				X	
Teresa Salazar				X	
Brasilia Perez	X				
Numbers of members of each category:	**1**	**2**	**2**	**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)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
X	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
X	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): PTA	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 9/30/2015.

Attested:

Mrs. Brasilia Perez		9-30-15
Typed Name of School Principal	Signature of School Principal	Date
Mrs. Maria Teresa Salazar		9/30/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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 **paquete del primer día de clases,** el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan **el Convenio Escolar** y las normas de política con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el **Convenio Escolar** 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 acera 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,**
- **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, las horas de entrada y salida, 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 y el calendario proveerán información y las sugerencias presentadas por parte de los padres.**

Comunicaciones con los padres se hacen con la página 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:

Proyectos de Padres

Presentación de Padres

Entrenamientos de Padres

Presentaciones con temas sugeridas por los padres

Presentaciones concentradas en aprendizaje de los estudiantes

Noches de Padres para iPads

Noches de Familia de películas

Comer con su Hijo/a

Eventos de Leer

Noches para reunir a las familias

Dias de Celebraciones Festivas

Celebraciones de la Comunidad

Presentaciones/Proyectos para Padres del Nivel de Grado del Enfoque Académico

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 First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the School-Parent Compact and policies with the students at the beginning of the year. Parents are asked to read and discuss the School-Parent Compact 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 makes the School Parental Involvement Policy available to the local community by posting on webpage and office bulletin board.
- ✓ 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 provides information about the staff, classroom activities, bell schedule, and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters and calendars 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.

Parent communications via webpage, Twitter, Facebook, Connect Ed phone notification calls, parent surveys, 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 Projects

Parent Workshops

Parent Trainings

Parent meetings with specific parent interest topics

Parent meetings with specific student learning centered topics

iPad parent night

Movie family night

Eat Lunch with your Child day

Reading events

Family gathering nights

Holiday Celebration Days

Community Celebrations

Grade Level Academic Strand Focus Parent Days of Presentations/Projects

The Single Plan for Student Achievement

School: Curren School

CDS Code: 56725386055263

District: Oxnard School District

Principal: Kelly Castillo

Revision Date: September 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: 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 and 8th to 9th grade transitions, 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 51 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 trained. 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-8 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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	123	119	96.7	119	**2389.2**	9	20	32	39
Grade 4	138	138	100.0	138	**2388.3**	0	10	31	59
Grade 5	108	105	97.2	105	**2424.7**	2	15	23	60
Grade 6	107	107	100.0	107	**2468.6**	2	21	36	42
Grade 7	104	104	100.0	104	**2484.4**	3	17	34	46
Grade 8	99	99	100.0	99	**2518.4**	4	27	27	41
All Grades	679	672	99.0	672		3	18	31	48

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	8	46	45	9	50	41	6	61	33	12	61	27
Grade 4	4	38	59	1	36	63	2	57	41	5	48	47
Grade 5	3	38	59	7	30	63	5	59	36	12	50	37
Grade 6	6	38	56	4	44	52	11	55	34	8	61	31
Grade 7	6	43	51	3	52	45	3	68	29	8	51	41
Grade 8	11	42	46	6	54	40	8	63	29	8	63	29
All Grades	6	41	53	5	44	51	6	60	34	9	55	36

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	123	123	100.0	123	**2399.2**	6	26	30	38
Grade 4	138	138	100.0	138	**2409.0**	1	9	43	47
Grade 5	108	105	97.2	105	**2424.4**	2	8	27	64
Grade 6	107	107	100.0	107	**2449.5**	3	11	28	58
Grade 7	104	103	99.0	103	**2453.0**	1	6	32	61
Grade 8	99	99	100.0	99	**2486.7**	5	11	26	58
All Grades	679	675	99.4	675		3	12	32	53

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	11	41	48	14	48	38	13	57	30
Grade 4	4	26	70	5	49	46	4	38	57
Grade 5	3	18	79	4	27	70	0	42	58
Grade 6	5	23	72	4	39	57	4	45	51
Grade 7	2	30	68	1	50	49	2	63	35
Grade 8	8	30	62	6	49	44	4	41	55
All Grades	5	28	66	6	44	50	5	48	48

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	7	6	43	7	50	14
1			6	6	36	35	26	25	34	33	102
2			17	18	48	51	22	23	7	7	94
3	6	7	20	22	43	48	17	19	4	4	90
4	5	6	18	21	50	58	9	10	4	5	86
5	3	5	29	48	22	37	5	8	1	2	60
6	2	5	11	28	17	43	8	20	2	5	40
7	1	4	13	52	8	32	1	4	2	8	25
8			9	45	9	45	1	5	1	5	20
Total	17	3	123	23	234	44	95	18	62	12	531

Conclusions based on this data:

1. English Learners continue to be an area of focus for Curren School as is evidenced by leveled designated ELD time supported by EST's providing class size reduction, specific ELD tutoring, and an emphasis on SIOP strategies. Data review and instructional strategies for EL's are a focus of teacher professional development this year.
2. Based on EL Data review including above chart and the disagregated 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 Learnes 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		
	2012-13	2013-14	2014-15
Number of Annual Testers	458	441	531
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	458	441	531
Number Met	230	222	288
Percent Met	50.2%	50.3%	54.2%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	442	106	439	90	447	153
Number Met	64	37	70	36	73	63
Percent Met	14.5%	34.9%	15.9%	40.0%	16.3%	41.2%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	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		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**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 yeilded 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: ELA
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 the STAR 360 AR Grade Level Equivalent Reading Level and Dibels/Essential Skills Assessments, All students will read at grade level by the end of the year, or they will make 1.5 years growth in their reading level effectively decreasing the distance between their reading level and grade level by .5 year by the conclusion of the year.
Data Used to Form this Goal:
STAR Renaissance 360 Grade Level Reading Level (2-8) and Dibels/Essential Skills (K-1), CAASPP, IFA's for ELA
Findings from the Analysis of this Data:
Currently 70% of the students read more than .5 year below grade level.
How the School will Evaluate the Progress of this Goal:
Goal will be monitored at each trimester with the STAR AR 360 and/or the DIBELS/Essential Skills (K-1) Students not progressing towards meeting the goal will take additional diagnostic assessments (DIBELS CWPM, BPST) for instructional planning. Additional classroom and progress monitoring data will be used to monitor progress towards meeting the goal throughout the year. Student monitoring conferences will be held to analyze effective practices, modify instruction, and design interventions. End of year data will be used to determine if the goal was met.

Strategy #1

STRATEGY:
Provide differentiated CCSS instruction in ELA for all students

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement small group early literacy instruction using the Fontas and Pinnell leveled literacy Program 8/15-6/16	Principal, EST Teacher, TOSA Principal EST	Hire EST Full time Teacher 8/15 Monitor intervention data for the reading intervention 3X's year 10/15, 2/16, and 4/15 Daily small group intensive reading intervention for struggling readers selected based on STAR 360/DIBELS and IPT assessment results 8/15-6/16	Teacher Salary and Benefits	1000-1999: Certificated Personnel Salaries	QEIA	110,000
Ensure Technology access to needed software for differentiated learning for every student 8/15-6/16	Principal, Site Tech, Assistant Principal Principal, Site Tech, Assistant Principal Principal, Classroom Teachers Principal, OA2	Hire Tech Salary and benefits 5.0 hours/day 8/15 Purchase replacement technology--headphones, earbuds, chargers, etc. as needed. 8/15-5/16 Attend Cue Conference for Technology. 3/16 Monitor iPad issues and concerns and iPad insurance. 8/15-6/16	Classified Salary	2000-2999: Classified Personnel Salaries	QEIA	27,000
			Materials and supplies	4000-4999: Books And Supplies	LCFF - Targeted	3,000
			Teacher substitutes, Registration, Hotels, Meals for team of 8 teachers	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	8,000
			Classified salary .5 OA2	2000-2999: Classified Personnel Salaries	QEIA	22,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide small group reading and writing instruction for all students. 8/15-6/16	Principal, EST's	Implement the PE/Small group instruction model to provide 40 minutes/4 days/week of smaller class size for differentiated learning. Including intensive intervention, English Learner Support, and GATE instruction based on student learning needs. 8/15-6/16	District Funded Teacher Salary and benefits for two EST positions			
			ISP Salary at 4.5hrs/day 4 days/week for 139 days/year	1000-1999: Certificated Personnel Salaries	Title I	31,275
			ISP Salary at 4.5hrs/day 4 days/week for 139 days/year	1000-1999: Certificated Personnel Salaries	Title I	31,275
	Principal, ISP	Hire ISP to provide support for K and 1st grade Intervention reading groups and 1st grade DLI larger class sizes 8/15				
	Principal, ISP	Hire ISP to support 1st grade intervention reading and writing groups and 2-5 intensive reading students 8/15				
	Principal, TOSA	Monitor intervention groups monthly at grade level meetings to make adjustments to groups and instruction. 9/15-6/16				
Implement the Step Up to Writing Organization during structured writing time with scaffolded support for English Learners 8/15-6/16	Principal, Teachers, TOSA	Purchase Step Up to Writing materials 8/15	Step Up binders at $359/class for 12classes plus three sets for the TOSA	4000-4999: Books And Supplies	Title I	15553
	Principal, TOSA	Provide Training for the TOSA and Leadership Team on the Step Up system 8/15-3/16	Webinars for TOSA	5000-5999: Services And Other Operating Expenditures	Title I	1,000
	TOSA, Assistant Principal	Provide Training for Teachers at Grade Level and staff meetings 9/15-4/16				
	Teachers, TOSA	Implement the Step Up to Writing program 8/15-6/16				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor student progress and develop appropriate action plans for support 8/15-6/16	Principal, TOSA, Classroom Teacher	Data Analysis, EL student monitoring, student monitoring conferences. Floating substitutes to meet with teachers 2 times/year 10/15-11/15 and 2/16-3/16	14 substitute days	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2,100
	Principal, Assistant Principals, ORC	Consultation/ELRT/IEP meeting days to discuss intensive intervention plans and IEP goals for students not making progress towards learning and language benchmarks. Parent/teacher/SST Team conferences. 8/15-6/16	2 Floating substitutes/week for 35 weeks	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	10,500
Implement Diagnostic Assessments for struggling readers per benchmark data 9/15, 2/16	Principal, TOSA, Teachers	Use diagnostic assessment tools (DIBELS fluency, BPST II) to identify specific reading and ELD instruction needs for students significantly below grade level per STAR reading assessments. Teacher substitutes 2 days/teacher. 9/15 and 2/16	Teacher substitutes 2 days/teacher	1000-1999: Certificated Personnel Salaries	Discretionary	13,200
Provide the IXL ELA software program to all students for differentiated ELA practice 8/15-6/16	Principal, Teachers	Use the IXL ELA program for students to work at their independent ELA level for foundational reading and grammar skills 8/15-6/16	IXL ELA contract agreement	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	5,000
Provide Teacher professional development for Reading Instruction 8/15-6/16	Principal, TOSA, Teachers	Implement the Lesson Study Coaching model for teachers	Teacher substitutes two days per teacher/year	1000-1999: Certificated Personnel Salaries	Discretionary	13,200

Strategy #2

STRATEGY:
Provide extended learning opportunities and extended learning time for students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer an after school tutoring for 20 weeks focused on intensive reading needs for K-2 students and foster/homeless youth by Reading EST, focused on extending learning time for intensive readers as identified by data analysis (STAR 360, DIBELS, BPST, and IPT)	Principal, Extra Support Teacher (Reading)	Extended Learning time for K-2 readers (after school tutoring) 2 hours/week for 20 weeks 10/2015-5/2016	Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	2,000
Offer after school tutoring and homework help for students 2-8 and homeless and foster youth based on data analysis and progress monitoring data.	Principal, TOSA, ISP	Extended Learning time for K-2 readers (after school tutoring) 2 hours/week for 20 weeks (Two groups offered) 10/2015-5/2016	Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4,000

Strategy #3

STRATEGY:
Increase the quantity of words read by every student over the course of the school year.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide MyOn software to all students to download books for independent reading at home and at school. 8/15-6/16	Principal Principal, TOSA, Teacher	Purchase Agreement 4/15 Monitor student reading quantity, and provide student and classroom incentives 9/15-6/16	Two-Year agreement previously purchased			
Implement Accelerated Reader Program 8/15-6/16	Principal, TOSA Assistant Principal, TOSA, Library Media Tech Principal, TOSA	Take STAR 360 assessments each trimester 11/15, 3/16, 6/1 Provide Reading incentives and awards for meeting goals 10/15-6/16 Teacher professional development at staff meeting 8/15	District funded Materials and reading medals	4000-4999: Books And Supplies	LCFF - Targeted	5,000
Provide the RAZ-Kids literacy software license to all students K-5 8/15-6/16	Principal, TOSA, Teachers	Use the RAZ-Kids program on the iPads to increase student reading engagement through leveled and interactive text 5/15	Two-Year agreement previously purchased			

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 percentage of students scoring below proficient on the district Math IFA's will reduce by 10%. All students will increase one proficiency level on the IFA's or maintain an advanced level in mathematics.
Data Used to Form this Goal:
2015 IFA Data
Findings from the Analysis of this Data:
68% of the students schoolwide performed below proficient on the IFA tests.
How the School will Evaluate the Progress of this Goal:
STAR 360 Math assessments, along with the new math benchmark assessments will be used to monitor student progress throughout the year. The IFA's will be administered two times during the year for analysis.

Strategy #1

STRATEGY:
Implement the newly adopted CCSS Math Curriculum My Math for all K-5 classrooms and Connected Mathematics for 6-8

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for teachers K-5 and math teachers 6-8 on the new curricular materials and supportive technology components 8/15-6/16	Principal, Assistant Principal, TOSA, Expert Team Teachers Principal, Assistant Principal, TOSA, Expert Team Teachers	Expert Team training 8/13/15-8/14-15 Offer coaching opportunities for teachers to observe each other and collaborate around the math implementation	District Funded Teacher substitutes 12 days/year	1000-1999: Certificated Personnel Salaries	Discretionary	1,650
Support the instructional program through the development and purchase of supplemental math materials 9/15-6/16	Principal, OA2 Principal	OA2 Salary Purchase needed math manipulatives, consumable math materials, and other math materials and supplies 9/15-6/16	Previously Allocated, Goal 1 Strategy 1 Materials and supplies	4000-4999: Books And Supplies	Discretionary	2,000

Strategy #2

STRATEGY:
Provide differentiated math instruction for all students

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide the IXL Math software program to all students for differentiated math practice 8/15-6/16	Principal	Purchase IXL Math	Agreement	5000-5999: Services And Other Operating Expenditures	Discretionary	5000

Strategy #3

STRATEGY:
Provide extended learning opportunities/time for students in the form of intervention and tutoring.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer before or after school tutoring and homework assistance for students 2-5 in the area of mathematics	Assistant Principal	Extended Learning time for students 2nd-5th grade 2 hours/week for 20 weeks in the area of math. (two groups offered)	Teacher Extra Help	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4,000
	Assistant Principal	Extended learning time and tutoring for students 6th-8th grades 2 hours/week for 20 weeks (two groups offered)	Teacher Extra Help	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4,000

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 Langauage 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:
All students will increase by one CELDT level. 55% of students who have been in US school system for more than 5 years will reach proficiency on the CELDT
Data Used to Form this Goal:
CELDT Data, IPT Data
Findings from the Analysis of this Data:
In 2014 50.3% of students increased one level in the CELDT. 40% of students reached proficiency.
How the School will Evaluate the Progress of this Goal:
CELDT Data, IPT Data, Student writing samples. The data will be analyzed at each trimester. The data will be determined to develop intervention plans and programs for struggling students.

Strategy #1

STRATEGY:
Daily differentiated English Language Development for English Learners based on their individual learning needs as demonstrated by their CELDT sub-scores.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use CELDT and IPT data and subscores to group students for daily directed ELD instruction via small group instruction 8/15-6/16	Principal, Assistant Principal, TOSA Principal, TOSA Principal, TOSA Principal, Teachers	Students taught leveled ELD instruction daily for ELD 8/15-6/16 ISP to support during ELD time to provide more specialized groupings and instruction 9/15-5/16 Modeled lessons by TOSA 8/15-6/16 Grade Level collaboration about ELD and EL student progress	Two ISP at 4.75/hours per day No cost, Salary district funded	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	57,195
Monitor English Learner Student progress and develop appropriate action plans for support 9/15-6/16	Principal, TOSA, Teachers	Data analysis, student monitoring conferences.	Floating substitutes Previously allocated Goal 1, strategy 1			
Develop scaffolded materials to support EL's in the Step Up to Writing and CCSS ELA/Math instruction 8/15-6/16	Principal, OA2	Salary of OA2	Previouslly Allocated Goal 1, strategy 1			

Strategy #2

STRATEGY:
Provide Extended Learning time/tutoring for English Learners outside the school day.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer after school tutoring for 20 weeks for English Learners based on specific EL needs 9/15-6/16	Principal	Extended learning time (tutoring) for EL's based on data analysis 2 hours/week for 20 weeks (6 groups)	Teacher extra hours	1000-1999: Certificated Personnel Salaries	Title III	12,245
Provide intervention for LTEL in grades 4-8 9/15-5/16	Principal	Extended Learning Time for LTELs (tutoring) 80 hours total	Teacher extra hours	1000-1999: Certificated Personnel Salaries	Title III	4,000

Strategy #3

STRATEGY:
Implement the Dual Language Immersion 50/50 program in K-3

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support the DLI program roll up to 3rd grade with the purchase of needed materials to initiate the DLI program classrooms	Principal, DLI teachers	Purchase needed materials, primary language resources, and program related supplies	Materials and supplies	4000-4999: Books And Supplies	LCFF - Discretionary	3,000
DLI Teachers will have a coaching/collaboration opportunity one time each month 9/15-5/16	Principal, Assistant Principal, DLI Teachers, DLI TOSA	Sub out 6 teachers for collaboration/assessment one day/month for 8 months	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	4,500
Hold quarterly parent meetings regarding DLI program 10/15, 2/16, 5/16	Principal, Assistant Principal, DLI Teachers, DLI TOSA	Materials, incentives for the meetings	Materials	4000-4999: Books And Supplies	Title III	300

Strategy #4

STRATEGY:
Work with the larger community to ensure the EL needs are addressed

Action/Date	**Person(s) Responsible**	**Task/Date**	**Proposed Expenditure(s)**			
			Description	**Type**	**Funding Source**	**Amount**
Hold ELRT Meetings to review EL student progress and develop action plans. For students not responding to action plan hold consultation meeting. 10/15-6/16	Principal, Assistant Principal, TOSA, ORC	Floating substitutes to release teachers to meet with the team	Previously Allocated Goal 1, strategy 1			
Inform parents at ELAC and SSC meetings of EL progress, learning needs, and associated expenditures to support EL success	Principal	Monthly meetings. Provide refreshments, materials, incentives. $300/month for 8 months	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	2400
	Principal	Babysitting	Classified hours	2000-2999: Classified Personnel Salaries	Discretionary	600

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 Climate
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:
Curren School will be a safer and secure environment where all students are engaged, supported, and have the opportunity to learn and excel. All community members will have the opportunity to participate and support Curren school and its students as measured by behavior data, office referrals, student and parent surveys, and safety team reflections.
Data Used to Form this Goal:
Behavior data compiled by the counselor, assistant principals, and ORC. Office referrals, student and parent surveys, and safety team review of safety plan and procedures.
Findings from the Analysis of this Data:
Curren School is a safe environment but there is a need for a standardized language in order to teach behavior expectations effectively. Parent involvement is on the rise at Curren School.
How the School will Evaluate the Progress of this Goal:
Parent, student, and staff surveys. Referral and behavior data including suspension data, and California Healthy Kids Survey results.

Strategy #1

STRATEGY:
Foster and encourage student and parent involvement and community engagement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure quality home/school connection 8/15-6/16	Principal, Teachers	Implement Class Dojo Schoolwide 8/15-6/16	Materials/supplies	4000-4999: Books And Supplies	LCFF - Targeted	3,300
	Principal, Teachers	AVID organized Binders and Agendas 2-8. Avid organized homework binders K-1 ($2.75 each for 1200 students) 8/15-6/16	Tech Salary, Previously allocated Goal 1, Strategy 1			
	Principal, Assistant Principal, Site Tech	Maintain electronic calendar on web page and send home calendar each month 8/15-6/16				
Offer Family Nights at Curren School 9/15-5/16	Principal, Assistant Principals, TOSA	Provide a minimum of one family night per trimester to engage parents in topics related to Curren School (Technology, Math adoption, Parent Involvement)	Materials, supplies, incentives $500/night	4000-4999: Books And Supplies	LCFF - Targeted	1,500
Offer Parent workshops at Curren School 9/15-5/16	Principal, ORC	Provide parent education workshops (nutrition, homework assistance, community safety, zumba) Refreshments/materials/supplies	Materials/supplies	4000-4999: Books And Supplies	LCFF - Targeted	1,000
			ORC extra hours	2000-2999: Classified Personnel Salaries	LCFF - Targeted	500
Hold transition meetings for teachers of pre-k/k, 5th/6th, and 8th/9th to ensure smooth transition between programs 2/16-6/16	Principal, Assistant Principal, Teachers	Articulation meetings between vertical teams of grade levels to discuss program needs and specific student concerns. 2/16-6/16	Teacher substitutes for 8 days	1000-1999: Certificated Personnel Salaries	Discretionary	1,200

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold monthly meetings including ELAC, SSC, Title I parent meetings, PTA meetings, Coffee with the principal 8/15-6/16	Principal, Assistant Principals	Parent meetings on a variety of topics and issues. Opportunity for parent groups to provide advisements and recommendations	Refreshments and incentives (materials/supplies)	4000-4999: Books And Supplies	Discretionary	3,000
Provide Translation and home communication for non-English speaking homes. 8/15-6/16	Principal, Office Manager	Provide clerical office staff available to support parents as they navigate the school system with translation and support.	Clerical Extra Help	2000-2999: Classified Personnel Salaries	Discretionary	10,000

Strategy #2

STRATEGY:
Implement the CHAMPs School-wide Positive Behavior Support Program

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Champs Training for all school employees 8/15-6/16	Principal, Curren Employees	Initial CHAMPS training 2015	Trainer costs (District Funded Teacher Extra Help 30 teachers at 10 hours at $50/hour	1000-1999: Certificated Personnel Salaries	Discretionary	15,000
			Classified extra hours 20 employees at 10 hours at $20/hour	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	4,000
			Champs Books	4000-4999: Books And Supplies	Discretionary	2,000
Provide parenting class and support program opportunities after school 9/15-6/16	Principal, counselor	Parenting classes counselor Extra hours $50/hour for 4 hours/class for 20 weeks Refreshments	Certificated Pupil Services extra help Previously allocated Goal 4 strategy 1	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4,000
Implement Improved attendance and tardy reduction program 8/15-6/16	Principal, Assistant Principal, ORC	Incentives	Materials supplies	4000-4999: Books And Supplies	LCFF - Targeted	2,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide drug, alcohol, tobacco, and growth and development education for students 10/15-6/16	Principal, ORC Principal, ORC, 6th grade teachers Principal ORC, science teachers	Red Ribbon Week activities and events. Implement Minnesota smoking prevention program 6th grade Implement the Project Alert for 7th and 8th grade students in their science classrooms	Materials $1.00/student for 1100 students plus $100 for class prizes	4000-4999: Books And Supplies	Discretionary	1,200
Cross-Age Mentoring/Peer Buddies programs 8/15-6/16	Principal, Assistant Principal, Leadership Teachers	Peer buddies assigned to provide support for younger students and provide leadership opportunities and learning for older students.				
Lunch Bunch structured lunch activities 8/15-6/16	Assistant Principal, ORC, Counselor	Guided student activities and play during recess and lunch breaks	Incentives and games	4000-4999: Books And Supplies	Discretionary	400

Strategy #3

STRATEGY:
Implement a comprehensive safe school plan and disaster plan

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Train all employees on the Curren School safety and disaster plans	Principal, Assistant Principal	Provide general training (8/15) and practice drills (9/15-6/16). Provide binders with all safety information (8/15).				
Establish a safety committee	Principal, Assistant Principal	Update the comprehensive safe school plan and provide training fro all school employees on safety pan and procedures 10/15-4/16	Materials supplies as identified needed	4000-4999: Books And Supplies	Discretionary	500
	Principal, Assistant Principal	Ensure safety materials, supplies, evacuation backpack, etc. are available and in good working order (9/15)				
	Principal, Assistant Principal	Conduct monthly drills (earthquake, fire, lock-down) and an annual disaster drill				

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: Strand Focus
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:
Prepare students to be college and career ready through the development and implementation of the school-wide strand focus "EYES" Enriching our Youth with Environmental Studies and the use of school-wide AVID strategies.
Data Used to Form this Goal:
Parent, Teacher, Student Surveys. Feedback provided at meetings.
Findings from the Analysis of this Data:
Environmental studies, enrichment, and AVID are motivating and engaging topics to engage our community.
How the School will Evaluate the Progress of this Goal:
Timelines, reports, units

Strategy #1

STRATEGY:
Provide Enrichment Opportunities in the arts and environmental studies.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enrichment teacher to provide enrichment lessons to students K-5 8/15-6/16	Principal Principal, EST Enrichment Teacher	Hire Enrichment teacher (8/15) Implement schedule providing enrichment lessons to all students K-5 every two weeks. (8/15-6/16)	Teacher Salary	1000-1999: Certificated Personnel Salaries	QEIA	110,000
			Materials/Supplies	4000-4999: Books And Supplies	LCFF - Targeted	1,000
School Clubs for the EYES Strand Focus (eg. Earthkeepers, Kids that Care Club, Art Club, Dance Club, etc.)	Principal, Club Leaders	After school club meetings 15 hours/club for 5 clubs	Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3700
Field Trips related to the grade level integrated unit in the EYES strand focus	Principal, Teachers, Enrichment Teachers Principal, PTA	Bus Transportation $300/2 classes for 20 trips Entrance Fees $2.00/student for 1100 students	Field Trips	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	6,000
			Field Trips	5000-5999: Services And Other Operating Expenditures	PTO	2200

Strategy #2

STRATEGY:
Develop a School Yard Habitat at Curren School in connection with the Department of Wildlife as a central activities representing the EYES strand focus

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Yard Habitat Information meetings for employees and parents 5/15-10/15	Principal	Hold information and Q and A meetings for all stakeholders				
School Yard Habitat Family work days 8/15-1/16	Principal, EST Enrichment	Invite community to participate in habitat prep and planting. 8/15-1/16	Materials/Supplies	4000-4999: Books And Supplies	LCFF - Targeted	1,000
School Yard Habitat lessons for students about environmental science, drought tolerance, monarch butterflies, plant species native to the Oxnard area, the larger political, social, and environmental context 8/15-6/16	Principal, Teachers, Leadership Team	Teacher Extra hours for professional development	Teacher Extra Help 20 hours.	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,000
			Materials/Supplies	4000-4999: Books And Supplies	LCFF - Targeted	1,000
Continue the newly forged relationship with the Department of Wildlife in the SYH development and the larger EYES implementation. 8/15-6/16	Principal, Leadership Team	Facilitate meetings between site leadership team, Curren Parents and Families, and district facilities department				

Strategy #3

STRATEGY:
Establish the implementation of Schoolwide AVID strategy focus

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID training 8/15	Principal, Assistant Principals, Teachers	Attend AVID training for six Curren Team members	Registration, Hotels, Meals	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	3,000
Weekly College Awareness Days on Wednesdays 8/15-6/16	Principal, Assistant Principals, Faculty and Staff	Wear college gear and discuss college attendance with students school wide.				
Implement the AVID agenda/binder model for K-8th grade	Principal, Teachers	All teachers will use an agenda and binder concept (modified for younger grades) to initiate the schoolwide AVID concept	Previously Allocated Goal 1, Strategy 3			

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
1000-1999: Certificated Personnel Salaries	Discretionary	48,750.00
2000-2999: Classified Personnel Salaries	Discretionary	10,600.00
4000-4999: Books And Supplies	Discretionary	11,500.00
5000-5999: Services And Other Operating	Discretionary	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	12,600.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	4,000.00
4000-4999: Books And Supplies	LCFF - Discretionary	3,000.00
5000-5999: Services And Other Operating	LCFF - Discretionary	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	79,895.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	500.00
4000-4999: Books And Supplies	LCFF - Targeted	18,800.00
5000-5999: Services And Other Operating	LCFF - Targeted	17,000.00
5000-5999: Services And Other Operating	PTO	2,200.00
1000-1999: Certificated Personnel Salaries	QEIA	220,000.00
2000-2999: Classified Personnel Salaries	QEIA	49,000.00
1000-1999: Certificated Personnel Salaries	Title I	62,550.00
4000-4999: Books And Supplies	Title I	15,553.00
5000-5999: Services And Other Operating	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title III	16,245.00
4000-4999: Books And Supplies	Title III	300.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Discretionary	75,850.00
LCFF - Discretionary	24,600.00
LCFF - Targeted	116,195.00
PTO	2,200.00
QEIA	269,000.00
Title I	79,103.00
Title III	16,545.00

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
- [x] 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
- [x] 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	X				
Tony Naranjo			X		
Candi Holva		X			
AnneMarie Newman		X			
Kristina Beers-Cabrera		X			
Mary Truax				X	
Violett Valdivia				X	
Yvana Zarate				X	
Jeralyn Negri				X	
Rogelia Ruvalcaba				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)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 9/14/2015.

Attested:

Kelly Castillo		9/14/2015
Typed Name of School Principal	Signature of School Principal	Date
Jeralyn Negri		9/14/2015
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

OXNARD SCHOOL DISTRICT

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Curren Elementary 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 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)

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 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 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,

- ✓ 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 acera 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: September 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: 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 October 21, 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.

Strand:

Driffill School: The School of Environmental Science and Global Awareness.

School Profile

Driffill School was built in 1937 and serves the central walking community of Oxnard. It is currently undergoing a Kindergarten remodel and we 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 transitioned to a Pre K- 8 Dual Language campus in 2014-2015. Driffill is still evolving. We are the School of Environmental Science and Global Awareness. Our school serves students from all ethnic backgrounds with 63% English Learners and 91% free/reduced lunch. Our parents serve on PTA, ELAC, DELAC, Cafe Con Padres and School Site Council. Driffill is a wonderful family providing positive experiences for all students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	147	145	98.6	145	**2340.5**	3	8	18	70
Grade 4	129	129	100.0	129	**2362.7**	2	5	14	80
Grade 5	158	149	94.3	149	**2417.1**	3	11	19	67
Grade 6	135	133	98.5	133	**2438.9**	1	12	28	59
Grade 7	115	111	96.5	111	**2463.0**	2	19	18	61
Grade 8	125	124	99.2	124	**2438.4**	0	5	15	80
All Grades	809	791	97.8	791		2	10	19	70

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	8	23	69	2	33	65	3	48	50	2	37	61
Grade 4	2	23	75	1	26	74	1	52	47	1	31	68
Grade 5	4	30	66	5	30	66	2	54	44	8	49	43
Grade 6	3	32	65	2	32	66	5	60	35	3	57	40
Grade 7	5	30	66	5	38	57	5	51	44	5	42	53
Grade 8	1	29	70	0	20	80	1	31	68	1	36	63
All Grades	4	28	69	2	30	68	3	50	48	3	42	54

Conclusions based on this data:

1. In order to meet state standards of proficiency, overall instruction in Language Arts needs to address all grade level standards with fidelity and rigor.
2. Targeted instruction and intervention needs to be provided for the students in the nearly met and not met ranges.
3. Strategic instruction needs to address the four areas of reading, writing, listening and inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	147	145	98.6	145	**2372.4**	3	16	27	54
Grade 4	129	129	100.0	129	**2401.5**	2	6	42	50
Grade 5	158	149	94.3	149	**2437.4**	1	9	28	62
Grade 6	135	132	97.8	132	**2441.6**	1	5	33	62
Grade 7	115	111	96.5	111	**2454.6**	3	9	33	55
Grade 8	125	124	99.2	124	**2424.6**	1	3	10	86
All Grades	809	790	97.7	790		2	8	29	62

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	14	27	59	7	36	57	5	46	50
Grade 4	4	20	76	3	36	61	1	31	68
Grade 5	3	30	67	6	22	72	1	37	62
Grade 6	2	22	76	0	35	65	3	44	53
Grade 7	8	26	66	4	38	59	3	64	33
Grade 8	1	14	85	0	38	62	0	23	77
All Grades	5	23	71	3	34	63	2	40	58

Conclusions based on this data:

1. In order to meet state standards of proficiency, overall instruction in Math needs to address all grade level standards with fidelity and rigor
2. Target instruction and intervention needs to be provided for the students in the nearly met and not met ranges
3. Strategic Instruction needs to address the three broad areas - concepts and procedures, problem solving and analysis and reasoning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			3	33	2	22			4	44	9
1	1	1	8	8	29	30	30	31	30	31	98
2	1	1	16	13	47	38	41	33	18	15	123
3	6	5	19	16	49	42	33	28	9	8	116
4	2	2	22	27	44	54	9	11	5	6	82
5	2	2	39	42	38	41	10	11	3	3	92
6	3	5	23	38	27	44	5	8	3	5	61
7	3	8	11	28	16	40	5	13	5	13	40
8	5	8	22	34	21	32	16	25	1	2	65
Total	23	3	163	24	273	40	149	22	78	11	686

Conclusions based on this data:

1. Our ongoing growth does not meet the state expectation, eventhough 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		
	2012-13	2013-14	2014-15
Number of Annual Testers	557	549	686
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	557	549	686
Number Met	280	274	332
Percent Met	50.3%	49.9%	48.4%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	563	131	548	120	516	263
Number Met	68	44	67	35	73	100
Percent Met	12.1%	33.6%	12.2%	29.2%	14.1%	38.0%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		

Conclusions based on this data:

1. EL students in AMAO 3 have met the critera 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		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**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:

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:

Students shall be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth.

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:

Essential Literacy Skills Benchmarks
DIBELS/IDEL
Interim Formative Assessments
Site Generated and CCSS Assessments

Findings from the Analysis of this Data:

The percentage of students attaining benchmark in Essential Skills or IPT at the end of 14-15

Kindergarten
Kindergarten DUAL
1st Grade

The percentage of students attaining bechmark in DIBELS at the end of the 14-15 year:
Kindergarten: 36%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: 45% scored Proficient or Advanced.
3rd grade: 46% scored Proficient or Advanced.
4th grade: 36% scored Proficient or Advanced.
5th grade: 19% scored Proficient or Advanced.
6th grade: 57% scored Proficient or Advanced.

The percentage of students attaining benchmark in the Interim Formative Assessments at the end of the 14-15 school year:
3rd grade 6% scored benchmark or above
4th grade 5% scored benchmark or above
5th grade 16% scored benchmark or above
6th grade 1% scored benchmark or above
7th grade 0% scored benchmark or above
8th grade 1% scored benchmark or above

How the School will Evaluate the Progress of this Goal:

Teachers will meet in grade level meetings after assessment periods to analyze data
STAR Reading Literacy (k-1)
STAR Reading 360- (2-5)
Essential Skills (Kindegarten and First Grade)
Progress Monitoring
SIPPS
SMART Goals
Student Monitoring Conferences
English Learner Review Team Monitoring
Response to Intervention
DIBELS Assessments
IFA's
SBAC/CMA
MTSS

Strategy #1

STRATEGY:
TEACHING AND LEARNING: During 2015-2016 Driffill 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 in grades TK - 8.

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, Assistant Principals and Coach	August 2015 - June 2016	Certificated Salaries: TOSA Salary	1000-1999: Certificated Personnel Salaries	District Funded	
Continue grade-level schedule, grade level collaboration and teaming for core subjects such as ELA, Math and ELD	Teachers, Literacy Coach, Assistant Principals, Principal	August 2015 June 2016	District Funded	None Specified	None Specified	0
Protect Core Curriculum Instructional Time	Teachers, Literacy Coach, Assistant Principals, Principal	August 2015- June 2016	District Funded	None Specified	None Specified	0
Full implementation tof he Adopted Language Arts Curriculum	Teachers, Literacy Coach, Assistant Principals, Principal	August 2015- June 2016	District Funded	None Specified	None Specified	0
Utilize the Pacing Guides and the assessments for Language Arts	Teachers, Literacy Coach, Assistant Principals, Principal	August 2015- June 2016	District Funded	None Specified	None Specified	0
Implementation of Kindergarten through 3rd grade Transitional Bilingual Education following the District's EL Master Plan	Teachers, Literacy Coach, Assistant Principals and Principal	August 2015- June 2016	District Funded	None Specified		0
The STAR 360 Reading and Early Literacy asessment will be administered at least 2 times a year and results uploaded to the appropriate data	Coach, Teachers, Literacy Coach, Assistant Principals and Principal	August 2015- June 2016	District Funded	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The DIBELS and other assessment teams will screen students throughout the year.	Teachers K-6, ISP teachers, Substitutes and the Instructional Coach	August 2015 - June 2016	District Funded	None Specified		0
			Certificated Salaries ISP and Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	2,000
					LCFF - Targeted	2,000
The Interim Formative Assessments for ELA will be administered to students 3 times a year (grades 3-8).	Teachers K-8, Instructional Coach	August 2015- June 2016	District Funded	None Specified		0
Staff will input all formative assessment results into OARS, evaluate and analyze results and use this information to inform instructional decisions.	Principal, Assistant Principals, Teachers and Coach	August 2015 - June 2016	District Funded	None Specified		0
Principal will conduct data conferences/progress monitor with teachers at least twice a year to discuss assessment results	Principal, Assistant Principals, Coach, Teachers and Substitutes	August 2015 - June 2016	District Funded	None Specified		0
			Certificated Salaries, Teachers and Substitutes	1000-1999: Certificated Personnel Salaries	Title I	2,000
					LCFF - Targeted	2,000
Kinder Teachers will host a kinder tea for entering students and their parents prior to the start of school.	Principal, Assistant Principals, Coach, teachers	August 2015 - June 2016	District Funded	None Specified		0
			Teacher Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,000
Staff will attend conferences and training to support the curriculum, strands and needs of students.	All staff	August 2015- June 2016		5800: Professional/Consulting Services And Operating Expenditures	Discretionary	6,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				5800: Professional/Consulting Services And Operating Expenditures	Title I	9,581
The Renaissance Program will be purchased to support the assessment and academic program for all students.	All staff	August 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	District Funded	
The Myon Program will be purchased to support the academic program for all students	All staff	August 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	District Funded	

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS: During 2015-2016 Driffill will provide research based interventions to those identified students based on our MTSS process developed by the Driffill School community and to those students at tier one that need initial classroom interventions.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire four ISP teachers to work with Grades K-8. Based on our MTSS. The ISP teachers will provide the next tier of interventions for specific students.	Principal, Assistant Principals, Coach and Teachers	August 2015 - June 2016 135 Day Contract	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	39,559
				1000-1999: Certificated Personnel Salaries	Title III	16,993
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	56,189
Increase student time on task. Less interruptions during class instruction	Principal, Assistant Principals, Literacy Coach	August 2015 - June 2016	Certificated Salaries	None Specified	None Specified	0
Teachers will apply Universal Access intervention during Language Arts with fidelity.	Principal, Assistant Principals, Coach and Teachers	August 2015 - June 2016	Certificated Salaries	None Specified	None Specified	0
Provide Standardized Intervention Curriculum (SIPPS and Read Naturally)	Coach, ISP and Teachers	August 2015 - June 2016	Materials	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 MTSS model	RSP Teacher, ISP and Classroom teachers	August 2015 - June 2016	Certificated Salaries	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
MTSS - Provide intervention groups according to academic needs, communicate purpose to parents and provide interventions	Principal, Assistant Principals, Psychologist, RSP Teacher, Outreach Counselor, Teacher, Literacy Coach	August 2015-June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Discretionary	31,075
				1000-1999: Certificated Personnel Salaries	Title I	11,070
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	10,757
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 Principals, Site Technology Tech, Coach, and Teachers	August 2015- June 2016	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	20,000
				4000-4999: Books And Supplies	LCFF - Targeted	6,385
Provide Before and After School Tutoring, Intersession, and Summer School for all students that are in need of intervention. Specifically to Foster Youth and EL students.	Principal, Assistant Principals, Literacy Coach, Teachers	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Discretionary	4,947
				1000-1999: Certificated Personnel Salaries	Title III	1,717
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5,000
Purchase materials to support academic programs and interventions as needed for grades TK-8	Principal, Assistant Principals, Literacy Coach, EL TOSA's	August 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	41,181

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide tutors for students identified through the ELRT process and substitutes for teachers to have coverage to write such plans.	Principal, Assistant Principals, Literacy Coach, EL TOSA, Teachers	August 2015 - June 2016	Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	Title III	4,000
Students will participate in field trips and enrichment activities	Teachers and all students	August 2015 - June 2016	Transportation	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	4,770
			Admission Fees	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	8,000
Provide subs for student monitoring, conferences, leadership, staff development, testing and intervention	Principal, Assistant Principals, Literacy Coach, Classroom Teachers	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Discretionary	7,159
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	2,993
Provide academic Incentives for students who have met goals set by staff and teachers.	Principal, Assistant Principals, Literacy Coach,Teachers	August 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	2,554

Strategy #3

STRATEGY:
Pre-School Transition (Elementary Schools): Driffill 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 Principals, Teachers, Literacy Coach	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	0
Offer Ready Set-Go through First Five (One month class)	Principal, Assistant Principals, Teachers	May 2016 - August 2016	District Funded	None Specified	None Specified	0
Offer Kindergarten Parent Workshops and provide necessary supplies	Principal, Assistant Principals, Teachers	August 2015-June 2016	Materials and Supplies	4000-4999: Books And Supplies	Title I	958
			Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,000
Hold Pre K to Kindergarten Articulation Meetings	Principal, Assistant Principals, Teacher	Spring 2015	District Funded	None Specified	None Specified	0
Collaboration and Articulation between site Kindergarten Teachers and site Pre-school Teachers	Principal, Assistant Principals, Teachers	August 2015 - June 2016	District Funded	None Specified	None Specified	0

Strategy #4

STRATEGY:
The school will implement a transition plan for 6th to 7th grade transition and 8th grade to High School Transition.

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 Principals, Teachers, Literacy Coach	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Teachers and support staff will identify students with academic and social intervention needs.	Principal, Assistant Principals, Literacy Coach, Outreach Counselor, Counselor, Psychologist	August 2015-June 2016	District Funded	None Specified	None Specified	0
The staff will continue to develop professionally as needed through District and VCOE workshop opportunites	Principal, Assistant Principals, Literacy Coach, Teachers	August 2015- June 2016	District Funded	None Specified	None Specified	0

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT: Driffill School will provide professional development to support the full implementation of the Strand Focus - School of Environmental Science and Global Awareness.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development will be provided for teachers of Language Arts.	Teachers	August 2015 - June 2016	District Funded	None Specified		0
Teachers will implement Grade Level Language Arts CCSS Professional Development strategies	Principal, Assistant Principals, Literacy Coach, Teacherss	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Instructional Coach will present to and support teachers in implementing curriculum, analyzing data and instructing using best practices.	Principal, Assistant Principals, Literacy Coach, Teachers	August 2015 - June 2016	District Funded	None Specified		0
Teachers will attend Common Core Standards trainings	Principal, Assistant Principals, Literacy Coach, Teachers	August 2015-June 2016	District Funded	None Specified	District Funded	0
Teachers will continue to bridge and use other new methods of technology	Principal, Assistant Principals, Literacy Coach, Teachers	August 2015 -June 2016	District Funded	None Specified	District Funded	0
SMART Goals, Instructional Planning and Student Monitoring will be reviewed through Data Team meetings and regularly scheduled after school meetings.	Principal, Assistant Principals, Literacy Coach, Teachers	August 2015 - June 2016	District Funded	None Specified	District Funded	0
Provide Training and meeting for Intervention Curriculum Strategies	Principal, Assistant Principals, Literacy Coach, Teachers	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Leadership Team will meet to discuss, plan and monitor school programs and improvement.	Principal, Assistant Principals, Literacy Coach, Teachers	August 2015 - June 2016	District Funded	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
School Site Council and School Leadership Teams will monitor the implementation of the SPSA.	Principal, Assistant Principals, Literacy Coach,Teachers, Parents	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Driffill School notify parents via Connect Ed, Marquee and written communication of multiple opportunities for parent involvement.	Principal, Assistant Principals, Outreach Counselor, Office Staff	August 2015 - June 2016	District Funded	None Specified	None Specified	0
The Parent Compact will be developed/revised at parent meetings.	Principal, Assistant Principals, Leadership Team, SSC, Parents	August 2015 - June 2016	District Funded	None Specified		0
Café Con Padres/Title I will be held to provide on-going school information and to assist in supporting students academically.	Principal, Assistant Principals, Outreach Counselor, Parents	Monthly- August 2015 - June 2016	District Funded	None Specified	None Specified	0
Meetings will be held to jointly develop Parent Involvement Policy	Principal, Assistant Principals, Literacy Coach, Teachers, Parents	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Grade Level Parent Education Nights will be held to assist parents with their children academically	Grade Level Teams, Principals Assistant Principal, Literacy Coach	August 2015 - June 2016	District Funded	None Specified		0
Special Education Parent Meetings will be held to assist parents with their children academically	Principal, Assistant Principals, Special Education Teachers, Psychologist, Outreach Consultant	August 2015 - June 2016	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Teacher Conferences with Translators will be held	Principal, Assistant Principals and Teachers	August 2015 - June 2016	Extra Help	2000-2999: Classified Personnel Salaries	Discretionary	1,000
			Extra Help	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	4,000
Parenting Classes will be held • Triple P • Parent Project • Nutrition • Healthy Living • Suicide Prevention	Outreach Counselor	August 2015- June 2016	District Funded	None Specified		0
SST/IEP Meetings will be held to plan and support student progress.	Principal, Assistant Principal, Literacy Coach, Teachers	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Discretionary	5,000

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
Teacher Liaison will be hired	Principal, Assistant Principals, Teachers and ASP staff	August 2015 - June 2016	Certificated Salaries	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, Principals, After School Liaison, Literacy Coach	August 2015 - June 2016	District Funded	None Specified 5800: Professional/Consulting Services And Operating Expenditures	None Specified LCFF - Discretionary	0 32,000
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:
Mathematics: Students shall obtain grade level proficiency by scoring 70% or higher on the K-8 publisher summative assessments. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, Foster Youth, SED, Hispanic and Foster Youth.
Data Used to Form this Goal:
Envisions End of Year Tests grades K-6 Math Links for 7 and 8 Interim Formative Assessments for K-8

Findings from the Analysis of this Data:

The percentage of students attaining benchmark on the Envisions End of the Year test for the 14-15:

- Kindergarten
- 1st grade 0% attained benchmark or better
- 2nd grade 0% attained benchmark or better
- 3rd grade 0% attained benchmark or better
- 4th grade 0% attained benchmark or better
- 5th grade 0% attained benchmark or better
- 6th grade 0% attained benchmark or better

The percentage of students attaining benchmark in the Interim Formative Assessments at the end of the 14-15 school year:

- 3rd grade 0% attained benchmark or better
- 4th grade 0% attained benchmark or better
- 5th grade 0% attained benchmark or better
- 6th grade 0% attained benchmark or better
- 7th grade 0% attained benchmark or better
- 8th grade 0% attained benchmark or better

How the School will Evaluate the Progress of this Goal:

Teachers will meet in grade level meetings after assessment periods to analyze data.
Progress Monitoring
SMART Goals
Student Monitoring Conferences
English Learner Review Team
MTSS
IFA's
McGraw-Hill My Math chapter tests
McGraw-Hill My Math benchmark tests
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 implementing the adopted curriculum, planning, collaboration, analyzing data and modeling effective instructional practice	Principal, Assistant Principals, Literacy Coach, and Teacher	August 2015 - June 2016	Certificated Salaries See Goal #1, Stategy #1, Action #1	None Specified	None Specified	0
Common grade-level schedules for core subject teaming.	Teachers, Principal,. Assistant Principals	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Implementation of systematic instruction of Math using the District adopted curriculum supporting the CCSS for Mathematics	Principal, Assistant Principals, Literacy Coach, Teacher	August 2015- June 2016	District Funded	None Specified	None Specified	0
Protect Common Core Curriculum Instructional Time by limiting interruptions	Principal, Assistant Principals, Literacy Coach	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Implementation guides and assessments, chapter and benchmark will be used to guide instruction and intervention.	Principal, Assistant Principals, Literacy Coach, Teacher	August 2015 - June 2016	District Funded	None Specified	None Specified	0
STAR 360 Math Assessments will be administered at lest 3 times a year.	Teachers	August 2015- June 2016	District Funded	None Specified		0
IFA's will be administered 3 times a year.	Teachers	August 2015 - June 2016	District Funded	None Specified		0

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 analyse results and use information to guide instruction and intervention.	Principal, Assistant Principals, Coach, Teachers and Subs	August 2015 - June 2016	Certificated Salaries See Goal #1	None Specified		0
Progress Monitoring will be conducted three times a year to discuss student progress and assessments.	Principal, Assistant Principals, Coach, Teachers and Subs	August 2015 - June 2016	Certificated Salaries See Goal #1	None Specified		0
Materials, Apps and supplies will be purchased to support the core and intervention program	Teachers	August 2015 - June 2016	Materials and Supplies See Goal #1	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 Principals, Literacy Coach	August 2015 - June 2016 135 Day Contract	ISP's to teach small intervention groups. See Goal #1 Strategy 2.	None Specified		0
Teachers will place students according to academic needs and communicate purpose to parents	Teachers	August 2015- June 2016	District Funded	None Specified	None Specified	0
Teachers will apply Universal Access intervention during Mathematics	Teachers, Literacy Coach	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Staff will review data to monitor student progress and identify students for mathematics intervention	Literacy Coach, Teachers	August 2015 - June 2016	District Funded	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 MTSS	Teachers	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Materials will be provided to Support Academic Programs	Teachers	August 2015 - June 2016	Materials See Goal #1	None Specified	None Specified	0
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 Principals, Computer lab technician	August 2015- June 2016	Materials see Goal #1.	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will participate in field trips and enrichment	All teachers	August 2015 - June 2016	Transportation Costs See Goal #1 Admission Fees See Goal #1			
Academic Incentives will be provided to motivate and engage students	Principal, Assistant Principals, Coach, Teachers	August 2015 - June 2016	Materials and Supplies See Goal # 1			

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS: At Driffill School teachers comminicated 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 Principals, Teachers	August- 2015 - June 2016	District Funded	None Specified	None Specified	0
Offer Ready Set-Go through First Five (One month class)	Teachers	Summer 2016	District Funded	None Specified	District Funded	0
Offer Kindergarten Parent Workshops	Teacher	August 2015 - June 2016	Certificated Salaries See Goal #1	None Specified	None Specified	0
Hold Pre K to Kindergarten Articulation Meetings	Teachers, Pre K Teachers,	Spring 2016	District Funded	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 2016	District Funded	None Specified	None Specified	0
Staff will identify students with academic needs for intervention	Literacy Coach, Teachers	Spring 2016	District Funded	None Specified	None Specified	0

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT: Staff will contiue 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 2015 - June 2016	District Funded	None Specified	None Specified	0
Instructional Coach will support and provide instruction with the implementation of the curriculum, analyzing data and using best practices.	All staff	August 2015 - June 2016	District Funded	None Specified	District Funded	0
SMART Goals and Student Monitoring through Data Team meetings.	Principal, Assistant Principal, Teachers, Literacy Coach	August 2015 -June 2016	Certificated See Goal # 1	None Specified	None Specified	0
Leadership Team will meet to discuss, plan and monitor SPSA and school improvements.	Staff	August 2015 - June 2016	Certificated See Goal #1			

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
Collaborative meetings will be held with School Site Council and School Leadership Team to monitor the implementation of the SPSA and school programs	Principal, Assistant Principals, Leadership Team teachers, parents from School Site Council.	August 2015 - June 2016	District Funded	None Specified	None Specified	0
ELAC Meetings will be held to provide parents with ongoing school information	Principal, Assistant Principals, Community Members	August 2015 - June 2016	District Funded	None Specified		0
Café Con Padres/Title I Meetings will be held to provide on-going parent information	Principal, Assistant Principals, Community Members	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Parenting Classes will be held to provide parents with ongoing support • Triple P referral • Parent Project referral • Nutrition • Health Education • Suicide Prevention	Outreach Counselor, Parents, Students	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Meetings will be held to jointly develop Parent Compact to meet the requirements of Title I	Principal, Assistant Principals, Outreach Counselor, and Parents	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Meetings will be held to jointly develop Parent Involvement Policy to meet the requirements of Title I	Principal, Assistant Principal, Outreach Counselor, and Parents	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Parent-Teacher Conferences will be held to discuss student progress	Teachers, Parents	August 2015 - June 2016	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Special Education Meetings will be held to discuss student strategies and progress	Principal, Assistant Principals, Special Education Teacher, Psychologist, Support Providers	August 2015 - June 2016	District Funded	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 will be hired	Principal, ASES Administrator	September 2015- June 2016	District Funded See Goal #1.	None Specified		0
Teacher will provide Before/After school and summer school intervention for those students identified through the SST process and teacher recommendation	Teacher	August 2015- June 2016	District Funded See Goal #1	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 2015- June 2016	District Funded See Goal #1	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:

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: 25% of all English Learners Students that have been here less than 5 years of all English Learners will attain a level of proficient on the CELDT
50 % of all English Learners that have been here for five years or more of all English Learners will attain a level of proficient on the CELDT
C. AMAO #3: Students scoring proficient on the STAR 360 reading and math assessments will increase by 10% between Fall and Spring

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:

CELDT (administer to all English Learners)
AMAO Data
Interim Formative Data

Findings from the Analysis of this Data:

CELDT Data
AMAO #1
AMAO #2 a. Less than 5 years
b. More than 5 years

How the School will Evaluate the Progress of this Goal:
Teachers will meet in grade level meetings after assessment periods STAR Reading Early Literacy (K-1) and Reading and Math 360 Grades 2-8 MTSS SMART Goals ELRT Student Progress Monitoring Conferences ELD Teaming Progress Monitoring IPT

Strategy #1

STRATEGY:
EL Strategies: Driffill 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 2015- June 2016	District Funded	None Specified	None Specified	0
Implement AVENUES (grades K-5)	Teachers	August 2015- June 2016	District Funded	None Specified	None Specified	0
ELRT Monitoring	Leadership Team, Teachers	August 2015 - June 2016	Certificated See Goal #1	None Specified	None Specified	0
Implement the District EL Master Plan	Principal, Assistant Principals, Teachers, ISP, Literacy Coach	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Assess using CELDT, IPT and IDEL	Literacy Coach, ISP's	August 2015 - June 2016	District Funded	None Specified	None Specified	0
SIOP Strategies will be used in all lessons, in all classrooms every day.	Teachers	August 2015- June 2016	District Funded	None Specified	None Specified	0
The instructional coach will support teachers instructing the ELD standards, implementing SIOP and monitoring EL student progress.	Coach,Teachers	August 2015- June 2016	District Funded	None Specified	None Specified	0
Materials and supplies will be purchased to support the core instructional program	All staff	August 2015- June 2016	Materials and Supplies See Goal #1	4000-4999: Books And Supplies		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 in Strategic Instruction	Teachers	August 2015- June 2016	District Funded	None Specified	None Specified	0
Grade Level Teaming	Teachers	August 2015 - June 2016	District Funded	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
Intermediate proficiency CELDT level English Language Learners will participate in before/after school intensive tutoring. ELRT Plans and monitoring will provide direction.	Teachers	August 2015 - June 2016	Certificated Salaries See Goal #1	None Specified		0
Secure ISP teachers for grades K-8	Principal, Literacy Coach and ISP	August 2015 - June 2016	Certificated Salaries See Goal # 1	None Specified		0
District summer school will be offered to targeted EL Students	Teachers	August 2015 - 2016	District Funded	None Specified		0
Intervention materials will be utilized to support EL students during ELD instruction and tutoring	Principal, Assistant Principals, Coach, and Teachers	August 2015-June 2016	Materials and Supplies See Goal #1	None Specified		0
EL students who require additional support will be identified and monitored through the MTSS process.	Principal, Assistant Principals, Coach, Psychologist, Teachers	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	10,000

Strategy #4

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS: Driffill 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
In-Coming Parent Night Meetings will be held	Teachers	August 2015 -June 2016	District Funded	None Specified	None Specified	0
Support Ready Set-Go through First Five (One month class)	Teachers	Summer 2016	Pre- School classes	None Specified	None Specified	0
Kindergarten Parent Workshops will be held	Teachers	August 2015 -June 2016	Certificated	1000-1999: Certificated Personnel Salaries	None Specified	0
Pre-K to Kindergarten Articulation Meetings will be held	Teachers, Pre-School Teachers	Spring 2016	District Funded	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	District Funded	None Specified	None Specified	0
Identifiy students with academic needs for intervention	Principal, Assistant Principals, Literacy Coach and Counselors	August 2015- June 2016	District Funded	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
Staff will take advantage of District provided professional development as needed.	Teachers	August 2015 - June 2016	District Funded	None Specified	None Specified	0
The EL TOSA will provide instructional support to teachers and grade level teams.	Driffill Staff	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Teachers will attend and implement SIOP trainings and strategies.	Principal, Assistant Principals, EL TOSA, Literacy Coach and Teachers.	August 2015 - June 2016	District Funded	None Specified		0
Teachers will utilize and incorporate Common Core ELD strategies.	Principal, Assistant Principals, EL TOSA, Literacy Coach and Teachers.	August 2015 - June 2016	District Funded	None Specified		0
Teachers will attend SIOP trainings	Teachers, Literacy Coach, EL TOSA	August- 2015 - June 2016	District Funded	None Specified	None Specified	0
Teachers will assess students using DIBELS/IDEL, IPT and CELDT	Teachers	August 2015 - June 2016	District Funded	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
School Site Council and School Leadership Team will monitor the implementation of the SPSA	Principal, Assistant Principals, Teachers, Parents	August 2015- June 2016	District Funded	None Specified	None Specified	0
ELAC meetings will be held to provide parents on-going school information	Principal, Assistant Principals, Parents	August 2015- June 2016	District Funded	None Specified	None Specified	0
Café Con Padres/Title I will be held to provide parents on-going school information	Principal, Assistant Principals, Parents	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Parenting Classes will be scheduled to provide parents on-going support • Triple P referral • Parent Project referral • Suicide Prevention • Nutrition • Healthy Living	Outreach Counselor	August 2015 - June 2016	District Funded	None Specified	None Specified	0
Parent Program Option Meetings will be held	Staff	August 2015 - June 2016	Certificated Salaries - Extra Hours	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	200
Reclassification Meetings will be held	Staff	August 2015 - June 2016	Certificated Salaries - Extra Hours	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	200
Grade Level Meetings with Parents throughout the year	Teachers	August 2015 - June 2016	Certificated Salaries - Extra Hours	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	600

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 CHAMPS
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.
MTSS
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
Review service provided through MTSS
Review behavior and attendance data
Review and evaluate Drills
Safety Committee Meetings

Strategy #1

STRATEGY:
SUPPORT 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 with reducing the number of interruptions during class instruction	Driffill Staff	August 2015 - June 2016	District Funded	None Specified		0
Implement the Minnesota Smoking Prevention Program with all 6th grade students and Project Alert in 7th and 8th grade Science.	Outreach Counselor	August 2015 - June 2016	District Funded	None Specified		0
Review and Update Comprehensive Safe School Plan	Leadership Team	August 2015- June 2016	District Funded	None Specified		0
Utilize SRO from the Oxnard Police Department to meet with students and parents	Driffill Staff	August 2015- June 2016	District Funded	None Specified		0
The Big Smiles Program is implemented to provide dental care for students who do not have dental coverage.	Outreach Counselor	August 2015- June 2016	District Funded	None Specified		0
Monitor and support the implementation and strategies of CHAMPS	Driffill Staff	August 2015- June 2016	District Funded	None Specified		0
All students and staff will participate in monthly safety drills	All	August 2015 - June 2016	District Funded	None Specified		0
Staff will follow the MTSS pyramid for behavior and social emotional issues.	All staff	August 2015 - June 2016	District Funded	None Specified		0
The Safety committee will monitor the Safety Plan and make revisions as necessary.	Safety Team	August 2015 - June 2016	District Funded	None Specified		0

Strategy #2

STRATEGY:
SPECIFIC INTERVENTIONS: Driffill 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 CHAMPS.	Principal, Assistant Principals, Teachers, Driffill Support Staff	August 2015- June 2016	District Funded	None Specified		0
Classroom monitoring of implementation of Lesson One Strategies and CHAMPS.	Principal, Assistnat Principals, Teachers, Literacy Coach	August 2015- June 2016	District Funded	None Specified		0
Provide student tutors and field trips for our AVID students.	Principal, Assistant Principals, Teachers and Literacy Coach.	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Discretionary	2,000
			Transportation	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	3,000
			Fees and Admissions	5000-5999: Services And Other Operating Expenditures	Discretionary	8,000
Provide Academic Incentives	Principal, Assistant Principals, Teachers and Literacy Coach.	August 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	Title I	2,554
Provide Attendance Incentives	Principal, Assistant Principals, Teachers and Literacy Coach.	August 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	2,554
Provide Enrichment Activities	Principal, Assistant Principals, Teachers and Literacy Coach.	August 2015- June 2016	Field Trips See Goal #1 Strategy 2	None Specified		0
Teachers will be trained in CHAMPS	Principal, Assistant Principals, Literacy Coach and Teachers	August 2015 - June 2016	District Funded	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
An ISP teacher will be hired to assist with student intervention and support on the playground	ISP Teacher	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	28,094
Music Van will visit campus to provide exposure to instruments and music	Teachers	August 2015 - June 2016	Community Service	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	250

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 2016	District Funded	None Specified		0
Transition Meetings – update Health Records to High School	Office, Teachers	Spring 2016	District Funded	None Specified		0

Strategy #4

STRATEGY:
TEACHER LIAISON: Driffill 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 2015- June 2016	District Funded	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, Teacher Liaison	August 2015 - June 2016	District Funded	None Specified		0

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 • Triple P • Parent Project • Nutrition • Suicide Prevention • Healthy Living • Loving Solutions	Outreach Counselor and School Counselor	August 2015 - June 2016	District Funded	None Specified		0

Strategy #6

STRATEGY:
PROFESSIONAL DEVELOPMENT: Staff will continue to attend Professional Development offered by the District, VCOE and professional groups offering behavior strategies and CHAMPS.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will attend Professional Development for behavior strategies and CHAMPS.	All Staff	August 2015 - June 2016	District Funded	None Specified		0
Instructional Coach will support and provide instruction with the implementation of the curriculum, analyzing data and using best practices.			District Funded	None Specified		0
Student Monitoring and grade level meetings will be held to review strategies being used in the classroom and on the playground.			District Funded	None Specified		0

Strategy #7

STRATEGY:
OPPORTUNITY AND EQUAL ACCESS: During 2015-2016 Driffill students will be expected to attend school on a regular basis and maintain a 97% or better attendance rate. Our goal is to maintain positive attendance and maintain a safe and orderly campus.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will be expected to attend school everyday and on time.	Staff, Students and Parents	August 2015 - June 2016	District Funded	None Specified		0
Monitor and support the implementation of CHAMPS	Staff	August 2015 - June 2016	District Funded	None Specified		0
Staff will follow the MTSS pyramid for behavior and social emotional issues	Staff	August 2015 - June 2016	District Funded	None Specified		0
Grades 6, 7 and 8 will implement the Agenda as a home school communication and add Advisory to their daily schedule.	Staff, parents and students	August 2015 - June 2016	District Funded	None Specified		0

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: Academic Strand Focus
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:
All students will engage in learning opportunities to expand their experiences with environmental science and global awareness.
Data Used to Form this Goal:
N/A
Findings from the Analysis of this Data:
N/A
How the School will Evaluate the Progress of this Goal:
Each grade level team will develop a three year plan, This plan will be reviewed updated at the beginning and end of each school year by administration and the grade level through team meetings.

Strategy #1

STRATEGY:
TEACHING AND LEARNING: At Driffill School staff will implement the Academic Focus Strand of Environmental Science and Global Awareness.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate the three district created English/Language Arts units into three integrated units with focus on Environmental Science and Global Awareness.	Principal, Assistant Principals, Literacy Coach and Teachers	August 2015 - June 2016	District Funded	None Specified		0
Reinforce the mathematical practices through Environmental Science and Global Awareness projects developed and designed in grade level groups.	Principal, Assistant Principals, Literacy Coach, and Teachers	August 2015 - June 2016	District Funded	None Specified		0
Enhance English Learners' listening, speaking, reading, and writing skills through project-based learning experiences focused on both Environmental Science and Global Awareness.	Principal, Assistant Principals, Literacy Coach, and Teachers	August 2015 - June 2016	Distirct Funded	None Specified		0

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL ACCESS: Driffill School will ensure opportunities and educational access in the creative arts and Environmental Science and Global Awareness for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage all students in enrichment activities related to Environmental Science and Global Awareness (i.e. assemblies, field trips, additional support staff).	All Staff	Aug 2015 - June 2016	Field Trips See Goal #1 Strategy 2	None Specified		
Acquire necessary materials to support the Academic Strand Focus.	All Staff	Aug 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	12,770
Provide opportunities outside the regular school day to support the Academic Strand Focus.	All Staff	Aug 2015 - June 2016	District Funded			0

Strategy #3

STRATEGY:
PARENT INVOLVEMENT: Driffill School will offer and notify parents via Connect Ed, website and written communication of multiple opportunities for parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Driffill School will notify parents vial Connect Ed, Marquee and written communication of multiple opportunities for parent involvement.	Staff	August 2015 -June 2016	District Funded	None Specified		0
Parents and families will be invited to all student presentations	Staff	August 2015 - June 2016	District Funded	None Specified		0
Facebook and Twitter will be introduced as a means of home school communication	Staff	August 2015 - June 2016	District Funded	None Specified		0

Strategy #4

STRATEGY:
The school will implement a transition plan for 6th to 7th grade transition and 8th grade to High School Transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration and articulation meetings will be held in order to place students in the most appropriate opportunities.	Staff	August 2015 - June 2016	District Funded	None Specified		0

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT: Driffill School will provide professional development to support the full implementation of the Strand Focus - School of Environmental Science and Global Awareness.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be given the opportunity to attend training offered by OSD, VCOE and local agencies.	Staff	August 2015 - June 2016	District Funded	None Specified		

Strategy #6

STRATEGY:
AFTER SCHOOL: Driffill School will partner with the After School Program to support the Strand Focus - The School of Environmental Science and Global Awareness.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The after school program will partner with Driffill School and offer students classes in art, music, sports, science and leadership to support the Science Strand Focus.	Staff and students	August 2015 - June 2016	District Funded See Goal #	None Specified		

Strategy #7

STRATEGY:
SUPPORT THE CORE CURRICULUM: Driffill teachers will provide students in each grade level specific opportunities to connect Language Arts, Math and Science to the new strand focus of Environmental Science and Global Awareness.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will participate in activities that will connect the core curriculum to the new strand focus of Environmental Science and Global Awareness.	Teachers	August 2015 - August 2016	District Funded	None Specified		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:
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: 89.2% of students and the significant sub-groups in 2nd-6th Grade will score "proficient" or "advanced" on the 2013 STAR in Language Arts. 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. E. 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 2015 - June 2016	Site Coach	1000-1999: Certificated Personnel Salaries	District Funded	90,971
Library Technician	August 2015 - June 2016	Library Tech	2000-2999: Classified Personnel Salaries	District Funded	53,126
Computer Lab Tech	August 2015 - June 2016	Site Lab Tech	2000-2999: Classified Personnel Salaries	District Funded	49,146
Maintenance Agreement for Copy Machine(s)	August 2015 - June 2016	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	18,425
Maintenance Agreement for Successmaker and Waterford	August 2015 - June 2016	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	2,810
Counselor	August 2015 - June 2016	Site Counselor	2000-2999: Classified Personnel Salaries	District Funded	80,255
Professional Development for ELD	August 2015 - June 2016	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	40773

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Testing for EL Students	August 2015 - June 2016	Testing	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	22011

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
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	3,600.00
1000-1999: Certificated Personnel Salaries	Discretionary	50,181.00
2000-2999: Classified Personnel Salaries	Discretionary	1,000.00
4000-4999: Books And Supplies	Discretionary	63,181.00
5000-5999: Services And Other Operating	Discretionary	8,000.00
5800: Professional/Consulting Services And	Discretionary	6,000.00
None Specified	District Funded	0.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	4,000.00
5800: Professional/Consulting Services And	LCFF - Discretionary	32,000.00
	LCFF - Targeted	2,000.00
	LCFF - Targeted	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	87,939.00
4000-4999: Books And Supplies	LCFF - Targeted	24,263.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	7,770.00
5800: Professional/Consulting Services And	LCFF - Targeted	8,250.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	82,723.00
4000-4999: Books And Supplies	Title I	3,512.00
5800: Professional/Consulting Services And	Title I	9,581.00
1000-1999: Certificated Personnel Salaries	Title III	22,710.00

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	128,362.00
District Funded	0.00
LCFF - Discretionary	36,000.00
LCFF - Targeted	132,222.00
None Specified	0.00
Title I	95,816.00
Title III	22,710.00

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 MTSS 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. CHAMPS is now being used.

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
- X 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
- X Continuing it with the following modifications:
  Continue with CHAMPS and all of our other 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			
Monica Arias-Melgoza			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)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	Esmeralda Guzman 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 September 21, 2015.

Attested:

Carol A. Flores Beck	C. Flores Beck	9.21.15
Typed Name of School Principal	Signature of School Principal	Date
Esmeralda Guzman	Esmeralda Guzman	9-21-15
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

910 South E Street, Oxnard, CA 93030 (805) 385-1530

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 Titulo 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 Titulo 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.

- o Póliza de Participación Paternal Escolar
- o Calendared de Secular/Junta
- o Guía de Padre/Estudiante
- o Aplicaciones/Informacion de Voluntarios
- o Información de Evaluación (DIBELS, Inspección, Idel k-2, CST y Escritura de cuarto Grado
- o 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
- ✓ 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 especificas 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: September 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

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 2014-15 school year, Elm Street School served 750 kindergarten through fifth 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.

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 began 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-5.

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 and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	106	104	98.1	104	**2328.3**	0	6	19	75
Grade 4	125	123	98.4	123	**2368.0**	1	7	18	75
Grade 5	111	111	100.0	111	**2433.2**	5	16	21	59
All Grades	342	338	98.8	338		2	9	19	70

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	2	24	74	0	25	75	2	52	46	1	36	63
Grade 4	2	24	74	2	32	66	2	49	50	2	36	63
Grade 5	6	32	62	10	39	51	4	46	50	13	57	31
All Grades	3	27	70	4	32	64	2	49	49	5	43	52

Conclusions based on this data:

1. We have baseline data that shows that students are increasing in performing at or above grade level standards as they progress through the grades.
2. We need to increase the number of students performing at or above grade level standards in all grade levels.
3. A majority of our students performed at or above grade level in the Listening and Research/Inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	106	106	100.0	106	**2352.5**	1	4	33	62
Grade 4	125	124	99.2	124	**2393.3**	2	4	39	56
Grade 5	111	111	100.0	111	**2429.7**	5	6	26	63
All Grades	342	341	99.7	341		2	5	33	60

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	4	31	65	1	30	69	0	44	56
Grade 4	4	20	76	2	33	65	2	31	68
Grade 5	6	23	70	4	32	65	5	32	64
All Grades	5	25	71	2	32	66	2	35	63

Conclusions based on this data:

1. We have the same percentage of students performing at or above standards in Mathematics as in English Language Arts.
2. We need to focus our instruction on Concepts and Procedures with the new mathematics adoption materials.
3. The area of Communicating/Reasoning is our highest achievement area.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	10	2	20	5	50	2	20	10
1	1	1	7	7	45	45	29	29	18	18	100
2	4	3	16	12	61	47	34	26	16	12	131
3	2	2	21	22	39	41	21	22	12	13	95
4	6	7	20	23	35	40	17	20	9	10	87
5	6	9	24	37	26	40	5	8	4	6	65
Total	19	4	89	18	208	43	111	23	61	13	488

Conclusions based on this data:

1. Based on the data, we have a small percentage of students who scored in the advanced range.
2. Based on the data, the majority of our students scored in the Intermediate proficiency band. Our efforts in ELD are designed to move this group to Early Advanced and Advanced.
3. Based on the data, we need to move the students in the Beginning and Early Intermediate to Intermediate, Early Advanced, and Advanced proficiency levels. We will continue teaching in differentiated ELD groups of no more than two adjacent proficiency levels using SIOP strategies, Avenues, and Carousel of Ideas supplemental materials. At Elm we have two windows of opportunity for third through fifth grade English learners to be reclassified: Fall and Spring.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	466	519	488
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	466	519	488
Number Met	224	284	249
Percent Met	48.1%	54.7%	51.0%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	491	100	491	113	496	81
Number Met	52	23	68	40	66	36
Percent Met	10.6%	23.0%	13.8%	35.4%	13.3%	44.4%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
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. Based on the data our percentage of students meeting AMAO 1 decreased by 3.7% from the prior school year.
2. Based on preliminary data our AMAO 2, for students in the less than 5 years category, we decreased by 0.5%. However, in the more than 5 years category, we increased by 1.9% from the prior school year.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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 in either English Language and Mathematics.

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:

Students shall be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth.

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:

- BPST (Kindergarten-3rd grades)
- DIBELS (4th-5th grades)
- Interim Formative Assessments (K-5th grades)
- Accelerated Reader

Findings from the Analysis of this Data:

The percentage of students attaining benchmark in BPST at the end of the 2015-2016 year:
Kindergarten-
1st grade-
2nd grade-
3rd grade-
4th grade-
5th grade-

The percentage of students attaining benchmark in DIBELS at the end of the 2015-2016 year:
4th grade -

5th grade-

The percentage of students attaining benchmark in the Interim Formative Assessments at the end of the 2015-2016 year:
3rd grade-
4th grade-
5th grade-

How the School will Evaluate the Progress of this Goal:

- STAR Reading Early Literacy (Kindergarten-1st grades)
- STAR Reading 360 (2nd-5th grades)
- DIBELS assessment (4th-5th grades)
- Interim Formative Assessments (3rd-5th grades)

BPST (Kindergarten-3rd grades)

- Teachers will meet in grade level meetings bi-monthly and after assessment periods.
- RTI
- Progress Monitoring
- Accelerated Reader

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
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 K-5, Coach, Principal	August 2015-June 2016			District Funded	0
Continue implementation of the HM 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 K-5, Coach, Principal	August 2015-June 2016			District Funded	0
Continue extended day K classes and implement effective K support for extended day K and differentiated ELA instruction.	Teachers, Coach, Principal	August 2015-June 2016			District Funded	0
Hiring of 2nd-5th grade EST to support ELA instruction.	Teachers K-5, Support Teacher, Principal	August 2015-June 2016			District Funded	0
Continue implementation of Accelerated Reader Program.	Teachers K-5, Librarian	August 2015-June 2016			District Funded	0
Monitor and implement Accelerated Reader program.	Teachers K-5, Library Technician	August 2015-June 2016			District Funded	0
Implementation of Kindergarten	Teachers K-3 DLI, Coach	August 2015-June 2016			District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
through 3rd grades Dual Language Immersion classes following the district's EL Master Plan.						
The Instructional Coach (TOSA) will provide support to teachers in instruction and implementation of adopted ELA curriculum and SIOP model.	Instructional Coach	August 2015-June 2016			Discretionary	0
Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	August 2015-June 2016			District Funded	0
Principal will conduct data conferences with teachers at least three times a year to discuss assessment results.	Teachers K-5, Principal, Coach, Subs	August 2015-June 2016		1000-1999: Certificated Personnel Salaries	Discretionary	5,000
Materials and supplies will be purchased to support the core instructional program.	All Staff	August 2015-June 2016		4000-4999: Books And Supplies	LCFF - Discretionary	24,816
				4000-4999: Books And Supplies	Discretionary	26,364.83
Implementation of systematic instruction of ELA using district adopted curriculum materials.	Teachers K-5	August 2015-June 2016			District Funded	0
District adopted ELA curriculum implementation guides will be used to guide instruction and assessment.	Teachers K-5	August 2015-June 2016			District Funded	0
The STAR 360 Reading and Early Literacy assessment will be administered at least 3 times a year.	Teachers K-5, Coach	August 2015-June 2016			District Funded	0
DIBELS assessment team will screen 4th-5th grade students 3 times a year.	Teachers K-5, ISPs, Support Teacher, Coach, Subs	August 2015-June 2016		1000-1999: Certificated Personnel Salaries	Discretionary	2,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Interim Formative Assessments for ELA will be administered to 3rd-5th grade students 3 times a year.	Teachers K-5, Coach	August 2015-June 2016			District Funded	0
Staff will input all formative assessment results into OARS, evaluate, and analyze results and use the information to inform instructional decisions.	Teachers K-5, Coach	August 2015-June 2016			District Funded	0
Implementation of systematic instruction on writing process K-5 based on writing standards.	Teachers K-5, Coach	August 2015-June 2016			District Funded	0
Extra clerical support will be provided to support the school.	Teachers K-5	August 2015-June 2016			Discretionary	5,917

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
Provide 4 ISP teachers to work with small groups of 1st-5th grade students in order to insure they reach ELA grade level standards.	Coach, ISPs	October 2015-June 2016		1000-1999: Certificated Personnel Salaries	Title I	80,245
					Title III	20,771
					Discretionary	4,338.17
Implementation of Universal Access K-5 targeted to all groups to reinforce CCSS instruction.	Teachers K-5, Coach, ISPs	August 2015-June 2016	See strategy 1			
Implementation of After-School intervention in ELA for targeted students, including Foster Youth.	Teachers K-5	October 2015-June 2016			LCFF - Targeted	5,000
District Migrant Education Summer School to provide extra support for Migrant students.	ELS Department	October 2015-June 2016			District Funded	0
Conduct Coordinated Services Team (COST) and Student Success Team (SST) meetings to address the needs of students at-risk.	Principal Teachers Counselor	August 2015-June 2016			District Funded	0
Conduct Student Monitoring Conferences with teachers to monitor progress.	Principal, Teachers K-5, Coach	August 2015-June 2016	See strategy 1			
Purchase of intervention materials for after school intervention.	Principal, Coach	August 2015-June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	10,000

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, Coach	August 2015-June 2016			District Funded	0
Instructional Coach (TOSA) to provide support to K-5 teachers in instruction using the adopted language arts curriculum and SIOP model.	Instrucitonal Coach	August 2015-June 2016			District Funded	0
Staff will monitor at-risk students through the RTI process, grade level meetings, and analysis of data.	Teachers K-5, Coach	August 2015-June 2016			District Funded	0
Students will have opportunities to access technology for intervention or enrichment (e.g. iPads, applications, software).	Teachers K-5, Site Technician, Principal	August 2015-June 2016	Subscriptions and Applications	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	20,000
Site Technology Technician will implement Mouse Squad as an enrichment program.	Site Technology Technician	August 2015-June 2016			District Funded	0
Students will participate in field trips and enrichment activities aligned with school goals (e.g. behavior, strand focus).	Teachers K-5	August 2015-June 2016	Transportation Costs Admission Fees	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	15,000
Academic incentives will be provided to motivate and engage students.	Teachers K-5, ORC	August 2015-June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	3,360
Implementation of MyOn K-5 Grades.	Coach, Teachers K-5, Librarian	August 2015-June 2016		5800: Professional/Consulting Services And Operating Expenditures	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
K-5 grades will attend an educational field trip to support grade content learning.	Teachers K-5	August 2015-June 2016		5800: Professional/Consulting Services And Operating Expenditures	PTA	0

Strategy #3

STRATEGY:
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
Provide K workshop and necessary support materials to parents of incoming K students.	Principal, Coach, Teachers K	August 2015		1000-1999: Certificated Personnel Salaries	Discretionary	1,000
Collaboration between Kindergarten teachers and preschool teachers.	Preschool and Kindergarten Teachers	August 2015-June 2016			District Funded	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 and 6th Grade Teachers Instructional Coach	August 2015-June 2016			District Funded	0
Transition presentation will be held for 5th grade students prior to entry into Intermediate School.	6th Grade Middle School Staff 5th Grade Teachers, Counselor	June 2015			District Funded	0
Transition meetings will be held for Special Education students in grade 5 who will enter Middle School.	Middle School Special Ed. Staff RSP Teacher	April-June 2016			District Funded	0
Middle School placement assessment will be administered to 5th grade students.	Middle School Staff 5th Grade Teachers	April-June 2016			District Funded	0

Strategy #5

STRATEGY:
The school will provide professional development to support full implementation of Common Core Standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development will be provided for teachers for ELA.	Teachers K-5	August 2015-June 2016		1000-1999: Certificated Personnel Salaries	LCFF - Targeted	16,000
Instructional Coach will support teachers in the classroom in implementing curriculum, analyzing data, and instructing in best practices.	Instructional Coach, Teachers K-5	August 2015-June 2016			District Funded	0
Instructional Coach will present professional development to teachers to improve instructional practice in ELA.	Instructional Coach, Teachers K-5	August 2015-June 2016			District Funded	0
Teachers will meet grade level teams 2 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 2015-June 2016			District Funded	0
Leadership Team will meet to discuss, plan, and monitor school improvement.	Principal Instructional Coach Teachers K-5 Substitutes	August 2015-June 2016		1000-1999: Certificated Personnel Salaries	Discretionary	3,150

Strategy #6

STRATEGY:
The school will support the district implementation of the ASES (After-School Education and Safety) grant. The After-School Program will provide opportunities for enrichment and intervention.

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. *with school staff as needed to bridge the instructional day with the ASP support for students.	Teacher	August 2015-June 2016			District Funded	0
ASES Administrator will meet 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 2015-June 2016			District Funded	0

Strategy #7

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 form parents of school goals, programs, and activities.	Principal	August 2015-June 2016			District Funded	0
The Parent Compact will be developed/revised at parent meetings.	Principal Leadership Team Parents	August 2015-June 2016			District Funded	0
The Parent Involvement Policy will be developed/revised at parent meetings.	Principal Leadership Team	August 2015-June 2016			District Funded	0
Parent workshops which focus on parenting skills will be conducted by City Impact and supported by the Outreach Consultant (ORC).	ORC	August 2015-June 2016		5800: Professional/Consulting Services And Operating Expenditures		0
Parent/Teacher Conferences will be held to inform families of student progress.	Teachers K-5	November 2015 February 2015			District Funded	0
Coffee with Principal meetings will be held so parents learn how they can assist their child at home in ELA and learn about school goals.	Principals	August 2015-June 2016		4000-4999: Books And Supplies	Discretionary	5,000
SST/IEP Meetings will be held to plan individual student support.	Teachers K-5 Substitutes	August 2015-June 2016		1000-1999: Certificated Personnel Salaries	Discretionary	6,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent workshops which focus on Common Core Standards, textbook adoptions, technology, and report cards will be provided to assist parents in supporting their children at home.	Principal Teachers K-5 Instructional Coach	August 2015-June 2016			LCFF - Targeted	5,000
Parent Project Classes with Oxnard Police Department.	Principal Oxnard Police Department			5800: Professional/Consulting Services And Operating Expenditures		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:
Mathematics: Students shall obtain grade level proficiency by scoring 70% or higher on the K-5 publisher summative 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:
• My Math end of year tests K-5 grades • Interim Formative Assessments k-5 grades

Findings from the Analysis of this Data:

The percentage of students attaining benchmark on the My Math end of year test for the 2015-2016 year:
Kindergarten-
1st grade-
2nd grade-
3rd grade-
4th grade-
5th grade-

The percentage of students attaining benchmark in the Interim Formative Assessments at the end of the 2015-2016 year:
3rd grade-
4th grade-
5th grade-

How the School will Evaluate the Progress of this Goal:

- My Math chapter tests
- My Math benchmark tests
- Teachers will meet in grade level meetings every other week and after assessment periods
- RTI
- Progress Monitoring
- Interim Formative Assessments (IFAs)
- STAR 360 Math (k-5)

Strategy #1

STRATEGY:
TEACHING AND LEARNING Full Implementation of State Approved Math Curriculum: 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
Implement a master schedule that reflects instructional time for content areas and a universal access time for students not meeting benchmarks.	Teachers K-5, Coach, Principal	August 2015-June 2016			District Funded	0
Implementation of systematic instruction of math using district adopted curriculum materials.	Teachers K-5	August 2015-June 2016			District Funded	0
Follow Response to Intervention/MTSS model to monitor student success and provide interventions.	Teachers K-5, Coach	August 2015-June 2016	See goal 1			
Grade level collaboration meetings provide time for teachers to meet twice monthly for at least one hour to collaborate on district adopted math curriculum.	Teachers K-5, Coach	August 2015-June 2016			District Funded	0
Implementation of My Math program. Ensure the appropriate time for math instruction at each grade level through monitoring daily classroom schedules and observations.	Teachers K-5, Coach, Principal	August 2015-June 2016			District Funded	0
Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technician	August 2015-June 2016			District Funded	0
Continue implementation of Accelerated Math program for identified students.	Site Technician, Teachers K-5	August 2015-June 2016			District Funded	0

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.	Coach	August 2015-June 2016			District Funded	0
Implementation of Kindergarten through 3rd grade Dual Language Immersion classes following the district's EL Master Plan.	Teachers K-3 DLI, Coach, Principal	August 2015-June 2016			District Funded	0
My Math chapter and benchmark assessments will be administered.	Teachers K-5	August 2015-June 2016			District Funded	0
The STAR 360 Math assessment will be administered at least 3 times a year.	Teachers K-5, Coach	August 2015-June 2016			District Funded	0
The Interim Formative Assessments for math will be administered to students 3 times a year grades 3rd-5th.	Teachers K-5, Coach	August 2015-June 2016			District Funded	0
Staff will input all formative assessment results into OARS, evaluate and analyze results and use information to inform instructional decisions.	Teachers K-5, Coach	August 2015-June 2016			District Funded	0
Principal will conduct data conferences with teachers at least twice a year to discuss assessment results.	Teachers K-5 Instructional Coach Principal Substitutes	August 2015-June 2016	See goal 1			
Materials and supplies will be purchased to support the core instructional program.	All Staff	August 2015-June 2016			District Funded	0
Extra clerical support will be provided to support the school.	All Staff	August 2015-June 2016	See goal 1			

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
Fund 3 ISP teachers for grades 1-5 in order to ensure students reach math goals.	Principal, Coach	August 2015-June 2016	See goal 1			
Instructional coach (TOSA) to provide training and support using the adopted math program.	Coach	August 2015-June 2016			District Funded	0
District Migrant Education Summer School to provide extra support for Migrant students.	ELS Staff	August 2015-June 2016			District Funded	0
Conduct Coordinated Services Team (COST) and Student Success Team (SST) meetings to address the needs of students at risk.	Principal Teachers	August 2015-June 2016	See goal 1			
Continue extended day K classes to support students.	Principal, Teachers K	August 2015-June 2016			District Funded	0
Implementation of After School intervention in math for targeted students, including foster youth.	Teachers K-5	August 2015-June 2016	See goal 1			
Implementation of after school math intervention for targeted students, including foster youth.			See goal 1			
Student progress will be monitored using formative and summative assessments. Intervention strategies will be based on results.	Teachers K-5 Instructional Coach	August 2015-June 2016			District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will monitor at-risk students through the RTI/MTSS process, grade level meetings, and analysis of data.	Teachers K-5	August 2015-June 2016	See goal 1			
Students will have opportunities to access technology for intervention or enrichment (e.g. iPads, applications, software).	Teachers K-5 Site Technology Technician	August 2015-June 2016	See goal 1			
Site Technology Technician will implement Mouse Squad as an enrichment program.	Site Technology Technician	August 2015-June 2016			District Funded	0
Students will participate in field trips and enrichment activities aligned to the school goals and strand focus.	Teachers K-5	August 2015-June 2016	See goal 1			
Academic incentives will be provided to motivate and engage students.	Teachers K-5, Counselor	August 2015-June 2016	See goal 1			

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering Transitional Kindergarten to Kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent workshop will be provided for families of in-coming Kindergarten students.	Teachers K, Principal, Coach	March-June 2015	See goal 1			
Collaboration between site Kindergarten teachers and preschool teachers.	Teachers K, Preschool Teachers	August 2015-June 2016	See goal 1			

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
Vertical meetings between 5th and 6th grade teachers and/or counselors. 5th grade teachers will articulate with 6th grade teachers regarding instruction and individual student progress during regular grade level meetings.	Teachers, Coach	March-June 2016			District Funded	0
Provide transition presentations to 5th grade students prior to entry into Middle School by Middle School staff.	Principal Middle School Staff	May-June 2016			District Funded	0
Transition meetings will be held for Special Education students in grade 5 who will enter Middle School.	Middle School Sped. Staff	April-June 2016			District Funded	0
Middle School placement assessment administered to 5th grade students.	Middle School Staff	March 2016			District Funded	0

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 will be held to inform parents of school goals, programs, and activities.	Principal	August 2015-June 2016			District Funded	0
The Parent Compact will be developed/revised at parent meetings.	Principal Leadership Team Parents	August 2015-June 2016			District Funded	0
The Parent Involvement Policy will be developed/revised at parent meetings.	Principal Leadership Team Parents	August 2015-June 2016			District Funded	0
Parent workshops which focus on parenting skills will be conducted by City Impact and supported by the Outreach Consultant (ORC).	ORC, Parents	August 2015-June 2016			District Funded	0
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 2015 February 2016	See goal 1			
Provide students with academic agendas and folders to support home to school communication.	Teachers K-5, Principal	September 2015	See goal 1			
Hold monthly ELAC, SSC, PTA, and Coffee with the Principal meetings.	Principal	August 2015-June 2016			LCFF - Discretionary	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coffee with the 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 2015-June 2016	See goal 1			
SST and IEP meetings will be held to plan individual student support.	Teachers K-5, Principal Substitutes	August 2015-June 2016	See goal 1			
Parent workshops which focus on Common Core Standards, textbook adoptions, technology, and report cards will be provided to assist parents in supporting their children at home.	Principal, Teachers K-5, Coach	August 2015-June 2016	See goal 1			
Provide Parent Project Classes the Oxnard Police Department.	Principal Oxnard Police Department	August 2015-June 2016	See goal 1			

Strategy #6

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 2015-June 2016			District Funded	0
Instructional Coach will support teacher int he classroom in implementing curriculum, analyzing data, and instructing in best practices.	Instructional Coach Teachers K-5	August 2015-June 2016			District Funded	0
Instructional Coach will present professional development to teachers to improve instructional practice in math.	Instructional Coach Teachers K-5	August 2015-June 2016			District Funded	0
Teachers will meet in grade level teams 2 times a month to analyze data, monitor student progress, and plan for the regular instructional program as well as interventions.	Coach, Teachers K-5				District Funded	0
Leadership Team will meet to discuss, plan, and monitor school improvement.	Principal Teachers K-5 Substitutes		See goal 1			

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 will meet: • monthly with ASES Administrator and other Liaisons. • with school staff as needed.	Teacher Liaison ASP Staff Teachers K-5	August 2015-June 2016	See goal 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 2015-June 2016	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:

English learner students will progress at least one level or demonstrate progress in each of the four domains (speaking, listening, reading, and writing) as measure by the CELDT.
A. AMAO #1: 100% of all English Learners will advance one level on the CELDT
B. AMAO #2: 25% of all EL students who have been in language instruction educational programs for less than 5 years will reach English proficient level on CELDT. 50% of all EL students who have been in language instruction programs for more than 5 years will reach English proficient level on CELDT.
C. AMAO #3: Students scoring proficient on the STAR 360 reading and math assessments will increase by 10% between Fall and Spring.

Data Used to Form this Goal:

- BPST data (K-3rd grades)
- DIBELS data (4th-5th grades)
- AMAO Data
- CELDT
- IPT data
- Interim Formative Assessments (IFAs)

Findings from the Analysis of this Data:

CELDT Data

- AMAO #1
- AMAO #2

a. Less than 5 years-
b. More than 5 years-

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods
- RTI
- Progress Monitoring
- Interim Formative Assessments (IFAs)
- STAR Reading Early Literacy K-1st
- STAR Reading 360 2nd-5th
- STAR Math 360 K-5th
- IPT

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure the full implementation of the state approved ELD curriculum and support the Common Core Standards for ELD.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will implement the District Master Plan for English Learners.	Teachers K-5 Instructional Coach	August 2015-June 2016			District Funded	0
Ensure the appropriate time for ELD instruction at each grade level through monitoring daily classroom schedules and observations.	Teachers K-5 Instructional Coach Principal	August 2015-June 2016			District Funded	0
Team as a grade level to differentiate instruction by student need and proficiency level.	Teachers K-5	August 2015-June 2016			District Funded	0
Teachers will implement SIOP strategies and write content and language objectives for all academic subjects and lessons.	Teachers K-5	August 2015-June 2016			District Funded	0
Teachers will meet in grade level meetings 2 times a month 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 K-5, Coach	August 2015-June 2016			District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold ELRT meetings to monitor and create catch-up plans for all 3rd-5th grade EL students identified as at-risk by the ELS department and/or school.	Teachers, Coach, Principal	August 2015-June 2016		1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3,000
Ensure, through monitoring classroom schedules and observations, that appropriate time for ELD at each grade level is present.	Teachers K-5, Coach, Principal	August 2015-June 2016			District Funded	0
Continue to implement the district adopted Dual Language Immersion Program in grades Kindergarten and 3rd grades.	Teachers K-5, Coach, Principal	August 2015-June 2016			District Funded	0
Teachers will implement the district-adopted ELD curriculum.	Teachers K-5	August 2015-June 2016			District Funded	0
Students will be assessed to determine their language proficiency levels with CELDT and IPT. The data will be used to group students. Instruction will be provided in designated ELD time.	Teachers K-5 Instructional Coach Support Teacher	August 2015-June 2016			District Funded	0
EL student progress will be monitored in student monitoring conferences, data meetings, and grade level meetings.	Teachers K-5 Instructional Coach Principal	August 2015-June 2016	See goal 1			
The Instructional Coach will support teachers in instructing the ELD standards, implementing the SIOP strategies, and monitoring EL student progress.	Coach	August 2015-June 2016			District Funded	0
Materials and supplies will be purchased to support the core instructional program.	All Staff	August 2015-June 2016			District Funded	0

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACESSS/INTERVENTIONS and ENRICHMENT: 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
ISPs will provide necessary interventions for targeted services.	Teachers K-5, Coach, ISPs	August 2015-June 2016	See goal 1			
Implement extended day Kindergarten classes and provide extra support to work with students in ELA/ELD groups.	Teachers, Coach, Principal	August 2015-June 2016			District Funded	0
Migrant Education Summer Academy School will be provided for ELs.	Migrant Ed. Staff	August 2015-June 2016			District Funded	0
Intermediate proficiency CELDT level ELs in grades 3rd-5th will participate in after school intensive intervention.	Teachers K-5	August 2015-June 2016		1000-1999: Certificated Personnel Salaries	LCFF - Targeted	30,000
District summer school will be offered to targeted EL students for both ELA and math.	ELS Staff Teachers K-5	June-August 2016			District Funded	0
Intervention materials will be utilized to support EL students during ELD instruction and intervention.	Principal, Coach	August 2015-June 2016			LCFF - Targeted	10,000
EL students who require additional support will be identified and monitored through the RTI/MTSS process.	Principal, Coach, Support Teacher	August 2015-June 2016	See goal 1			
Materials and supplies will be purchased to support the core instructional program.	All Staff	August 2015-June 2016			District Funded	0

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS: 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
Provided Kindergarten workshops and necessary support materials to parents of incoming Kindergarten students.	Teachers K Principal Instructional Coach	May-June 2016	See goal 1			
Collaboration between Kindergarten teachers and preschool teachers.	Teachers K Preschool Teachers	August 2015-June 2016	See goal 1			
Migrant School Readiness Program (MESRP)	ELS Staff, VCOE	August 2015-June 2016			District Funded	0

Strategy #4

STRATEGY:
5TH TO 6TH GRADE TRANSITION: 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
Vertical meetings between 5th and 6th grade teachers. 5th grade teachers will articulate with 6th grade teachers regarding instruction and individual student progress during regular grade level meetings.	Teachers 5th and 6th Instructional Coach	August 2015-June 2016			District Funded	0
Provide transition presentation to 5th grade students prior to entry into Middle School.	Middle School Staff Principal	May-June 2016			District Funded	0
Provide student agendas to teach organizational skills that will help them in Middle School.	Principal Teachers 5th	August 2015-June 2016	See goal 1			
Transition meetings will be held for Special Education students in grade 5 who will enter Middle Schools.	Middle School Sped. Staff	August 2015-June 2016			District Funded	0
Middle School Placement assessment administered to 5th grade students by Middle School staff.	Middle School Staff	March 2016			District Funded	0

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT: 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
EL TOSA to work with teachers and Instructional Coach to improve instruction in ELD and the implementation of the SIOP model/strategies.	Teachers K-5, Coach, EL TOSA, Principal	August 2015-June 2016			District Funded	0
EL TOSA will provide instructional support to teachers and grade level teams.	Teachers K-5, Coach, EL TOSA	August 2015-June 2016			District Funded	0
Staff will input all formative assessment results into OARS, evaluate and analyze results, and use the information to inform instructional decisions.	Teachers K-5, Coach	August 2015-June 2016			District Funded	0
Teachers will meet in grade level teams 2 times a month to analyze data, monitor student progress, and plan for the regular instructional program as well as interventions, with an emphasis on EL students.	Teachers K-5, Coach	August 2015-June 2016			District Funded	0

Strategy #6

STRATEGY:
PARENT INVOLVEMENT: The school will coordinate meeting and distribute information to generate 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 K-5	August 2015-June 2016			District Funded	0
Inform parents at ELAC and SSC meeting of needed growth in ELD as measured by CELDT assessment.	Principal	August 2015-June 2016			District Funded	0
Staff support to provide translation during conferences and other meetings for the parents of EL students.	Teachers K-5 Principal	August 2015-June 2016	See goal 1			
Title I quarterly meetings will be held.	Principal	August 2015-June 2016			District Funded	0
Parent options meeting will be held to inform EL parents of instructional programs.	ELS Staff, Teachers K-5, Principal	August 2015-June 2016			District Funded	0
Revise and distribute Parent Involvement Policy.	Principal, SSC	August 2015-June 2016			District Funded	0
Revise and distribute Parent Compact.	Principal, SSC	August 2015-June 2016			District Funded	0
Provide translation for parents of EL students.	All Staff	August 2015-June 2016			District Funded	0
ELAC will give input to the SSC on implementation of programs and necessary materials specifically for ELs.	Principal ELAC Members	August 2015-June 2016			District Funded	0
Reclassification meetings will be held with parents.	Principal	August 2015-June 2016			District Funded	0
Parent workshops will be provided regarding subjects specific to EL students.	Principal, Teachers K-5, Coach	August 2015-June 2016			LCFF - Targeted	5,000

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM: 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 will meet: • monthly with ASES Administrator and other Liaisons. • with school staff as needed.	Teacher Liaison	August 2015-June 2016	See goal 1			
ASES administrator meets monthly with Principal, Coordinator, and Teacher Liaison to evaluate program and work on correlating the after school program to the regular school day program and services.	ASES Administrator Principal Site Coordinator Teacher Liaison	August 2015-June 2016	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:

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.
*Students will be supported with reducing tardies and absences, discipline referrals, suspensions and expulsions.
B. Emergency Preparedness: Comprehensive School Safety Plan
*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, Foster Youth, Special Education, SED, and Hispanic.

Data Used to Form this Goal:

- Office Referrals
- Discipline Referrals
- Suspension Report
- Attendance Reports
- Review of Comprehensive School Safety Plan
- Review of OSD Crisis Intervention/Emergency Operations Plan
- COST and SST Referrals compiled by ORC
- Fire Drill Debriefs/Reports
- Lockdown Debriefs/Reports

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 Comprehensive School 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:

- Review and analyze behavior data
- Review and analyze attendance data
- Debrief after regularly scheduled drills
- Safety Committee meetings
- RTI
- Student Monitoring Conferences
- Staff Meetings
- ORC and Counselor meetings
- COST and SST meetings
- 5th Grade CHKS Survey

Strategy #1

STRATEGY:
SUPPORT to the CORE CURRICULUM: The school's Positive 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
Provide support for parents, staff, and students in the areas of attendance and resiliency by ORC.	ORC	August 2015-June 2016			District Funded	0
Implement attendance incentive program.	ORC, Counselor	August 2015-June 2016			LCFF - Targeted Discretionary	2,478 2,522
Hold social skills and discipline assemblies.	ORC Counselor Principal	August 2015-June 2016			District Funded	0
Implement and monitor appropriate behaviors school wide through implementation of CHAMPS.	All Staff	August 2015-June 2016			District Funded	0
Provide drug, alcohol, and tobacco prevention education (e.g. Red Ribbon Week, Tobacco Bus).	ORC Counselor	August 2015-June 2016			District Funded	0
Review and update Comprehensive School Site Plan.	All Staff	August 2015-June 2016			District Funded	0
The use and support of the School Resource Officer (SRO) for PBS and CHAMPS school culture support.	SRO Principal Counselor	August 2015-June 2016			District Funded	0
Share safety drill assessments results with parents during Title I and site meetings.	Principal	August 2015-June 2016			District Funded	0
Provide Triple P Parent Project parenting classes for parents.	ORC	August 2015-June 2016			District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Counselor will work with students and families regarding behavior and social-emotional issues, individually, and in small groups.	Counselor	August 2015-June 2016			District Funded	0
Student discipline data will be monitored at intervals throughout the year.	Teachers K-5 Counselor Principal	August 2015-June 2016			District Funded	0
Staff will follow the RTI/MTSS proces for behavior and social-emotional issues.	All Staff	August 2015-June 2016			District Funded	0
All staff and students will participate in monthly fire drills and bi-monthly earthquake drills.	All Staff	August 2015-June 2016			District Funded	0
All staff and students will participate in lockdown drills at least twice a year.	All Staff	August 2015-June 2016			District Funded	0
A schoolwide evacuation drill will be conducted annually.	All Staff	August 2015-June 2016			District Funded	0
The Safety Committee will monitor the Safety Plan and make revisions as necessary.	All Staff	August 2015-June 2016			District Funded	0
Student attendance will be monitored. Support to all students and families will be provided.	Teachers K-5 Attendance Technician Principal	August 2015-June 2016			District Funded	0
Campus Supervisors will monitor students before school, at lunch, recesses, and dismissal.	Campus Supervisors	August 2015-June 2016			Discretionary	100,513.91

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	August 2015-June 2016	See goal 1			
Students and families requiring additional assistance with behavior and family issues may be referred to City Impact Triple P Program.	Teachers K-5 Principal Counselor School Psychologist	August 2015-June 2016			District Funded	0

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS: 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
Provide Kindergarten workshops and necessary support materials to parents of incoming Kindergarten students.	Teachers K Principal	March-June 2016	See goal 1			
Arrange for collaboration and articulation meetings between preschool teachers and Kindergarten teachers.	Teachers K Preschool Teachers	August 2015-June 2016	See goal 1			
Preschool will participate in all fire, earthquake, and lockdown drills.	All Staff All Students	August 2015-June 2016			District Funded	0

Strategy #4

STRATEGY:
5TH and 6TH GRADE TRANSITION: 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
Conduct vertical meetings between 5th and 6th grade teachers.	Teachers 5th Teachers 6th	August 2015-June 2016			District Funded	0
Transition presentations to 5th and 6th grade students prior to entry into Middle Schools. 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 Middle Schools.	Middle School Staff Principal Counselor	May-June 2016			District Funded	0
Provide student agendas to teach organizational skills and reinforce school policies that will help in Middle School	Teachers 5th Principal	August 2015-June 2016	See goal 1			
Smoking and drug prevention resources and lessons will be provided by ORC and Counselor to students.	ORC, Counselor	August 2015-June 2016			District Funded	0

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT: 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
Administer needs assessment of staff for professional development.	Principal Instructional Coach Counselor	August 2015-June 2016			District Funded	0
Train playground supervisors in effective ways to support and discipline students and train staff on emergency training procedures.	Principal District Personnel	August 2015-June 2016			District Funded	0
Implementation of CHAMPS school-wide.	Principal Teachers Counselor	August 2015-June 2016			District Funded	0
All Staff will participate in CHAMPS training for Positive Behavior Support.	All Staff Pupil Services Department	August 2015-June 2016			District Funded	0
Staff will participate in training for Disaster Preparedness.	All Staff Pupil Services Department	August 2015-June 2016			District Funded	0

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
Share safety drill assessments results with parents during site meetings.	Principal	August 2015-June 2016			District Funded	0
Provide training for parents using Triple P Parent Project and other agency programs available throughout the community.	ORC Counselor	August 2015-June 2016			District Funded	0
Administer annual parent needs survey.	Principal Counselor	August 2015-June 2016			District Funded	0
Hold parent meetings for habitually tardy and absent students in addition to SART meetings.	Principal	August 2015-June 2016			District Funded	0
Set personal attendance goals with at-risk students and their parents.	ORC	August 2015-June 2016			District Funded	0
Parents will be informed of CHAMPS goals and objectives at ELAC, SSC, PTA, Coffee with the Principal meetings, and special presentations.	Principal Counselor	August 2015-June 2016			District Funded	0
Parent workshops will be offered regarding social skills, behavior, and discipline.	Principal Counselor	August 2015-June 2016			District Funded	0
ORC and Counselor will provide support for students and families who experience hardships.	ORC Counselor	August 2015-June 2016			District Funded	0
Counseling will be offered for students and families in need.	ORC Counselor	August 2015-June 2016			District Funded	0

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM: 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
Provide teacher liaison to work with after school program and school site.	Principal Teacher Liaison	August 2015-June 2016	See goal 1			
ASES Administrator meets monthly with site Principal, Coordinator, and Liaison to evaluate program and work on correlating the after school program to the regular school day programs and services.	Principal Coordinator Liaison ASES Administrator	August 2015-June 2016	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: Academic Strand Focus
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:
All students will engage in learning opportunities to expand their experience with environmental science and mathematics.
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:
TEACHING AND LEARNING: The school will ensure implementation of the Academic Focus Strand of Mathematics and Environmental Science.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate the three district created English/Language Arts units into three integrated units with the focus on Mathematics and Environmental Science.	Instructional Coach Support Teacher Teachers Principal	August 2015-June 2016		4000-4999: Books And Supplies	Discretionary	10,000
Reinforce the mathematical practices through Mathematics and Environmental Science projects developed and designed in grade level groups.	Instructional Coach Support Teacher Teachers	August 2015-June 2016			District Funded	0
Enhance English Learners' listening, speaking, reading, and writing skills through project based learning experiences focused on both Mathematics and Environmental Science.	Instructional Coach Support Teacher Teacher	August 2015-June 2016			District Funded	0
Provide materials for K-5 to support strand focus.	Principal, Coach, Teachers K-5	August 2015-June 2016		4000-4999: Books And Supplies	Discretionary	35,000

Strategy #2

STRATEGY:
The school will ensure opportunities and educational access in Mathematics and Environmental Science for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage all students in enrichment activities related to Mathematics (e.g. assemblies, field trips, additional support staff).	Principal Instructional Coach Support Teacher Teachers Outreach Counselor	August 2015-June 2016	See goal 1			
Engage all students in enrichment activities related to Environmental Science (e.g. assemblies, field trips, additional support staff).	Principal Instructional Coach Support Teacher Teachers Outreach Counselor	August 2015-June 2016	See goal 1			
Acquire necessary materials to support the Academic Strand Focus.	Principal Instructional Coach Support Teacher Teachers	August 2015-June 2016	See strategy 1			
Provide opportunities outside the regular school day to support the Academic Strand Focus.	Principal Support Teacher Outreach Teachers After-School Program	August 2015-June 2016	See strategy 1			

Strategy #3

STRATEGY:
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**

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

Strategy #5

STRATEGY:
The school will provide professional development to support full implementation of Common Core Standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities for staff (conferences, workshops, FOSS curriculum training).	Principal Instructional Coach Science Teacher	August 2015-June 2016	Professional Development on FOSS science curriculum with purchase, at no additional cost. See strategy 1	5800: Professional/Consulting Services And Operating Expenditures		
Staff will engage in grade level planning to create additional integrated units or enhance existing district created units.	Instructional Coach Support Teacher Teachers	August 2015-June 2016			District Funded	0
The Instructional Coach and Support Teacher will support the staff in creating, enhancing and implementing the integrated units.	Instructional Coach Support Teacher	August 2015-June 2016			District Funded	0

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement in the Academic Strand Focus areas.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule family events which showcase student work related to the Academic Strand Focus.	Principal Support Teacher Teachers	August 2015-June 2016			District Funded	0
Inform parents of upcoming activities and promote the Academic Strand Focus via the school website, brochure, flyers, etc.	Principal Support Teacher Site Technology	August 2015-June 2016			District Funded	0
Incorporate parent input to plan Academic Strand Focus activities and events.	Principal Support Teacher Teachers	August 2015-June 2016			District Funded	0
Illicit parent and community support in relation to the Academic Strand Focus.	Principal Support Teacher Teachers	August 2015-June 2016			District Funded	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

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. 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. D. All students will increase performance level by one level or maintain advanced level in ELA. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic. Goal 2: Mathematics 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. B. All students will increase performance 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. Goal 3: English Learners A. All students will advance one level on the CELDT. Goal 4: Safety 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. 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. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic. Goal 5: Academic Strand Focus

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Instructional Coach	August 2015-June 2016	Coach	1000-1999: Certificated Personnel Salaries	District Funded	107,748

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Library Technician	August 2015-June 2016	Library	2000-2999: Classified Personnel Salaries	District Funded	28,177
Site Technology Technician	August 2015-June 2016	Site Technology Technician	2000-2999: Classified Personnel Salaries	District Funded	61,118
Maintenance Agreement for Copy Machine(s)	August 2015-June 2016	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	12,930
Clerical Extra Help	August 2015-June 2016	Clerical	2000-2999: Classified Personnel Salaries	District Funded	4,281.64
Outreach Consultant	August 2015-June 2016	Outreach	2000-2999: Classified Personnel Salaries	District Funded	68,294
Professional Development for E.L.A.	August 2015-June 2016	Principal	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	
Professional Development for ELD	August 2015-June 2016		None Specified	District Funded	
Professional Development for Mathematics	August 2015-June 2016		None Specified	District Funded	
Counselor	August 2015-June 2016	Counselor	1000-1999: Certificated Personnel Salaries	District Funded	129,465

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5800: Professional/Consulting Services And		0.00
	Discretionary	6,860.17
	Discretionary	106,430.91
1000-1999: Certificated Personnel Salaries	Discretionary	17,150.00
4000-4999: Books And Supplies	Discretionary	76,364.83
	District Funded	0.00
	District Funded	0.00
5800: Professional/Consulting Services And	District Funded	0.00
	LCFF - Discretionary	0.00
4000-4999: Books And Supplies	LCFF - Discretionary	24,816.00
	LCFF - Targeted	27,478.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	49,000.00
4000-4999: Books And Supplies	LCFF - Targeted	13,360.00
5800: Professional/Consulting Services And	LCFF - Targeted	35,000.00
5800: Professional/Consulting Services And	PTA	0.00
1000-1999: Certificated Personnel Salaries	Title I	80,245.00
	Title III	20,771.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Discretionary	206,805.91
District Funded	0.00
LCFF - Discretionary	24,816.00
LCFF - Targeted	124,838.00
Title I	80,245.00
Title III	20,771.00

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 Mathematics. We are constantly striving to ensure our instructional programs to meet student needs. Students need these basic skills in order to further their academic professional aspirations and readiness for the work force.

Identify the major expenditures supporting these priorities.
The major expenditures supporting these priorities. The major expenditures in these areas are personnel. We allocate funds to hire Intervention Service Providers (ISPs) in order to create small student groupings in order for instruction to meet specific student needs more directly.

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 students lacking foundational skills in each grade level. Critical to the success of this model is our Instructional Coach and Intervention Support Providers (ISPs). The Instructional Coach organizes and monitors the program. The ISPs 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
X Other: No strategies or 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
X 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 SSC receives 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 and ELAC.

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. All strategies has some positive effect.

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 foundational skills and ELD. 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	X				
Monica Reyes		X			
Michael Stalvey		X			
Jose Torres		X			
Maritza Perez-Gutierrez			X		
Patricia Martinez				X	
Jessica Vargas				X	
Roxana Mendoza				X	
Ernestina Ruiz				X	
Enedina Ayala				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)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	Ernestina Ruiz 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 September 21, 2015.

Attested:

Leticia Ramos Typed Name of School Principal	 Signature of School Principal	10/2/15 Date
Ernestina Ruiz Typed Name of SSC Chairperson	Ernestina Ruiz 10/2/15 Signature of SSC Chairperson Date	

Elm Street Elementary 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 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)

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 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:

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- ✓ 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.

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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,
- ✓ 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 acera 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: June 30, 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. 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. At the start of the 2014-2015 school year, R.J. Frank 6th grade to our school population and served 1,358 students in grades six, seven, and eight. The 2015-16 has an expected enrollment is 1250 students.
R.J. Frank Middle School also transitioned to incorporate as an Academy of Marine Science and Engineering through the support of a Magnet School Assistance Program Grant. The addition of the academies has supported the increase in elective offering for our students including; five robotics & two marine science elective classes, oceanography and robotics units taught to all classes sixth through 8th grades. We have created a community partnership with California State University Channel Islands Crossing the Channels grant to support our Marine Science classes to work with Channel Islands High School students, CSUCI professors and undergraduates. Our school is also the host of the Oxnard School District's Newcomers Academy (NCA) for students who have arrived into the United States within the last twelve months. This NCA supports students accelerated English Language Development in a supportive setting with the flexibility to allow students to move to higher level ELD classes as they show progress in their acquisition of English. Frank Middle school is culturally diverse school community serving students from Latin America, Philippines, Japan, Iran, with students coming from homes speaking thirteen different languages.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 6	386	375	97.2	375	**2469.6**	6	21	27	47
Grade 7	411	391	95.1	391	**2492.2**	5	22	27	46
Grade 8	529	512	96.8	511	**2504.0**	3	22	33	42
All Grades	1,326	1,278	96.4	1,277		4	22	29	45

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 6	7	40	53	10	40	50	8	59	33	11	57	33
Grade 7	12	37	51	13	46	41	5	55	40	13	51	36
Grade 8	11	40	49	8	48	44	5	59	37	11	50	38
All Grades	10	39	51	10	45	45	6	58	37	12	52	36

Conclusions based on this data:

1. 74% of our students performed at nearly met or not meeting standards ,36% not meeting standard is clearly a concern that needs to be addressed during class, after school and with partnership with families
2. 64% of our students performed at or near and above meeting standard in Listening and Research/Inquiry which is the most positive performance area
3. 3-6 % of our students are exceeding standards depending on grade level which we need to strive to increase these numbers as well as raising students to meet standards and beyond.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 6	386	384	99.5	384	**2453.7**	6	9	31	54
Grade 7	411	407	99.0	407	**2467.9**	4	10	30	57
Grade 8	529	524	99.1	524	**2471.0**	5	10	24	61
All Grades	1,326	1,315	99.2	1,315		5	10	28	58

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 6	8	25	67	6	35	59	6	46	47
Grade 7	5	29	65	5	53	42	5	65	30
Grade 8	9	25	67	7	42	50	4	41	55
All Grades	7	26	66	6	43	50	5	50	45

Conclusions based on this data:

1. 85% nearly or not meeting standards with 58% not meeting standard is clearly a concern that needs to be addressed during class, after school and with partnership with families
2. Math department will review CAASPP trends for common concepts that need to be addressed in each grade level
3. Communicating reasoning and problem solving showed the great % of students at or near standards and concepts and procedures showed the lowest % at or near standards

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	4	3	32	22	63	43	28	19	20	14	147
7	6	4	41	30	57	42	11	8	22	16	137
8	7	4	74	42	60	34	21	12	15	8	177
Total	17	4	147	32	180	39	60	13	57	12	461

Conclusions based on this data:

1. In 2014-2015, 153 EL students performed at a CELDT Level of intermediate or high in all domains.
2. In 2014-2015, 226 EL students performed at the Intermediate level or lower on the CELDT Test.
3. in 2014-2015, 20% of the EL students performed at CELDT levels which qualified the students to be reclassified and 30% of our students showed growth in the reading domain (greatest percentage growth area).

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	426	453	461
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	426	453	461
Number Met	173	288	201
Percent Met	40.6%	63.6%	43.6%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	396	27	427	84	405
Number Met	9	128	--	210	10	143
Percent Met	25.0%	32.3%	--	49.2%	11.9%	35.3%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**Yes**	**No**	**--**	**Yes**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
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. There was growth in AMAO 1 from 12-13 to 13-14, but a decrease from 13-14 to 14-15. The NCLB target was not met in 2014-2015.
2. There was growth in AMAO 2 for students with 5 or more years of EL instruction in 13-14 (49.2%) however a decrease fo students with 5 or more years to (35.3%)
3. We have met our participation rates however have not met our performance goals for Mathematics or English-Language Arts meeting standards.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	56.0	57.5	
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
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 at the LEA Level		
	2012-13	2013-14	2014-15
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 growth in AMAO 1 from 12-13 to 13-14 but a decline of 2.3%, 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 rates were met but performance targets for AMAO 3 were not met.

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:
School Goal # 1A: Students shall be at grade level or reduce the distance between their current reading level and grade level by 1.5 years growth. Baseline data from the Accelerated Reader Star 360 and CAASPP will be used to establish a beginning data point. 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 100% of students scoring 70% or above on these common assessments. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Foster Youth, Special Education, SED, and Hispanic 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 evidence gathered through curriculum schedules, evaluation of CAASPP baseline data, 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. .
Data Used to Form this Goal:
• Formative and Summative Assessment Data (Benchmarks) • STAR 360 Reading and Math

Findings from the Analysis of this Data:

75% of our students are not meeting standards according to CAASPP in reading and math

Use of STAR 360 Reading Data as baseline for planning

- School wide levels from first assessment-

Percentile Ranking:
Below 25%: 57-60%.
25-50% : 23-26%
50-75% : 11-14%
75-100% : 3-4%

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
- STAR 360 Reading and Math
- IFAs and Benchmark assessments
- Progress Monitoring
- SMART Goals
- Administrative Observations and data 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
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 October, January & March 2016 Review Benchmark Data/ October 2015-May 2016 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 2015-June 2016	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 2015-June 2016	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 2015-June 2016	2 days for each teacher	1000-1999: Certificated Personnel Salaries	Title I	1000
			Release time for collaboration and professional development	1000-1999: Certificated Personnel Salaries	Title III	1,500
			Professional Development for certificated	1000-1999: Certificated Personnel Salaries	Title I	11,574

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 2015-June 2016	Not Applicable			
Implement STAR 360 program in all Advisory classes	Coach & Faculty & Lab Tech	Produce and distribute STAR 360 progress reports Hold reward activities for students making sufficient progress with STAR 360. August 2015-June 2016		4000-4999: Books And Supplies	LCFF - Targeted	1000
Teachers will 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 2015-June 2016 Hold a grade level cross curricular faculty meeting each trimester	Not Applicable			
Monitor the implementation and progress of Site Plan	DSLT, SSC & All Staff	Review progress at DSLT, SSC and Department meetings/ August 2015-June 2016	Not Applicable			
Implement class size reductionwith final rollover funds supporting QEIA requirements to decrease class size and increase student achievement in all core subjects	Master Scheduling Team	August 2015-June 2016 County Office of Education Verification of Class Size, Teacher Experience Index and Facilities Inspection		1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	591,545

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure completion of Common Core ELA and SIOP training	ELA teachers for Common Core training All teachers needing SIOP training this year who have not been previously trained.	Provide CCSS ELA training for ELA teachers/ August 2015-June 2016 Provide SIOP training for teachers/ August 2015-June 2016	District-funded			
Provide supplies to ensure student access to the curriculum	Office Staff and Faculty	August 2015-June 2016	Title III	4000-4999: Books And Supplies	Title III	7,000

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 2015-June 2016	Not Applicable			
Deliver targeted instruction to focus students.	Faculty, Admin, Instructional Coach	Identify and monitor focus students at staff meeting/ Fall 2015	Not Applicable			
Appropriately place students in double blocks of Language Arts courses for ELD levels 1,2,3	Master Scheduling Team	Verify accuracy of class assignments by Faculty and Coach/ August 2015-June 2016	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 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 2015-June 2016 Five teachers will attend AVD Summer Institute and work to have Frank become an AVID Demonstration School	Not Applicable MSAP- Conference Fees			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze Diagnostic and Standards Benchmark Assessment Data	Faculty	Identify heavily weighted standards and alignment to pacing IFAs October 2015 ,January and March 2016	Refer to Goal 1.1			
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 2015-June 2016	Certificated teachers supporting students in after school intervention classes	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	25,000
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			
Incorporate the use of Myon for all students to have access to over 8,000 book titles	Staff and Faculty	August 2015- June 2016	Literature Books for download to students ipads	4000-4999: Books And Supplies	District Funded	
Provide support from College Tutors, as required by AVID Program Essentials	AVID Team & Tutors	August 2015-June 2016 Students meet academic standards to remain in AVID	6 tutors, 2-4 times per week	2000-2999: Classified Personnel Salaries	Title III	3,000
			6 tutors, 2-4 times per week	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	2,000
Use intervention technology and software to close gaps for specific learners including, but not limited to, Rosetta Stone, LEXIS, Reading Plus, English in a Flash,	Faculty	August 2015-June 2016 Integration of technology into core classes	Technology Resources	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	8,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use HOLT Interactive Reader and ancillary materials to support the students who need additional support 7th/8th Grade readers	Language Arts Faculty	August 2015-June 2016 Differentiation of Strategies and Instruction for emerging learners	Not Applicable			
Make books and other library resources available to improve student literacy	Library Media Tech	August 2015-June 2016		4000-4999: Books And Supplies	Discretionary	5,000

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
Host Feeder School Visitations to incoming 5th graders from elementary sites	Administrators, Counselors & Coach	September 2015-June 2016 Scheduling of Visitations	Not Applicable			
Provide a 6th grade orientation for students and parent night to welcome parents to the school and explain the "Where Everyone Belongs (WEB)" program	Administrators, Counselors, Coach, specific Teachers	August 11, 2015 Provide food for 6th graders, T-shirt for 8th grade WEB leaders, fund staff	Donations		PTO	
Host 6th grade Parent Informational and tour nights for parents and students	Administrators, Counselors & Instructional Coach & MSAP Site Coordinator	February 2016	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
Assist with informational meetings for parents and students of transitioning 8th graders into the Oxnard Union High School District: Academy Programs and AVID	Counselors and Coach	May 2016	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 2016 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 2016 Completion of course recommendations for ELA	Not Applicable			
Articulate with High School teachers and administrators	Administrators & Counselors	August 2015-June 2016 Proper placement of exiting 8th grade students	Not Applicable			
Math Department Articulation meetings with OSD and OUHSD teachers	Math Department Representatives and Administrators	January 2016				

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 2015-June 2016 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 2015-June 2016 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 2015-June 2016 DSLT and Department meetings	Not Applicable			
Train teachers to access and utilize student data through OARS	Coach & Faculty	August 2015-June 2016 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 2016 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 2015-June 2016 Completion of Training, as provided by the District Department meeting minutes and after school staff meeting agendas focused on Professional Development Teacher led mini PD conferences/ presentations during regular PD meetings or in after school sessions	District-funded			
Train teachers across the curriculum on utilizing ELA standards in all content areas, especially writing	Teachers and Coach	August 2015-June 2016 Completion of Training, as provided by the District 3 Teachers and Coach provide demo lessons (Oct 30,2015)	District-funded			
Continue training to support full implementation of RSP co-teaching in 2015-2016	Coach, RSP and General Ed Teachers	August 2015-June 2016 Completion of training, as provided by the District and VCOE 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 2015-June 2016	District-funded			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development for teachers relating to CCSS and Academy transition	Faculty	August 2015-June 2016	District Funded			

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement especially through School Site Council and English Language Advisory Committee.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I bi-annual meetings	Administrators and Counselors	September 2015 February 2016 Meeting agendas and sign in sheets				
Meeti to jointly develop Parent Compact and Parent Involvement Policy	Administrators, Faculty, SSC, ELAC, PTO	August 2015-June 2016	Not Applicable			
Provide communication materials to parents regarding school events, services, and calendar	Office Staff, Teachers and Administration	August 2015-June2016	Publications for parents and students	4000-4999: Books And Supplies	Title III	817
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	Office Assistants (6 hours)	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title III	35,766 2,500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct parent outreach to relay academic information in parents' primary language, including Mixteco	Administrators, Counselors and Office Staff	August 2015-June 2016	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: • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed	Site and District Administrator and Teacher Liaison	August 2015-May 2016 APS Essential Program Components Support APS filed trips with transportation	Student Field Trips	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	1,000
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 2015-June 2016 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:

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: Students shall be at grade level or reduce the distance between their current math level and grade level by 1.5 years growth. Baseline data from the CAASPP and Star 360 will be used to establish a beginning data point. Student learning will be measured through district and school created formative and summative assessments aligned to the Common Core State Standards and CAASPP will take place in May 2016. The target for Frank is at least 100% 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.

School Goal # 2B: All components of the newly adopted 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.

Data Used to Form this Goal:

- Formative and Summative Assessment Data (IFAs)
- Department and Teacher generated assessments
- Adopted materials chapter tests
- CAASPP
- STAR 360

Findings from the Analysis of this Data:

Use of STAR 360 Data as baseline for planning

- School wide levels from first assessment-

Percentile Ranking:
Below 25%: 36-40%.
25-50% : 22-27%
50-75% : 20-26%
75-100% : 8-16%

CAASPP preliminary data will be used to formulate area of growth schoolwide

How the School will Evaluate the Progress of this Goal:

- Evaluation of baseline CAASPP data
- Teachers will meet by departments in grade level meetings after assessment periods
- Intervention Supports
- Progress Monitoring
- SMART Goals
- STAR 360
- Newly adopted Math Curriculum Chapter tests

Strategy #1

STRATEGY:
The school will ensure the full implementation of the newly adopted 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 grade, classroom, and individual student levels	Administrators, Math Department Chair, Math teachers	August 2015-June 2016 APS Essential Program Components STAR 360 CAASPP May 2016	Not Applicable			
Use multiple data points to make appropriate course placements	Master Scheduling Team & Academic Counselors	August 2015-June 2016 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 2015-June 2016 Visual Identification of Objectives	Not Applicable			
Increase academic success through the support of the Instructional Coach and District Math Coach	Instructional Coach and District Math Coach	August 2015-June 2016 APS indicates need for Math Coach	District funded			
Use data analysis of assessment results through OARS to inform instruction	Math Teachers	August 2015-June 2016 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 STAR 360 (growth), teacher and texbook generated assessments	DSLT, SSC & All Staff	August 2015-June 2016 DSLT, SSC and Department minutes	Not Applicable			
Implement Class Size Reduction with rollover funds to decrease class size and increase student achievement in all core subjects	Master Scheduling Team	August 2015-June 2016 County Office of Education verification of Class Size,Teacher Experience Index and Facilities Inspection	Refer to Goal 1.1			
Ensure all teachers are trained on the new Math adoption and have all necessary materials	Administrators, Math Teachers	July 2015-June 2016 VCOE, OSD	Not applicable			

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 2015-June 2016 Verification of accurate Master Scheduling Team placements by Faculty and Coach	Not Applicable			
Deliver targeted instruction to FOCUS students.	Faculty	August 2015-June 2016 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, WICOR	Faculty	August 2015-June 2016 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, STAR 360, and Chapter tests	Faculty	August 2015-June 2016 Upon completion of Benchmarks, 2 times a year & IFAs, twice a year Use CAASPP preliminary results for targeted areas of growth	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 2015-June 2016 Attendance rosters and notation of areas of need improvement	Refer to Goal 1.2	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	
Re-evaluate Master Schedule to address student needs and re-level ability groups/classes	Master Scheduling Team	August 2015-June 2016 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 2016-June 2016 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 2015-June 2016 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,STAR 360 Math, and Math Facts in a Flash	Faculty	August 2015-June 2016 Integration of technology into core classes	Technology Interventions/Supports	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	8,000
Deliver Triumphs as Intervention Curriculum in SDC classes	SDC Faculty	August 2015-June 2016 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 2015-June 2016 Progression of students toward English Proficiency and Mastery of Math Standards	Refer to Goal 1.2			
Conduct SSTs to determine intervention and support needs	Counselors and Faculty	August 2015-June 2016	Refer to Goal 1.2			
Provide supplies to ensure student access to curriculum	Office Staff and Faculty	August 2015-June 2016	Refer to Goal 1.2			

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
"Extra time" for 6th grade teachers team to collaborate	Faculty and Counselors	August 2015-June 2016 APS Essential Program Components	Refer to Goal 1.1			
Host Feeder School Visitations to incoming 6th graders from elementary sites	Administrators, Counselors, Coach	February 2016-June 2016	Not Applicable			
Host 6th grade Parent Information and Welcome Night	Administrators, Counselors and Coach	September 2015, February and August 2016 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 2016-June 2016 Completion of Recommendations	Not Applicable			
Articulate with High School teachers and administrators	Faculty and Administrators	August 2015-June 2016 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 2015-June 2016 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 2016 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 2016	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, STAR 360 and Chapter tests	Faculty and Coach	August 2015-June 2016 OSD Sponsored PD during June and July 2015, Monthly PD for math lead teachers August 2015-June 2016 APS Essential Program Components	Refer to Goal 1.5			
Provide professional development through district, county and coach to meet teacher needs of new adoption	Administrators, coach, teachers	July 2012-June 2016				
Math Department Chair facilitates regular department meetings and actively participates in DSLT	Math Department Chair	August 2015-June 2016 DSLT and Department meeting minutes	Not Applicable			
Train teachers to access and utilize student data	Administrators, Department Chair & Math Faculty	August 2015-June 2016 Department Meeting minutes Instructional decisions are data-driven	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2015-June 2016 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 2015-June 2016 Completion of Common Core training as provided by the district	District-funded			
Participate in training to support full implementation of RSP co-teaching in 2015-2016	RSP and General Ed Teachers	August 2015-June 2016 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 2015-June 2016	District-funded			
Provide professional development for teachers relating to CCSS and Academy transition	Faculty	August 2015-June 2016	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 2016 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 2015 February 2016 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 2015-June 2016 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 2015-June 2016 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 2015 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 2015-June 2016	Refer to Goal 1.6			

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: • Meets monthly with ASES Administrator and other Liaisons • Meets with school staff as needed	Site and District Administrator and Teacher Liaison	August 2015-May 2016 APS Essential Program Components	Refer to Goal 1.7			
"Oxnard Scholars" program in alignment with day program	Site and District Administrator and City Support staff	August 2015-June 2016 APS Essential Program Components	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:

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
- IPT
- STAR 360 Math and Reading
- IFA
- OARS

Findings from the Analysis of this Data:

Students are making progress towards reclassification (89 in 2014-15). However, we have an equal number of students moving up a level, staying at the same level, and regressing a level. Additional attention has been given to preparing students for the CELDT and additional supports are in place to more regularly assess students (IPT).

How the School will Evaluate the Progress of this Goal:

Teachers will meet by departments in grade level meetings after assessment periods

- IPT
- 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 2015-2016 CELDT testing cycle	Instructional Coach and EL Faculty Experts	Fall 2015 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 2015-June 2016 Teacher training during regular staff meeting times	Not Applicable			
Use multiple data points to make appropriate course placements of students	Master Scheduling Team	August 2015- June 2016 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 2015-June 2016 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 2015-June 2016 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 2015-June 2016 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 2015-June 2016 Teacher registration and participation in District Provided Training	Not Applicable			

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/IPT 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), develop intervention grouping for after school classes	Teachers and Instructional Coach ELD TOSA	August 2015-June 2016 February 2016	Not Applicable District Funded Teachers providing instruction for English Learners	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	37,000
Assisted by the Instructional Coach, all teachers will analyze CAASPP 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 2015-June 2016 Teacher Collaboration during regularly scheduled staff meetings	Not Applicable			
Implement State adopted Reading programs to close gaps for strategic/intensive learners and enroll students in double block of Language Arts	Master Scheduling Team	August 2015-June 2016 Formative Assessments Master Schedule CAASPP, IPT and CELDT data	Supplemental Instructional materials	4000-4999: Books And Supplies	LCFF - Targeted	3,651

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 2015-June 2016 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/IPT	Administrators, Counselors, Instructional Coach and Faculty	August 2015-June 2016 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 2015-June 2016	Refer to Goal 1.2			
Provide opportunity for Teachers and Administration to attend Professional Development focused on ELs, and collaboration time for ELD Department	Teachers and Administration	August 2015-June 2016	Professional Development: CABE Conference Collaboration time	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	LCFF - Targeted LCFF - Targeted	5,000 6,120
Conduct SSTs for to determine intervention and support needs	Counselors and Faculty	August 2015-June 2016	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 2015-June 2016 Progression of students toward English Proficiency	3 positions 11 hours per day	2000-2999: Classified Personnel Salaries	Title I	66,250

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/IPT	Administrators and Counselors	August 2015-June 2016 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 2015-June 2016 Schedule outreachpresentations 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 2015- June 2016 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 2015-June 2016 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 2015-June 2016	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 2015-June 2016	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 2015-June 2016	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 2015-June 2016	District-funded			
Provide professional development for teachers relating to CCSS and Academy transition	Faculty	August 2015-June 2016	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 2015-June 2016	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 2015-June 2016	Refer to Goal 1.6			
Provide Parent Trainings, such as Parent Institute, Parent Connect or Parent Project	Administrators and Parents	Parent Course Completion August 2015-June 2016	As funding becomes available	5800: Professional/Consulting Services And Operating Expenditures	Title I LCFF - Targeted	1,157 2,000
Support and promote parent participation in SSC, ELAC and DELAC	Administration and Faculty	Parent participation in Parent Training's August 2015-June 2016	Not Applicable			
Conduct parent outreach to relay academic information in parents' primary language	Administrators, Counselors, Teachers, and Office Staff	August 2015-June 2016	Refer to Goal 1.6			

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 position to be a bridge between day program and after school program which provides supports for students	Teacher Liaison and OSD Administrative Intern	APS Essential Program Components, Regular monthly articulation meetings at site August 2015-June 2016	Refer to Goal 1.7			

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:
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, Foster Yoouth, 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. A school safety survey will be used with students and staff. Review of 2014-15 referrals to school office and monitoring referrals by trimester.
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. Review of 2014-15 referrals to school office and monitoring referrals by trimester and compare school years and implementation strategies. Documenting our professional development with staff for emergency preparedness and regularity of drills including staff feedback forms,

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
Continued use of Risk of Sexual Activity Curriculum in Science	7th Grade Science Department	Spring 2016	Not Applicable			
Continuied use of Project ALERT as part of the science curriculum	7th Grade Science	Spring 2016	District Funded			
Teachers Identify students with a below 2.0 GPA or 5 or more referrals to the office or more than 10 absences to monitor their progress	Administrators, Counselors, Coach and Faculty	August 2015-June 2016	Not Applicable			
Provide homework assistance after school, through regular teachers or After School Program	Faculty and After School Program Liaison	August 2015-June 2016	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 2015-June 2016	Refer to Goal 1.2			
Continue positive reinforcement of academic success through Renaissance program	Counselors and Coach	August 2015-June 2016	Not Applicable			
Continue with CHAMPS classroom management system school wide to provide positive and consistent classroom behavioral support. Ensure all teachers training in CHAMPS proceedures	Faculty, Counselors, and Administration	August 2015-June 2016	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 2015-June 2016	Not Applicable			
Utilize support of School Counselors to be notified by A2A for attendance and office staff for students with more than 5 refferals to monitor and provide support to students who are at-risk for behavior or academics	Counselors and Interns	August 2015-June 2016	District Funded			
Review, modify and monitor school discipline policy	Administrators and Positive Discipline Committee	August 2015-June 2016	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 2015-June 2016	Refer to Goal 2.2			
Develop Rewards System as an incentive to positive behavior	Administrators and Positive Discipline Committee	August 2015-June 2016	Not Applicable			
Update School Safety Plan and replenish materials for emergency preparedness	Administrators and School Safety Committee	August 2015-June 2016	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 2015-June 2016	District Funded			
Implement Tardy Sweeps and provide attendance incentives	Administrators and Counselors	August 2015-June 2016	Attendance incentives	4000-4999: Books And Supplies	LCFF - Targeted	4,000
			School Materials/Books	4000-4999: Books And Supplies	Title III	1,211
Support students and their families through access to counselor for each grade level	Administrators and Counselors	August 2015-June 2016	Not Applicable			
Conduct SSTs for to determine intervention and support needs	Administrators, Counselors and Faculty	August 2015-June 2016	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 2015-June 2016	Not Applicable			
Counselors identify at-risk students early on through identification at the elementary sites	Counselors and Feeder School Staff	August 2015-June 2016	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 2015-June 2016	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 2015-June 2016	Not Applicable			
Provide Professional Development on Project Alert for teachers who need it	Science Department	August 2015-June 2016	District-funded			
Monitor CHAMPS implementation is classrooms with high office referral rates	Faculty and Staff	August 2015-June 2016	Not Applicable			
WEB Participate in WEB Training	Faculty and Counselors	Summer and Fall 2015, August through June activities	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 2015 February 2016	Refer to Goal 1.6			
Actively Utilize the Student Agenda as a Home School Communication tool	Students, Parents and Faculty	August 2015-June 2016	Promotes students organization and is a school to home communication tooll	4000-4999: Books And Supplies	LCFF - Discretionary	
				4000-4999: Books And Supplies	Title III	
Implement Zangle Connect to communicate with Parents	Administrators, Site Faculty and District IT	Fall 2015	Not Applicable			
Utilize Blackboard ConnectEd to communicate with parents	Site Administrators, Counselors and Coach	August 2015-June 2016	Not Applicable			
Connect Students to Community Resources	Outreach Counselor	August 2015-June 2016	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 position to be a bridge between day program and after school program supports for students and assist with at-risk student monitoring	Teacher Liaison and OSD Administrative Intern	August 2015-June 2016	Refer to Goal 1.7			

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: Academy
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:
The school will ensure that all students engage in learning opportunities to expand their experience with Marine Science and Engineering. This goal pertains to all 6th, 7th, and 8th grade students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, and Foster Youth.
Data Used to Form this Goal:
Class Lists Academy Blog Student and staff surveys
Findings from the Analysis of this Data:
Track the number of students involved in Academy units, participation on exploratory field trips, and participation in school wide academy activities.
How the School will Evaluate the Progress of this Goal:
Class Rosters Teacher/Student Surveys Photo Documentation

Strategy #1

STRATEGY:
The school will ensure opportunities and educational access in Marine Science and Engineering for all students

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage all students in activities related to Marine Science (i.e. assemblies, class presentations, field trips, PBL activities,additional support staff).	Administrators, MSAP Coordinator, Teachers	August 2015-June 2016 All students participating in Marine Science activities	MSAP	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	40,000
Engage all students in activities related to Engineering (i.e. assemblies, class presentations, field trips, PBL activities, additional support staff).	Administrators, MSAP Coordinator, Teachers	August 2015-June 2016 All students participating in Engineering activities	MSAP	4000-4999: Books And Supplies	MSAP	100,000
Acquire necessary materials to support the Academy focus.	MSAP Coordinator, Administrators	August 2015-June 2016 Materials purchased	MSAP	4000-4999: Books And Supplies	MSAP	100000

Strategy #2

STRATEGY:
The school will provide professional development to support the Academy focus.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities for staff (conferences, workshops).	MSAP Coordinator, Administrators, Teachers	July 2015-June 2016 Staff participate in Professional Development		0001-0999: Unrestricted: Locally Defined	MSAP	20,000
Staff will engage in grade level/department planning meetings to discuss integration of Academy focus into their curriculum or enhance existing curricular units.	Teachers, MSAP Coordinator, Administrators	August 2015-June 2016 Integration of Academy focus in related classrooms.				
The MSAP coordinator will support staff in creating, enhancing, and implementing curricular units.	MSAP Coordinator, Teachers	August 2015-June 2016 Curriculum developed for teachers to use in their classrooms				

Strategy #3

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement in the Academy focus areas.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule parent events which showcase student work related to the Academy focus	Teachers, MSAP Coordinator, Administrators	August 2015-June 2016 Establish events/dates for student work displays/demonstrations				
Inform parents of upcoming activities and promote the Academy focus via the school website, Connect Ed messages, flyers, and message board.	Teachers, MSAP Coordinator, Administrators	August 2015-June 2016 Parents informed of Academy activities				
Generate parent and community support in relation to the Academy focus.	MSAP Coordinator, Administrators	August 2015-June 2016 Parent/community participation and sponsorship				

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**
Information regarding Academy learning opportunities will be shared with receiving high schools	Teachers, Counselors, Administrators	February 2016-June 2016 Contact receiving high schools with Academy participation				

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 GOALS #1,2,3, 4, and 5 (where applicable)

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

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 7th grade, continue into 8th and promote to the high school district.

School Goal #2A: 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 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.

School Goal #2B: All components of the Math curriculum will be implemented in each classroom with OSD-Provided professional development and support based on evidence gathered through curricular schedule, assessment plans and administrator observations.

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 7th-8th Grade will score “proficient” or “advanced” on the 2013 STAR in Math.
b. 89.2% of EL students and the significant sub-groups in 77-8th Grade will score “proficient” or “advanced” on the 2013 STAR in Language Arts.

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

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, 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	63897
		Coach	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	35942
Library Technician	August 2013-June 2014	Library	2000-2999: Classified Personnel Salaries	Title I	19592
		Library	2000-2999: Classified Personnel Salaries	Economic Impact Aid	19592
Computer Lab Assistant	August 2013-June 2014	Site LabTech	2000-2999: Classified Personnel Salaries	Economic Impact Aid	25525
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Title I	25525
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Unrestricted	19935
Maintenance Agreement for Copy Machine(s)	August 2013-June 2014	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	11637
Maintenance Agreement for Successmaker	August 2013-June 2014	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	2810
Professional Development for L.A.	August 2013-June 2014	Prof Development	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	29730
Professional Development for Technology	August 2013-June 2014	OSD Contract & Materials & Supplies		District Funded	
Professional Development for ELD	August 2013-June 2014	Prof Development	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	46295
EL Testing	August 2013-June 2014	Testing	2000-2999: Classified Personnel Salaries	Economic Impact Aid	24991
Outreach	August 2013-June 2014	Outreach	2000-2999: Classified Personnel Salaries	Unrestricted	24152

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	Discretionary	5,000.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	2,000.00
5000-5999: Services And Other Operating	LCFF - Discretionary	1,000.00
	LCFF - Targeted	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	68,120.00
4000-4999: Books And Supplies	LCFF - Targeted	8,651.00
5000-5999: Services And Other Operating	LCFF - Targeted	53,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	8,000.00
0001-0999: Unrestricted: Locally Defined	MSAP	20,000.00
4000-4999: Books And Supplies	MSAP	200,000.00
1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	591,545.00
1000-1999: Certificated Personnel Salaries	Title I	12,574.00
2000-2999: Classified Personnel Salaries	Title I	102,016.00
5800: Professional/Consulting Services And	Title I	1,157.00
1000-1999: Certificated Personnel Salaries	Title III	1,500.00
2000-2999: Classified Personnel Salaries	Title III	5,500.00
4000-4999: Books And Supplies	Title III	9,028.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Discretionary	5,000.00
LCFF - Discretionary	3,000.00
LCFF - Targeted	139,771.00
MSAP	220,000.00
Quality Education Investment Act (QEIA)	591,545.00
Title I	115,747.00
Title III	16,028.00

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 support all students, especially ELs, with intervention classes, 2) Use LCFF funds to support students with field trips to experience Marine Science 3) Use rollover QEIA funds to reduce class size

Identify the major expenditures supporting these priorities.
The LCFF and QEIA rollover funding is supporting these priorities.

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 6th -8th grade core classes, professional development on the new Math adoption, 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.

What specific actions related to those strategies were eliminated or modified during the year?
The master schedule for 2015-16 did not include math support classes. However, there will be an increase in the number of after school intervention classes. Math and science have been integrated into academy elective courses. Project based learning has started but has not been fully implemented with only 35% 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. However, 2015-16 all students will participate in Marine Science and Robotics units.

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?
Starting the 2015-16 year with STAR 360 has given teachers the opportunity to have a benchmark for their students. Additional time is necessary to analyze data as departments and grade levels. 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
- [X] Other: We need to implement additional intervention classes, improve school to home communication, and build capacity in

Based on the analysis of this practice, would you recommend:

- [ ] Eliminating it from next year's plan
- [X] Continuing it with the following modifications:
  Provide professional development to assist teachers and parents in supporting students to achieve academic growth.

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,DSLT 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, administatrors, 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 solicition 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 ddecrease on the CELDT.

Based on this information, what might be some recommendations for future steps to meet this goal?
Increase the Instructional Aide time for our Newcomer Academy and continue 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 Pergeson			X		
Veronica Diaz-Fonseca				X	
Maria Flores				X	
Yolanda Melano				X	
Emily Marmolejo					X
Breanna Aguilar					X
Julian Mata					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)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 September 15, 2015.

Attested:

Dr. Liam Joyce	Dr. Liam Joyce	9/15/15
Typed Name of School Principal	Signature of School Principal	Date
Susan Verharen		10/2/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Robert J. Frank Middle 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 Pergeson

Normas de Política Acerca de la Participación de los Padres en la Escuela 2015-2016

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 polízas 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 participacion 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 acera 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:

- o Normas de política acerca de la participación escolar,
- o Manual para padres de familia y alumnos,
- o Solicitud para registrarse como voluntario e información,
- o Información sobre las evaluaciones académicas,
- o 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 Middle 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 Pergeson

Parent Involvement Policy
2015-2016

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: September 30, 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 2015-2016 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.
Fremont Middle School, the Academy of Environmental Science and Innovative Design, embraces STEAM-centered education and provides educational opportunities for all students that promote college and career readiness.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 6	381	380	99.7	380	**2470.4**	8	17	27	49
Grade 7	374	372	99.5	372	**2483.2**	3	19	24	53
Grade 8	391	381	97.4	381	**2507.6**	5	24	25	46
All Grades	1,146	1,133	98.9	1,133		5	20	25	49

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 6	8	37	55	12	37	51	7	60	33	14	54	32
Grade 7	6	40	53	11	38	50	5	58	38	8	47	46
Grade 8	13	34	52	11	45	44	7	57	36	12	50	38
All Grades	9	37	54	11	40	48	6	58	36	11	50	38

Conclusions based on this data:

1. In grades 6-8, there are approximately one quarter of students nearly meeting standards in ELA.
2. Students in 8th grade demonstrated the highest levels of proficiency in ELA, with 29% meeting or exceeding standards in ELA.
3. Students demonstrated the highest levels of proficiency in listening and the lowest levels of proficiency in reading.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 6	381	379	99.5	379	**2459.7**	8	13	24	56
Grade 7	374	373	99.7	370	**2471.6**	6	9	31	53
Grade 8	391	381	97.4	381	**2484.3**	9	11	19	61
All Grades	1,146	1,133	98.9	1,130		8	11	24	57

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 6	9	24	66	8	39	53	11	38	51
Grade 7	9	29	62	6	55	39	7	63	30
Grade 8	14	20	64	9	47	44	8	39	52
All Grades	11	24	64	8	47	45	9	47	44

Conclusions based on this data:

1. Nearly one third of students in 7th grade nearly met the standards in Math.
2. In grades 6-8, over 60% of students did not meet the standards in Concepts & Procedures.
3. Nearly two-thirds of 7th grade students performed at or near standards in Communicating Reasoning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	3	3	20	23	46	52	8	9	11	13	88
7	4	5	32	40	27	33	12	15	6	7	81
8	4	5	28	37	33	43	4	5	7	9	76
Total	11	4	80	33	106	43	24	10	24	10	245

Conclusions based on this data:

1. The largest number of students is in the intermediate level, including 52.3% of 6th grade students and could be eligible for redesignation next year with continued growth.
2. Over 40% of 7th and 8th grade students performed at the Early Advanced or Advanced level and could be eligible for redesignation.
3. Over 20% of 6th and 7th grade students performed at the Early Intermediate or Beginning level and continue to need designated ELD courses.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	237	241	245
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	237	241	245
Number Met	133	113	117
Percent Met	56.1%	46.9%	47.8%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	55	193	56	199	24	223
Number Met	8	77	2	80	--	80
Percent Met	14.5%	39.9%	3.6%	40.2%	--	35.9%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**--**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1. AMAO 1: The percentage of students meeting targets increased slightly.
2. AMAO 2: The percentage of students with 5 or more years of EL instruction meeting targets decreased, indicating a need to focus on both integrated and designated ELD instruction.
3. AMAO 3: Participation targets have been met.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	56.0	57.5	
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
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 at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**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 declined slightly from the previous year.

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:

School Goal 1A: All students will meet grade-level standards on the state assessment in ELA.
This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.

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

Findings from the Analysis of this Data:

- Overall, students scored significantly higher in the language and reading clusters than in the writing cluster.
- There is a continuing need to focus on core ELA instruction and to continue offering ELA support classes with a focus on writing.
- There is a continuing need to focus on CCSS implementation.

How the School will Evaluate the Progress of this Goal:

- Formative district assessment data will be analyzed through department meeting collaboration.
- Monitoring of grade/department meetings for CSS collaboration.
- Analyze Star Reader data.

Strategy #1

STRATEGY:
During the 2015-2016 school year, the school will ensure the full implementation of the state-approved Language Arts curriculum and support the California 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 2015-June 2016 Review each trimester	Instructional Coach Salary	1000-1999: Certificated Personnel Salaries	District Funded	118317
Hold grade/department collaboration meetings to review data at the school level, grade level, classroom level and individual student level.	Administration, Coaches, Teachers	Analyze classroom assessment data. August 2015-June 2016 Department meets twice monthly Analyze formative district assessment data. November 2015, January 2016, March 2016	Not Applicable			
Model effective instructional strategies, including visible thinking strategies and SIOP strategies, and support implementation of adopted curriculum.	Coaches, Teachers	Coaches work collaboratively with teachers to model instructional practices, support unit implementation, assist with data analysis. August 2015-June 2016	Tech Coach Salary	1000-1999: Certificated Personnel Salaries	MSAP	

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 2015-June 2016 Department meets twice monthly	Not Applicable			
Utilize writing portfolios to monitor student growth.	Teachers	Teachers grade and include student writing assignments in students' portfolios. August 2015-June 2016	Not applicable			
Upgrade and improve existing technology in classrooms to improve student engagement.	Administration, Site Techs	August 2015-June 2016	Computer/technology supplies	4000-4999: Books And Supplies	LCFF - Discretionary	1000
			Computer/technology equipment	4000-4999: Books And Supplies	LCFF - Discretionary	4000
				4000-4999: Books And Supplies	Discretionary	
Share effective instructional practices through grade/department collaboration meetings and additional collaboration time.	Coaches, Teachers	August 2015-June 2016	14 teachers x 3 sub days	1000-1999: Certificated Personnel Salaries	Title I	3360
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	3360
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 2015-September 2015 Monitoring textbook needs throughout the year for all new and existing students. August 2015-June 2016	Additional textbooks as needed	4000-4999: Books And Supplies	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer formative district assessments, including Star 360, to collect data for analysis during collaboration meetings.	Administration, Coaches, Teachers	Administer INSPECT tests. October 2015, December 2015, February 2016 Administer Star 360 assessments. September 2015, November 2015, February 2016, June 2016	Not applicable			
Use AVID strategies, including Cornell note-taking, graphic organizers, Socratic Seminars, and interactive notebooks, and provide materials to support these activities.	Teachers, Coaches	AVID-trained teachers will share AVID strategies for use in all classrooms. August 2015-June 2016	AVID materials and supplies	4000-4999: Books And Supplies	LCFF - Discretionary	1000
Re-evaluate scheduling each trimester to address students' needs, and re-level ability groups/classes.	Administration, Master Scheduling Team	August 2015-June 2016 Review each trimester	Not Applicable			
Provide extra support in the computer lab to ensure timely iPad deployment and maintenance.	Lab Techs	August 2015 - June 2016	Lab Techs Extra hours for lab tech Lab Tech	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded Discretionary MSAP	61361

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Star 360 to monitor student reading levels.	Teachers	Review data after each administered assessment. August 2015-June 2016	Renaissance Suite	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Monitor student reading through Accelerated Reader program.	Teachers	Track progress of completion of book quizzes. August 2015 - June 2016	See Goal 1, Strategy 1 for Renaissance Suite			
Purchase class sets of novels to support CSS implementation.	Administration, ELA Department Chairs	August 2015-June 2016	Novels for classrooms	4000-4999: Books And Supplies	Title I	3000
Provide supplies to ensure student access to curriculum.	Teachers, Coaches, Office Staff, Couselors, Librarian	August 2015-June 2016	Supplies for Classrooms	4000-4999: Books And Supplies	Title I	3866
				4000-4999: Books And Supplies	Discretionary	
			Warehouse Charges	4000-4999: Books And Supplies	Discretionary	
Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials and printer repairs.	Office Staff	August 2015-June 2016	Duplo Maintenance Agreeements & Xerox Maintenance Agreements	5000-5999: Services And Other Operating Expenditures	District Funded	10991
				5000-5999: Services And Other Operating Expenditures	Discretionary	
			Repairs	5000-5999: Services And Other Operating Expenditures	Discretionary	
Provide new classroom computers for student use.	Lab Techs, Administration	November 2015	4 new student computers	4000-4999: Books And Supplies	Title I	4000

Strategy #2

STRATEGY:
During the 2015-2016 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 District ELS Department	Intervention classes to be held for 3 8-week sessions. September 2015-May 2016	Teacher extra help-3 teachers, 3 hrs/week, 24 weeks	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5616
				1000-1999: Certificated Personnel Salaries	Title I	5616
			Materials & Supplies	4000-4999: Books And Supplies	Discretionary	
			Snacks for students	4000-4999: Books And Supplies	LCFF - Discretionary	2601
Utilize ERWC curriculum in strategic classes to support writing instruction.	Teachers, Coach	August 2015-June 2016	Not Applicable			
Use co-teaching model for RSP support within core curriculum classes.	Teachers	August 2015-June 2016	Not Applicable			
Monitor at-risk students through academic counseling.	Administration, Counselors, Coaches, Psychologist	Create support plans for students. August 2015-June 2016	Counselors	1000-1999: Certificated Personnel Salaries	District Funded	226422
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 2015-June 2016	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Open Falcon Center and Library during lunch time to provide place for students to work.	Counselors, Outreach Consultant, Coaches, Librarian	August 2015-June 2016	Not Applicable			
Offer tutoring and homework support after school to all students.	Administration, Teachers	August 2015-June 2016	Teacher Extra Help Hours	1000-1999: Certificated Personnel Salaries	Title I	10400
Place students appropriately in ELA support courses (strategic and ELD) and Honors classes.	Administration, Coaches	Review each trimester August 2015-June 2016	Not Applicable			
Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials.	Office Staff	August 2015-June 2016	See Goal 1, Strategy 1			
Make books and other library resources available to improve student literacy, including MyOn electronic reading materials.	Library Media Tech, Lab Techs	August 2015-June 2016	8 hour Library Media Tech	2000-2999: Classified Personnel Salaries	District Funded	61740
			MyOn Subscription	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Host awards ceremonies each trimester to recognize student achievement.	Administration, Teachers, Office Staff	October 2015-June 2016	Certificates & Awards	4000-4999: Books And Supplies	LCFF - Targeted	1000
Provide support from college AVID tutors, as required by AVID Program Essentials.	AVID Teachers, AVID Tutors	Tutors will support each AVID elective class twice weekly. September 2015-June 2016	12.0 hours of support weekly	2000-2999: Classified Personnel Salaries	Title I	6500
Provide Focus on the Masters program for ELA classes.	Teacher	September 2015-May 2016	Program Cost	5800: Professional/Consulting Services And Operating Expenditures	Title I	5850

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize agendas, and other printed items, to support organization, student achievement and home-school communication, including student agenda insert.	Administration, Office Staff	August 2015-June 2016 All students receive an agenda provided by the school	Agendas	4000-4999: Books And Supplies	Title I	2000
			Agendas	4000-4999: Books And Supplies	LCFF - Discretionary	2000
				5700-5799: Transfers Of Direct Costs	Discretionary	
Coordinate enrichment activities, including field trips, to support core instruction in all grade levels.	Administration, Teachers, MSAP Coordinator	August 2015-June 2016 Field trips for ELA and other content areas	Transportation and Admission fees	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	12600
			MSAP Coordinator	1000-1999: Certificated Personnel Salaries	MSAP	
			Sub Costs for Teachers to attend field trips	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	10400
Implement Accelerated Reader program and Star 360 test in all ELA classes.	Teachers, Lab Tech	Teachers will utilize Star Reader data to monitor student progress. August 2015-June 2016	See Gaol 1, Strategy 1 for Renaissance Suite			
Use intervention software to close gaps for specific learners including, but is not limited to, I-Pad Apps, BrainPop, Discovery Education, and Accelerated Reader.	Teachers, Coaches	Utilize Star Reader to assess student reading levels and AR program to monitor reading progress. August 2015-June 2016	Apps/ Subscriptions	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	1300
			BrainPop	None Specified		
			Discovery Education	None Specified		
			See Goal 1, Strategy 1 for Renaissance Suite			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use Holt (Interactive Reader, etc.) to support 7th/8th grade readers who are below grade level.	Teachers	August 2015-June 2016	Adopted curriculum and ancillary materials	4000-4999: Books And Supplies	District Funded	
Establish AVID Club after school to provide access for students not enrolled in the AVID elective class.	Teacher	August 2015-June 2016 Club to meet once weekly	Extra Help Hours for Teacher	1000-1999: Certificated Personnel Salaries	Title I	780
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	780

Strategy #3

STRATEGY:
During the 2015-2016 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 2016-June 2016	Not Applicable			
Develop student placement file to create clusters for class assignments (i.e. GATE).	Administration, Coach	Spring 2016	Not Applicable			
Provide on-site orientation to incoming 6th grade students, including information for parents.	Administration, Coaches, 6th Grade Teachers, Counselors, ORC	Spring 2016	Extra Help Hours	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Discretionary Discretionary	
Participate in district community meetings to share academy information with parents of incoming 6th grade students.	Administration, MSAP Team	Develop/make adjustments to brochure for academy. December 2015 Set up information booth at community meetings. January 2016	Extra Help Hours	1000-1999: Certificated Personnel Salaries	Discretionary	
Host WEB Orientation to familiarize students with campus and other students.	WEB Coordinators	August 2015	Two-day training and orientation	1000-1999: Certificated Personnel Salaries	MSAP	

Strategy #4

STRATEGY:
During the 2015-2016 school year, the school will implement transition 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 2015-June 2016	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 2015 - February 2016	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 2016-June 2016	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 2016-June 2016	Not Applicable			
Provide student reading levels to high school for student placement	Teachers, Administration, Coaches	Proper placement of students entering OUHSD December 2015-February 2016	Not Applicable			

Strategy #5

STRATEGY:
During the 2015-2016 school year, the school will provide professional development to support English Language Arts 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 2015-June 2016	See Goal 1, Strategy 1			
Train teachers to access and utilize student data via OARS & Renaissance Suite.	Administration, Coaches	Provide ongoing support in utilizing Zangle Q and OARS data management systems, including various report functions. August 2015-June 2016	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development workshops and conferences to support implementation of CSS ELA and CSS ELD, including unit roll-out workshops and CATE conference.	Teachers, Coaches Educational Services Administrators, TOSAs & County Staff	ELA teacher representatives attend district unit roll-out workshops and share units with department colleagues. August 2015-June 2016 Additional Professional Development conferences, workshops and lesson studies available in all content areas.	Conferences & Trainings	5000-5999: Services And Other Operating Expenditures	Title I	10000
				5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	3070
				5000-5999: Services And Other Operating Expenditures	Discretionary	
			Sub Costs	1000-1999: Certificated Personnel Salaries	Title I	1040
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	3360
				1000-1999: Certificated Personnel Salaries	District Funded	
			Teacher extra pay to attend unit roll-out workshops	1000-1999: Certificated Personnel Salaries	Discretionary	
ERWC Professional Development for teachers instructing strategic classes.	Teachers, Coaches	ELA teachers instructing strategic classes attend training at CSUCI October 2015-November 2015	Registration for 2 teachers	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	530
			2 subs for 3 days	1000-1999: Certificated Personnel Salaries	Title I	960

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide technology support by Technology Coach to enhance lesson delivery and instructional strategies.	Technology Coach, Lab Tech	Tech Coach to log support. August 2015-June 2016	See Goal 1, Strategy 1 for Tech Coach			
Coordinate curriculum, align pacing guides and analyze assessment data during department collaboration meetings and additional collaboration time to guide instructional decisions.	ELA Teachers	Evidenced by department meeting agendas and minutes. August 2015-June 2016	See Goal 1, Strategy 1			
ELA department chair facilitates department collaboration meetings and participates in Leadership Team meetings.	ELA Department Chairs, Leadership Team	Evidenced by Leadership meeting agendas and minutes and department meeting agendas and minutes. August 2015-June 2016	Not Applicable			
Teachers attend the AVID Summer Institute.	Teachers, Assistant Principal	August 2015	5 Participants	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	District Funded District Funded	
Teachers attend the CAG Summer Institute to support student learning.	Teachers, Assistant Principal	July 2015	4 Participants	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	District Funded 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, including collaboration time.	General Ed and RSP Co-Teachers Co-Teaching Consultant	Co-teachers will attend co-teaching training, including lesson study. October 2015 Each co-teaching team will utilize three half-days of collaboration time. August 2015-June 2016	Co-Teaching training and sub costs	1000-1999: Certificated Personnel Salaries	District Funded	
			Collaboration time for co-teaching teams (12 sub days)	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	960
				1000-1999: Certificated Personnel Salaries	Title I	960
Continue SIOP lesson study process.	SIOP Committee	February 2016	Sub Costs	1000-1999: Certificated Personnel Salaries	District Funded	
			SIOP Consultant	5800: Professional/Consulting Services And Operating Expenditures	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 2015	Not Applicable			

Strategy #6

STRATEGY:
During the 2015-2016 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 2015 January 2016 April 2016 Evidenced by meeting agendas and sign-in sheets.	Brochures with school information and other supplies Custodial Support	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Discretionary Discretionary	
Notify parents of upcoming events through the school marquee and weekly ConnectEd calls.	Administration, Custodians	August 2015-June 2016	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 2015-June 2016	Not Applicable			
Provide extra support 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 2015-June 2016	Extra hours for staff to assist with parent support Verbal translation hours	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Discretionary Discretionary	
Utilize Parent Connect system to keep parents apprised of student academic progress.	Teachers, Attendance Tech	Attendance Tech coordinates parent registration process. August 2015-June 2016	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 2015 - February 2016	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 2015-June 2016	Not Applicable			
Update school website with information for parents.	Lab Tech, Administration	August 2015-June 2016	Not Applicable			
Host a parent information event for the parents of incoming 6th grade students.	Administration	Spring 2016	See Goal 1, Strategy 6 for translation support			
Connect families with community resources and offer evening Parent Project classes to support parents of at-risk students.	Outreach Consultant, Counselors	Parent Project offered in both English and Spanish December 2015-March 2016	Extra hours for ORC	2000-2999: Classified Personnel Salaries	Title I	1250
				2000-2999: Classified Personnel Salaries	LCFF - Targeted	2500
				2000-2999: Classified Personnel Salaries	Discretionary	
			Materials & Supplies for Parents	4000-4999: Books And Supplies	Title I	350
			ORC	2000-2999: Classified Personnel Salaries	District Funded	72891
Utilize agendas to support organization, student achievement and home-school communication.	Administration, Office Staff	All students receive an agenda provided by the school. August 2015-June 2016	See Goal 1, Strategy 2			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide hospitality (snacks, coffee, etc.) for parent meetings and events.	Office Manager	September 2015-June 2016	Hospitality for Parent Project, ELAC meetings, etc.	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	1000

Strategy #7

STRATEGY:
During the 2015-2016 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: • Meet monthly with ASES Administrator and other liaisons. • Meet with school staff as needed.	Site and District Administration, Teacher Liaison	August 2015-June 2016	Liaison Hours	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 2015-June 2016 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:

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 meet grade-level standards on the state assessment in Math.
This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.

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

Findings from the Analysis of this Data:

- Students scored higher in Statistics/Probability and Ratios/Proportional Relationships, while scoring lower in Geometry.
- 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:

- Formative district assessment data will be analyzed through department meeting collaboration.
- Formative Connected Math assessment data will be analyzed through department meeting collaboration.
- Monitoring of grade/department meetings for CCSS collaboration.
- Analyze Star 360 Math data.

Strategy #1

STRATEGY:
During the 2015-2016 school year, the school will ensure the full implementation of the state-approved Math curriculum and support the California 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 2015 - June 2016 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 2015 - June 2016 Department meets twice monthly Analyze formative district assessment data. November 2015, January 2016, March 2016	Not applicable			
Model effective instructional strategies, including visible thinking strategies and SIOP strategies, and support implementation of the adopted curriculum.	Coaches, Teachers	Coaches work collaboratively with teachers to model instructional practices, support unit implementation, assist with data analysis. August 2015 - June 2016	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 to inform instruction.	Teachers	Data analyzed through department collaboration meetings August 2015 - June 2016 Department meets twice monthly	Not Applicable			
Provide extra support in the computer lab to ensure timely iPad deployment and maintenance.	Lab Techs	August 2015 - June 2016	See Goal 1, Strategy 1			
Re-evaluate scheduling each trimester to address students' needs, and re-level ability groups/classes, as needed.	Administration, Master Scheduling Team	August 2015 - June 2016 Review each trimester	Not Applicable			
Administer formative assessments to collect data for analysis during collaboration meetings, included Star 360 Math & publisher assessments.	Administration, Coaches, Teachers	September 2015-May 2016	Not Applicable			
Ensure access to state-approved Math textbooks and materials in compliance with Williams Act.	Administration, Librarian VCOE Williams Act Auditors	Conduct Williams Act packet/textbook inventory. August 2015-September 2015 Monitoring textbook needs throughout the year for all new and existing students. August 2015 - June 2016	Additional textbooks as needed	4000-4999: Books And Supplies	District Funded	
Upgrade and improve existing technology in classrooms to improve student engagement.	Administration	August 2015-June 2016	See Goal 1, Strategy 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Share effective instructional practices through grade/department collaboration meetings and additional collaboration time.	Coaches, Teachers	August 2015-June 2016	11 Subs x 3 Days	1000-1999: Certificated Personnel Salaries	Title I	2640
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2640
Use AVID strategies, including Cornell note-taking, graphic organizers, Socratic Seminars and interactive notebooks, and provide materials to support these activities.	Teachers, Coaches	AVID-trained teachers will share AVID strategies for use in all classrooms August 2015- June 2016	See Goal 1, Strategy 1			
Provide supplies to ensure student access to curriculum.	Office Staff, Teachers, Counselors, Coaches	August 2015-June 2016	See Goal 1, Strategy 1			
Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials and printer repairs.	Office Staff	August 2015-June 2016	See Goal 1, Strategy 1			
Provide new classroom computers for student use.	Administration, Lab Techs	November 2015	See Goal 1, Strategy 1			

Strategy #2

STRATEGY:
During the 2015-2016 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 for three 8-week sessions. September 2015-May 2016	Teacher Extra Help Hours: 3 teachers, 1.5 hours/week, 24 weeks	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	2808
				1000-1999: Certificated Personnel Salaries	Title I	2808
			Supplies	4000-4999: Books And Supplies	Discretionary	
			See Goal 1, Strategy 2 for snacks			
Use co-teaching model for RSP support within core math classes.	Teachers	August 2015-June 2016	Not Applicable			
Monitor progress of at-risk students through academic counseling.	Administration, Counselors, Coaches, Psychologist	Team will create support plans for students. August 2015-June 2016	See Goal 1, Strategy 2 for Counselors			
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 2015-June 2016	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer tutoring and homework support after school to all students, as well as intensive Math support tutoring.	Administration, Teachers, Coaches	Tutoring/homework support offered three times/week and intensive math tutoring offered twice weekly. August 2015-June 2016	See Goal 1, Strategy 2			
			Teacher Extra Help Hours: 1 teacher, 2 hours per week for 36 weeks	1000-1999: Certificated Personnel Salaries	Title I	1560
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1560
Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials.	Office Staff	August 2015-June 2016	See Goal 1, Strategy 1			
Provide supplies to ensure student access to curriculum.	Teachers and Administration	August 2015-June 2016	See Goal 1, Strategy 2			
Provide support from college AVID tutors, as required by AVID Program Essentials.	AVID Teachers, AVID Tutors	August 2015-June 2016	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 2015-June 2016	3 teachers, 1.5 hours per week for 30 weeks (MESA)	1000-1999: Certificated Personnel Salaries	Title I	4550
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4550
			2 teachers, 1 hour per week for 30 weeks (MathQuest)	1000-1999: Certificated Personnel Salaries	Title I	1560
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1560

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize agendas to support organization, student achievement and home-school communication.	Administration, Office Staff	August 2015-June 2016 Agenda provided to each student.	See Goal 1, Strategy 2			
Use intervention software to close gaps for specific learners including, but not limited to, i-Pads Apps, Discovery Education, Math Facts in a Flash, and BrainPop.	Teachers, Coaches	August 2015 - June 2016	See Goal 1, Strategy 2			
Use pacing schedules to modify instruction to support students who are below grade level or above grade level.	Teachers	August 2015 - June 2016	Not Applicable			
Open Falcon Center and library during lunch to provide place for students to work.	Counselors, Coaches, Librarian, ORC	August 2015 - June 2016	Not Applicable			
Host awards ceremonies each trimester to recognize student achievement.	Administration	August 2015 - June 2016	See Goal 1, Strategy 2			
Coordinate enrichment activities, including field trips, to support core instruction in all grade levels.	Administration, Teachers	August 2015 - June 2016	See Goal 1, Strategy 2 for field trips & MSAP Coordinator			
Place students appropriately in Honors classes.	Administration, Coach	August 2015-June 2016 Review each trimester	Not Applicable			

Strategy #3

STRATEGY:
During the 2015-2016 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 6th grade students with special needs.	Special Education Administration, Teachers, Psychologist	Staff will attend IEP transition meetings. May 2016-June 2016	Not Applicable			
Develop student placement file to create clusters for class assignments (i.e., GATE).	Administration, Coaches	Spring 2016	Not applicable			
Provide on-site orientation to incoming 6th grade students, including information for parents.	Administration, Coaches, 6th grade teachers, Counselors, ORC	Spring 2016	See Goal 1, Strategy 3			
Participate in district community meetings to share academy information with parents of incoming 6th grade students.	Administration, MSAP Team	Develop/make adjustments to brochure for academy. December 2015 Set up information booth at community meetings. January 2016	See Goal 1, Strategy 3			
Support student transition events with additional certificated and classified personnel.	Counselors, Teachers, Support Staff	August 2015 - June 2016	See Goal 1, Strategy 3			
Host WEB Orientation to familiarize students with campus and other students.	WEB Coordinators	August 2015	See Goal 1, Strategy 3			

Strategy #4

STRATEGY:
During the 2015-2016 school year, the school will implement transition 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 2015-June 2016	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 2015 - February 2016	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 2016-June 2016	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 2016-June 2016	Not Applicable			
Provide information on accelerated classes to determine need for Summer Bridge Class.	Administration, Teachers, Coaches	Proper placement of students entering OUHSD February 2016-May 2016	Not Applicable			

Strategy #5

STRATEGY:
During the 2015-2016 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 2015 - June 2016	See Goal 1, Strategy 1			
Train teachers to access and utilize student data via OARS & Renaissance Suite.	Administration, Coaches	Provide ongoing support in utilizing Zangle Q and OARS data management systems, including various report functions. August 2015 - June 2016	Not Applicable			
Provide professional development workshops to support implementation of CCSS Math, including district-level collaboration and CMC math conference.	Teachers, Coaches District and County Staff	August 2015 - June 2016	Teacher extra hours for CSS trainings and district-level collaboration See Goal 1, Strategy 5 for conferences, trainings and sub costs	1000-1999: Certificated Personnel Salaries	District Funded	
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 2015	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 2015 - June 2016	See Goal 2, Strategy 1			
Math department chair facilitates department collaboration meetings and participates in Leadership Team meetings.	Math Department Chairs, Leadership Team	Evidenced by Leadership meeting agendas and minutes and department meeting agendas and minutes. August 2015 - June 2016	Not Applicable			
Teachers attend the summer Math Professional Development within the school district	Math Teachers, Instructional Coach, Administration	Completion of training as provided by district. July 2015	Extra Help Hours	1000-1999: Certificated Personnel Salaries	District Funded	
Provide ongoing professional development for Math co-teachers and RSP support teachers in the co-teaching model, including collaboration time.	General Ed and RSP Co-Teachers	Co-teachers will attend co-teaching training, including lesson study. October 2015 Each co-teaching team will utilize three half-days of collaboration time. August 2015-June 2016	Co-teaching training and sub costs	1000-1999: Certificated Personnel Salaries	District Funded	
			Sub Costs for collaboration time	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	960
				1000-1999: Certificated Personnel Salaries	Title I	960
Complete SIOP lesson study.	SIOP Committee	February 2016	See Goal 1, Strategy 5 for sub costs			

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 2015	Not Applicable			
Conduct a lesson study with teachers to support effective implementation of the math curriculum.	Teachers, Coaches	Review math lesson study outcomes October 2015 and March 2016	See Goal 1, Strategy 5 for sub costs			
Teachers attend the AVID Summer Institute.	Teachers, Administration	August 2015	See Goal 1, Strategy 5			
Teachers attend the CAG Summer Institute to support student learning.	Teachers, Assistant Principal	July 2015	See Goal 1, Strategy 5			
Teachers participate in "Tuesday Meetings" to discuss math program.	Teachers	August 2015-June 2016	Not Applicable			

Strategy #6

STRATEGY:
During the 2015-2016 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 2015 January 2016 April 2016 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 2015-June 2016	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 2015-June 2016	Not Applicable			
Provide extra suppport 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 2015-June 2016	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 2015-June 2016	Not Applicable			
Meet with stakeholders to jointly develop Parent Involvement policy.	Administration	August 2015-June 2016	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 2015-June 2016	Not Applicable			
Update school website with information for parents.	Lab Tech, Administration	August 2015-June 2016	Not Applicable			
Host a parent information event for the parents of incoming 6th grade students.	Administration	Spring 2016	See Goal 1, Strategy 6 for translation support			
Connect families with community resources and offer evening Parent Project classes to support parents of at-risk students.	Outreach Consultant, Counselors	Parent Project offered in both English and Spanish December 2015-March 2016	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 2015-June 2016	See Goal 1, Strategy 2			
Provide hospitality (snacks, coffee, etc.) for parent meetings and events.	Office Manager	September 2015-June 2016	See Goal 1, Strategy 6 for Hospitality			

Strategy #7

STRATEGY:
During the 2015-2016 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: • Meet monthly with ASES Administrator and other liaisons. • Meet with school staff as needed.	Site and District Administration, Teacher Liaison	August 2015-June 2016	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 2015-June 2016 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: 60.5% of students need to move one proficiency level on the CELDT.
AMAO 2: Students that have been here less than 5 years – 24.2% 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 – 50.9% 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 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 both integrated and designated 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.
- Analyze IPT data through ELD department meetings.

Strategy #1

STRATEGY:
During the 2015-2016 school year, the school will ensure the full implementation of the state-approved ELD curriculum and support the California 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. • 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 may be supported through Strategic ELA courses to provide additional skills.	Administration, Coaches, Teachers	August 2015-June 2016 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 considered for placement in the Newcomer 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 2015-June 2016	Not Applicable			
ELD teachers will utilize CELDT release questions and CELDT grading rubrics in preparation for CELDT testing cycle.	ELD Teachers	Fall 2015 Spring 2016	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 2015-June 2016 Tracked through MSAP technology surveys throughout the year.	Not Applicable			
Model effective instructional strategies, including visible thinking strategies and SIOP strategies, and support implementation of the adopted curriculum.	Teachers, Coaches	Coaches work collaboratively with teachers to model instructional practices, support unit implementation, assist with data analysis. August 2015-June 2016	See Goal 1, Strategy 1 for Coach			
Use data analysis of assessment results to inform instruction.	Teachers	August 2015-June 2016 Utilize OARS data system	Not Applicable			
Purchase additional library books for ELs	Administration	August 2015-June 2016	Library Books	4000-4999: Books And Supplies	LCFF - Discretionary	3000
Schedule visits to other schools to observe best ELD practices and models of effective ELD programs.	Administration, ELD Teachers, ELS Department	Spring 2016	4 Subs x 1 Day	1000-1999: Certificated Personnel Salaries	Title I	640
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 2015-June 2016 Meetings held once per trimester	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement state-approved ELD curriculum to close gaps for English learners (English 3D, Inside).	ELD Teachers, ELS Department	August 2015-June 2016 ELD 1/2 courses to utilize Inside curriculum 7th/8th Grades ELD 3 course to utilize English 3D curriculum 6th Grade ELD 3 course to utilize English Inside curriculum	Curriculum	4000-4999: Books And Supplies	District Funded	
Support cross-curricular utilization of ELD standards in all subject areas, with a focus on writing and academic vocabulary.	Teachers	August 2015-June 2016	Not Applicable			
Provide continued professional development relating to California State Standards.	District and County Staff, Teachers	August 2015-June 2016	Extra Hours & Sub Costs	1000-1999: Certificated Personnel Salaries	District Funded	
Make books and other library resources available to improve student literacy.	Library Media Tech	August 2015-June 2016	See Goal 1, Strategy 2 for Librarian			
Provide computers for student use in ELD classroom.	Administration, Lab Techs	November 2015	4 student computers	4000-4999: Books And Supplies	LCFF - Targeted	4000
Provide practice books for CELDT test prep for ELD classes.	Library Media Tech, Office Manager	November 2015	4 teacher guides, 220 student books	4000-4999: Books And Supplies	LCFF - Targeted	1200

Strategy #2

STRATEGY:
During the 2015-2016 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, in both ELA and Math.	Administration, Coaches, Teachers	January 2016-May 2016 ELD intervention classes offered on three eight-week cycles with reduced class size.	See Goal 1, Strategy 2 for ELA See Goal 2, Strategy 2 for Math See Goal 1, Strategy 1 for snacks			
Provide additional support through Instructional Assistant for English Learners in ELD classes.	Instructional Assistant	August 2015 - June 2016	5.0 Hours	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Title III Title I	8897 11360
Use co-teaching model for RSP support within Math and ELA curriculum classes.	Gen Ed and RSP Teachers	August 2015 - June 2016	Not Applicable			
Monitor at-risk students through academic counseling.	Administration, Coaches, ORC, Psychologist, Counselors	Team will create support plans for students. August 2015-June2016	See Goal 1, Strategy 2			
Provide teacher tutoring information (days and times) in front office and on the school website.	Office Staff, Lab Tech, Teachers	August 2015 - June 2016 All teachers submit availability for distribution to parents.	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2015 - June 2016 Placement reviewed each trimester	Not Applicable			
Offer tutoring and homework support after school to all students.	Teachers	August 2015 - June 2016 Tutoring and homework support offered 3 times weekly	See Goal 1, Strategy 2			
Monitor progress of English learners, including ELRT process.	Administration, Coaches, Teachers	August 2015 - June 2016	7 subs for release time for ELRT monitoring	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1120
Provide supplies to ensure student access to curriculum.	Office Staff, Teachers	August 2015 - June 2016	See Goal 1, Strategy 2			
Provide Math intervention per grade level after school with an ELD focus to support basic math skills and academic vocabulary.	Administration, Coaches, Teachers	September 2015 - May 2016 ELD Math support offered on two six-week cycles, once weekly per grade level	See Goal 2, Strategy 2			
Host a Reclassification Celebration to recognize ELLs that met reclassification criteria	Administration	March 2016	Banquet	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	1500
			Awards	4000-4999: Books And Supplies	LCFF - Targeted	250
Provide students and parents with information about educational Apps that can support ELD goals outside of the classroom.	Technology Coach	November 2015-February 2016	See Goal 1, Strategy 2			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize agendas to support organization, student achievement and home-school communication.	Administration, Office Staff	August 2015-June 2016 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 2015-June 2016 Field trips for ELA and other content areas	See Goal 1, Strategy 2			
Use Holt (Interactive Reader, etc.) to support English learners in core ELA classes.	Teachers	August 2015-June 2016	Adopted curriculum and ancillary materials	4000-4999: Books And Supplies	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer ELD Academies during vacation time to support ELD standards, offer access to STEAM content, and prep for language assessments.	Administration	January 2016 & April 2016	Extra Help Hours for Teachers (5 teachers/ 5 days, 4 hours/day)	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5200
			Supplies	4000-4999: Books And Supplies	LCFF - Targeted	1000
			Bus	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	1000
			Campus Asst. Support for Academy	2000-2999: Classified Personnel Salaries	LCFF - Targeted	750
			Extra Help Hours for Teachers (3 teachers/ 5 days, 4 hours/day)	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3120
			Supplies	4000-4999: Books And Supplies	LCFF - Targeted	500
			Bus	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	500
			Campus Asst. Support for Academy	2000-2999: Classified Personnel Salaries	LCFF - Targeted	375

Strategy #3

STRATEGY:
During the 2015-2016 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 2015-June 2016 Instructional Coach to log support.	See Goal 1, Strategy 1			
Train teachers to access and utilize student data via OARS.	Administration, Coaches	August 2015-June 2016 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 2015 - June 2016	See Goal 1, Strategy 5			
Coordinate SIP Day training sessions focused on utilizing technology to enhance instruction and increase student engagement.	Administration, Coaches, Teachers	October 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, Teachers	October 2015 Training delivered by district EL TOSA to all content area teachers.	Not Applicable			
Complete SIOP lesson study.	SIOP Committee, SIOP Trainer	February 2016	See Goal 1, Strategy 5			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ongoing professional development for general education co-teachers and RSP support teachers in the co-teaching model.	General Ed and RSP Co-Teachers	October 2015 Co-teachers will attend co-teaching training.	See Goal 1, Strategy 5			
Provide technology support by Technology Coach to enhance lesson delivery and instructional strategies.	Technology Coach, Lab Tech	August 2015 - June 2016 Tech Coach to log support	See Goal 1, Strategy 5			
Train teachers to access and utilize student data, including CELDT data, Renaissance data, formative district assessment data (INSPECT) and IPT data.	Administration, Coaches	INSPECT assessments administered in October 2015, December 2015 and February 2016. IPT assessments administered in Fall 2015 & Spring 2016.	Not Applicable			

Strategy #4

STRATEGY:
During the 2015-2016 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 2015 - June 2016	Not Applicable			
Provide parents with teacher office hours and tutoring information.	Administration, Office Staff, Teachers, Lab Tech	August 2015 - June 2016 Information available on school website, in school office and distributed at conferences in November 2015 and February 2016.	Not Applicable			
Provide extra support 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 2015 - June 2016	See Goal 1, Strategy 6			
Utilize Parent Connect system to keep parents apprised of student academic progress.	Teachers, Attendance Tech	August 2015 - June 2016 Attendance Tech coordinates parent registration process.	Not Applicable			
Host Title I meetings to educate parents on school issues.	Administration	September 2015 January 2016 April 2016 Evidenced by meeting agendas and sign-in sheets.	See Goal 1, Strategy 6			
Meet with stakeholders to jointly develop Parent Involvement policy.	Administration	December 2015 - February 2016	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 2015 - June 2016	Not Applicable			
Host a parent information event for the parents of incoming 6th grade students.	Administration	August 2015 - June 2016	See Goal 1, Strategy 6			
Connect families with community resources and offer evening Parent Project classes to support parents of at-risk students.	Outreach Consultant, Counselors	December 2015-January 2016 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 2015-June 2016 All students receive an agenda provided by the school	See Goal 1, Strategy 2			

Strategy #5

STRATEGY:
During the 2015-2016 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: • Meet monthly with ASES Administrator and other liaisons. • Meet with school staff as needed.	Site and District Administration, Teacher Liaison	August 2015-June 2016	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 2015-June 2016 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:

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, Hispanic, Foster Youth and Homeless Youth.

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, Hispanic, Foster Youth and Homeless Youth.

Data Used to Form this Goal:

Discipline Data (including suspension rates, expulsion rates and referrals), Attendance Reports, Feedback from Stakeholders (including teachers, staff, students, parents & CHKS), 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. Continuing efforts to provide restorative methods of problem-solving are needed to promote positive student behavior.

How the School will Evaluate the Progress of this Goal:

- 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.
- CHAMPS Committee will review and refine school-wide approach to discipline and positive behavior support utilizing available data.

Strategy #1

STRATEGY:
During the 2015 -2016 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 Human Growth and Development curriculum in Science.	7th Grade Science Teachers	Spring 2016	Curriculum	4000-4999: Books And Supplies	District Funded	
Implement Project ALERT as part of the curriculum in Science.	Science Teachers	Spring 2016	Curriculum	4000-4999: Books And Supplies	District Funded	
Provide after school tutoring/homework support and enrichment opportunities to support student achievement.	Teachers	August 2015-June 2016 Tutoring available through individual teachers' schedules. Tutoring and homework support 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	October 2015-May 2016	Curriculum Bus Tours	4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	District Funded 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 2015-June 2016	Not Applicable			
Include a student leadership class (ASB) in the master schedule.	Administration	August 2015 - June 2016	Not Applicable			
Implement CHAMPS program in the classrooms and on campus.	All Staff, Administration	August 2015 - June 2016	Not Applicable			

Strategy #2

STRATEGY:
During the 2015 -2016 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	September 2015-June 2016 Assemblies held each trimester	See Goal 1, Strategy 2 for academic awards Artistic Awards	 4000-4999: Books And Supplies	 PTA	
Maintain Opportunity Class to provide alternative on-site placement for at-risk students.	Teacher, Administration, Opportunity Support Staff, Counselors, MFT	August 2015-June 2016	Staff	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded District Funded	
Support communication between teachers and parents of at-risk students and monitor student achievement through Student Intervention Plans.	Administration, Teachers	August 2015-June 2016 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 Coordinators, Student WEB Leaders	August 2015-June 2016	WEB Coordinators	1000-1999: Certificated Personnel Salaries	MSAP	
Monitor student attendance through A2A process.	Outreach Consultant, Attendance Tech	August 2015 - June 2016	Not Applicable			
Increase number of campus assistants to maintain a safe school environment.	Campus Assistants, Administration	August 2015 - June 2016	Increase total supervision hours	2000-2999: Classified Personnel Salaries	Discretionary	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Celebrate Red Ribbon Week through activities coordinated by ASB.	ASB Class	October 2015 At least one activity daily for the entire week	Materials and supplies	4000-4999: Books And Supplies	ASB	
Increase student attendance through the use of incentives.	Administration	November 2015, March 2016	Awards	4000-4999: Books And Supplies	LCFF - Targeted	500
Expand the Falcon Center to offer additional academic/behavioral support to students.	Counselors, Outreach Consultant, Coaches	August 2015-June 2016 Support students' academic and behavioral needs	Not Applicable			
Utilize counselors to support at-risk students, with a focus on foster youth and homeless students.	Counselors	Assess behavioral needs and determine appropriate behavioral supports for at-risk students August 2015-June 2016	See Goal 1, Strategy 2			
Coordinate with outside community agencies to support students' social-emotional needs, including establishing counseling groups on site.	Counselors, Outreach Consultant, Administration	August 2015-June 2016	Not Applicable			

Strategy #3

STRATEGY:
During the 2015-2016 school year, the school will implement transitions plans for students moving from 5th grade to 6th grade and 8th grade to high school 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 2015-June 2016	See Goal 4, Strategy 2			
Offer social skills groups to 6th grade students based on a referral process to support student achievement.	Counselors, Coaches, Outreach Consultant	November 2015-June 2016	Not Applicable			
Open Falcon Center during nutrition and lunch to support building of social groups.	Counselors, Coaches, Outreach Consultant	August 2015-June 2016	Not Applicable			
Conduct two parent conference sessions per school year to increase home-school communication.	Administration, Teachers	November 2015 Fall Conferences February 2016 Spring Conferences	See Goal 1, Strategy 6 for support staff			
Conduct Oxnard ROTC-Shadow Day with Oxnard High School	Administration	May 2016	Lunch	5800: Professional/Consulting Services And Operating Expenditures	PTA	
Coordinate WEB transition with WEB coordinators from Oxnard High School	Administration	May 2016	Not Applicable			

Strategy #4

STRATEGY:
During the 2015-2016 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 Coordinators	August 2015 Training for WEB Leaders August 2015-June 2016 WEB leaders present to all teachers	WEB Trainings	5000-5999: Services And Other Operating Expenditures	MSAP	
Provide CHAMPS training through summer sessions and SIP Day to enhance the instructional environment.	Teachers, Pupil Services Department, Administration	August 2015 Summer Institute October 2015 SIP Day training	Extra Help Hours CHAMPS Summer Institute	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	District Funded District Funded	
Coordinate training sessions for curriculum tied to safety goals, including MSPP.	Teachers, Pupil Services Department	January 2016-May 2016	Extra Help Hours	1000-1999: Certificated Personnel Salaries	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 2016	Not Applicable			
Train Falcon Center staff in administering Parent Project curriculum.	Counselors, Outreach Consultant	December 2015 - March 2016 Existing staff will train staff new to site.	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer professional development for counselors to stay abreast of best practices to support students' social/emotional needs.	Counselors, Administration	August 2015-June 2016	Workshops	5000-5999: Services And Other Operating Expenditures	Discretionary	
Offer professional development to campus assistants to stay abreast of best practices regarding safety at schools.	Campus Assistants, Administration, School Resource Officer	August 2015-June 2016	Extra Help Hours	2000-2999: Classified Personnel Salaries	Discretionary	

Strategy #5

STRATEGY:
During the 2015-2016 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 2015-June 2016	Not Applicable			
Provide parents with teacher office hours and tutoring information.	Administration, Office Staff, Teachers, Lab Tech	August 2015-June 2016 Information available on school website, in school office and distributed at conferences.	Not Applicable			
Provide extra support 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 2015-June 2016	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 2015-June 2016	Not Applicable			
Utilize Parent Connect system to keep parents apprised of student academic progress.	Teachers, Attendance Tech	August 2015-June 2016 Attendance Tech coordinates parent registration process.	Not Applicable			
Meet with stakeholders to jointly develop Parent Involvement policy.	Administration	December 2015-February 2016	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 2015-June 2016	See Goal 1, Strategy 6			
Offer Parent Project classes to support parents of at-risk students.	Outreach Consultant, Counselors	December 2015-March 2016 Parent Project offered in both English and Spanish	See Goal 1, Strategy 6			
Provide additional clerical support in the office.	Office Staff	August 2015-June 2016	OA II - 4 hours	2000-2999: Classified Personnel Salaries	Discretionary	
			Clerical support subs and extra support	2000-2999: Classified Personnel Salaries	Discretionary	

Strategy #6

STRATEGY:
During the 2015-2016 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 2015-June 2016 Meetings held monthly	See Goal 1, Strategy 7			
Offer sports teams and other clubs to support opportunities for student team-building.	Administration, District ASES Administrator, Coaches	August 2015-June 2016 Formulation of teams via tryouts	Coaches	2000-2999: Classified Personnel Salaries	ASES	
			Uniforms and Equipment	4000-4999: Books And Supplies	ASES	

Strategy #7

STRATEGY:
During the 2015-2016 school year, the school will utilize a comprehensive school safety plan 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 2015-February 2016	Not Applicable			
Practice emergency drills (fire, earthquake, lockdown, etc.) at least once each month.	Staff, Students	September 2015-May 2016	Not Applicable			
Provide additional custodial support to ensure a clean and safe climate at school events.	Custodial Staff	August 2015-June 2016	Extra custodial support	2000-2999: Classified Personnel Salaries	Discretionary	

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: Academy Focus
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:
School Goal 5A: All students will have access to academy focus areas of Environmental Science and Innovative Design. This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth. School Goal 5B: All students will increase performance levels on the ELA and Math formative district assessments. This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.
Data Used to Form this Goal:
Assessments: Formative District Assessments
Findings from the Analysis of this Data:
Continued integration of academy focus areas is needed to enhance instruction and learning.
How the School will Evaluate the Progress of this Goal:
• District assessment data will be analyzed through department meeting collaboration. • Monitor academy focus integration in core classes through observation.

Strategy #1

STRATEGY:
During the 2015-2016 school year, the school will ensure and support full implementation of the Academy Focus (Environmental Science and Innovative Design) for teaching and learning.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide electives for students at each grade level, in areas to include Environmental Science and 3D Design.	Administration, Teachers	August 2015-June 2016	Not Applicable			
Integrate Academy focus into core subject areas.	Teachers	August 2015-June 2016	Not Applicable			
Develop cross-curricular learning through the implementation of Project-Based Learning in core classes.	Teachers, MSAP Coordinator	August 2015-June 2016	Materials for PBL	4000-4999: Books And Supplies	MSAP	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate enrichment activities, including field trips, after-school clubs (i.e. Art Club & Garden Club), and Focus on the Masters, to support Academy focus in all grade levels.	Administration, Teachers	August 2015-June 2016	See Goal 1, Strategy 2 for Field Trips and FOTM See Goal 2, Strategy 2 for Math- and Science-based clubs			
			Extra Help Hours for Art Club: 1 teacher x 1 hour for 30 weeks	1000-1999: Certificated Personnel Salaries	Title I	780
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	780
			Extra Help Hours for Garden Club: 1 teacher x 1 hour for 30 weeks	1000-1999: Certificated Personnel Salaries	Title I	780
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	780
Introduce typing program to support student collaboration and communication via technology.	Lab Techs, Tech Teacher	October 2015	Purchase typing program	4000-4999: Books And Supplies	LCFF - Discretionary	900

Strategy #2

STRATEGY:
During the 2015-2016 school year, the school will implement transition plans for students moving from 5th to 6th grade and from 8th grade to high school 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.	WEB Coordinators	August 2015-June 2016	See Goal 4, Strategy 3			
Conduct WEB Orientation and monthly WEB activities, providing both social support and academic support for 6th grade students.	WEB Coordinators, WEB Leaders	August 2015-June 2016	See Goal 4, Strategy 3			
Coordinate with the High School to bring High School WEB leaders to Fremont.	Administration, 8th grade teachers	May 2016-June 2016	Not Applicable			

Strategy #3

STRATEGY:
During the 2015-2016 school year, the school will provide Professional Development opportunities to support the Academy Focus and MSAP objectives.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training for teachers in Project-Based Learning and Visible Thinking Strategies.	MSAP Coordinator, Teachers	August 2015-June 2016	Consultants	5800: Professional/Consulting Services And Operating Expenditures	MSAP	
			Extra Help Hours	1000-1999: Certificated Personnel Salaries	MSAP	
Provide training in the utilization of innovative equipment (i.e. 3D Printers) and technology, including the CUE Conference and PLTW training.	MSAP Coordinator, Teachers, Tech Coach	August 2015-June 2016	Travel Expenses	5000-5999: Services And Other Operating Expenditures	MSAP	
			Sub Costs	1000-1999: Certificated Personnel Salaries	MSAP	
Provide professional development to support a positive school climate, including WEB, Anti-Defamation League and CHAMPS trainings.	MSAP Coordinator, Teachers	August 2015-June 2016	Consultants/Trainers	5000-5999: Services And Other Operating Expenditures	MSAP	
			Extra Help Hours	1000-1999: Certificated Personnel Salaries	MSAP	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Share effective instructional practices through grade/department collaboration meetings and additional collaboration time.	Science Teachers, MSAP Coordinator	August 2015-June 2016 Department meets twice monthly	Sub Costs for 11 teachers x 3 days	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I LCFF - Discretionary	2640 2640
Develop and refine science curriculum maps.	Science Teachers, MSAP Coordinator	Fall 2015 6th and 7th grades Spring 2016 8th grade	Sub Costs	1000-1999: Certificated Personnel Salaries	District Funded	

Strategy #4

STRATEGY:
During the 2015-2016 school year, the school will implement transition 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
Host Parent Nights that emphasize thematic components of the Academy focus.	Administration, Teachers, MSAP Coordinator	August 2015-June 2016	See Goal 1, Strategy 6 for support staff			
Participate in district community meetings to share academy information with parents of incoming 6th grade students.	Administration, Teachers	January 2016-February 2016	See Goal 1, Strategy 3			

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 GOALS #1,2,3, 4, and 5 (where applicable)
School Goal 1A: All students will meet grade-level standards on the state assessment in ELA. This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth. 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. School Goal 2A: All students will meet grade-level standards on the state assessment in Math. This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth. 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. School Goal 3A: AMAO 1: 60.5% of students need to move one proficiency level on the CELDT. School Goal 3B: AMAO 2: Students that have been here less than 5 years – 24.2% 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 – 50.9% of EL students here 5 years or more need to have reached English proficiency (CELDT 4 or 5) School Goal 3C: 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. 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, Hispanic, Foster Youth and Homeless Youth. 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, Hispanic, Foster Youth and Homeless Youth. School Goal 5A: All students will have access to academy focus areas of Environmental Science and Innovative Design. This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth. School Goal 5B: All students will increase performance levels on the ELA and Math formative district assessments. This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Instructional Coach	August 2015-June 2016	1 Coach position	1000-1999: Certificated Personnel Salaries	District Funded	118317
Counselors	August 2015-June 2016	2 Counselor positions	1000-1999: Certificated Personnel Salaries	District Funded	226422
Computer Lab Techs	August 2015-June 2016	1 8-hour position 1 5-hour position	2000-2999: Classified Personnel Salaries	District Funded	61361
Library/Media Tech	August 2015-June 2016	1 8-hour position	2000-2999: Classified Personnel Salaries	District Funded	61740
Outreach Specialist (ORC)	August 2015-June 2016	1 8-hour position	2000-2999: Classified Personnel Salaries	District Funded	72891
Copy Machines	August 2015-June 2016	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	10991

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	District Funded	344,739.00
2000-2999: Classified Personnel Salaries	District Funded	195,992.00
5000-5999: Services And Other Operating	District Funded	10,991.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	17,820.00
4000-4999: Books And Supplies	LCFF - Discretionary	14,501.00
5000-5999: Services And Other Operating	LCFF - Discretionary	4,600.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	34,374.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	3,625.00
4000-4999: Books And Supplies	LCFF - Targeted	8,450.00
5000-5999: Services And Other Operating	LCFF - Targeted	14,100.00
5800: Professional/Consulting Services And	LCFF - Targeted	2,800.00
1000-1999: Certificated Personnel Salaries	Title I	42,034.00
2000-2999: Classified Personnel Salaries	Title I	19,110.00
4000-4999: Books And Supplies	Title I	13,216.00
5000-5999: Services And Other Operating	Title I	10,000.00
5800: Professional/Consulting Services And	Title I	5,850.00
2000-2999: Classified Personnel Salaries	Title III	8,897.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,600.00
District Funded	551,722.00
LCFF - Discretionary	36,921.00
LCFF - Targeted	63,349.00
Title I	90,210.00
Title III	8,897.00

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.
- Professional Development for teachers in areas of ELA, Math and ELD.
- Increase academic success through support by the instructional coach.

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.
- Increased parent involvement at the school site.

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:

- Additional classroom intervention support for ELA and Math.
- Additional classroom intervention support for English learners.
- Teacher liaison support for ASES grant.

What specific actions related to those strategies were eliminated or modified during the year?

- The AVID Tutor positions were not staffed until midway through the year.
- The Instructional Assistant position to support ELD classes was not staffed until midway through the year.
- The teacher liaison position was vacant part of the year.

Identify barriers to full or timely implementation of the strategies identified above.
Barriers to implementation of the strategies include:

- Posting and filling positions in a timely manner to ensure that support is present.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Actions to mitigate barriers include:

- The above positions have already been flown this 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 on student outcome:

- We did not meet AMAO 1 or AMAO 2 growth targets as measured by student CELDT performance.

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:

- After school intervention plan for English learners as evidenced by reclassification data.
- After school enrichment clubs as evidenced by participation rates and competition performance.
- Placement of English learners is designated ELD courses as evidenced trimester reviews of student placement.
- Communication with parents via multiple means, including weekly phone calls, based on parent feedback.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
The following strategy was minimally effective:

- Utilizing agendas to support student organization.

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
	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:
Explicitly review strategies with staff and monitor to ensure consistent implementation

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 throughout the year and progress was reported to SSC.

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 fully met.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

- Additional classroom intervention support for ELA and Math.
- Additional classroom intervention support for English learners.
- Teacher liaison support for ASES grant.

Based on this information, what might be some recommendations for future steps to meet this goal?
All positions need to be advertised and filled in a timely manner to ensure that all necessary support is available.

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	
Esteban Varela			X		
Samuel Reveles		X			
Michelle Madrid		X			
Roxanne Miranda		X			
Bill Milton		X			
Helen Diaz					X
Andrea Martinez					X
Sophia Rodriguez					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.

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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 9/30/15.

Attested:

Greg Brisbine		9/30/15
Typed Name of School Principal	Signature of School Principal	Date
Eileen Whalen		9/30/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

The Single Plan for Student Achievement

School: Harrington Elementary School

CDS Code: 56725386055297

District: Oxnard School District

Principal: Luis H. Ramirez

Revision Date: September 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: Luis H. Ramirez

Position: Principal

Phone Number: (805) 385-1542

Address: 2501 Gisler Avenue,
Oxnard, California, 93033

E-mail Address: lhramirez@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 serving TK through 5th graders and 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 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 Technology program, we continue to prepare our staff and students for the Smarter Balanced State Assessments (SBAC) and we are developing the focus strands of The Arts and Environmental Sciences. Our goal is to build capacity to make Harrington 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 in December of 2015.

Our staff has prepared for 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 SIOP training and Coaching. 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. 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. We trained Teachers in Foundational Literacy Skills in grades 1st through 3rd in the previous school year. We plan to reach TK/K and 4th and 5th grades in the coming year. Alonf with this we are excited to received new math materials. We will be supported by the district and plan to dedicate some of 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. Last year, each grade level developed integrated units of study that added Fine Art standards as performance based tasks to the common core standards. We are contracting with a several community partners to bring art and music into the classroom on a regular basis. We are building our own Teachers capacity with professional development opportunities throughout the school year. Additionally, our 2nd through 5th grade, Elementary Support Teacher is well versed in Theater, Dance and ELD Strategies. Our plan is to employ her to extend our students learning and develop an inter-disciplinary approach to our program. 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 are kept as a manageable size. 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.This year we are using the IPT Assessment to form ELD groups and identify those students that are not meeting our ELD proficiency and reclassification goals.

Our current reality is that many of our students are not performing at grade-level. Our Teacher's 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 side by side with the parent to make decisions on how to best 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 thee first year of full implementation, we saw a significant drop in serious 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 addressing 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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	76	76	100.0	76	**2324.6**	3	1	14	82
Grade 4	77	77	100.0	77	**2348.3**	0	5	9	86
Grade 5	62	60	96.8	60	**2472.6**	12	22	28	38
All Grades	215	213	99.1	213		4	8	16	71

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	4	24	72	1	14	84	1	46	53	1	34	64
Grade 4	1	19	79	1	18	81	3	47	51	0	26	74
Grade 5	17	37	47	23	43	33	10	63	27	17	55	28
All Grades	7	26	68	8	24	69	4	51	45	5	37	58

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	76	76	100.0	76	**2346.1**	1	7	16	76
Grade 4	77	77	100.0	77	**2377.5**	0	3	29	69
Grade 5	62	60	96.8	60	**2470.1**	5	20	40	35
All Grades	215	213	99.1	213		2	9	27	62

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	4	18	78	1	21	78	3	32	66
Grade 4	1	16	83	0	29	71	3	26	71
Grade 5	13	33	53	3	52	45	7	53	40
All Grades	6	22	73	1	32	66	4	36	61

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	14	3	43	3	43	7
1	1	1	2	3	10	14	21	30	35	51	69
2			2	4	16	29	21	38	17	30	56
3			8	14	25	43	16	28	9	16	58
4			11	18	30	50	12	20	7	12	60
5	2	6	9	28	18	56	2	6	1	3	32
Total	3	1	32	11	100	35	75	27	72	26	282

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		
	2012-13	2013-14	2014-15
Number of Annual Testers	315	347	282
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	315	347	282
Number Met	147	151	115
Percent Met	46.7%	43.5%	40.8%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	357	72	418	75	392	38
Number Met	24	28	29	27	23	12
Percent Met	6.7%	38.9%	6.9%	36.0%	5.9%	31.6%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	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		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**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:
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: Students shall be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth. These goals pertain to all students including the subgroups: English Learners, Migrant, Special Education, SED, Hispanic, Homeless and Foster Youth.
Data Used to Form this Goal:
Essential Literacy Skills data (Kindergarten and 1st grades) DIBELS data (Kinder through 5th grades) Interim Formative Assessments (grades 3-5) Star 360
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.

Monitoring tools will include any of the following that are relevant as well as assessments for intervention programs:
STAR Reading 360 Early Literacy (K-1)
STAR Reading 360 (2-5)
Essential Skills
DIBELS
Interim Formative Assessments for ELA and Math
BPST
ADEPT
IPT
In-bedded assessments from new Math adoption
SBAC
Words Their Way

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 will support Teachers in implementing the adopted curriculum.	Instructional Coach	August 2015-June 2016	Certificated Salaries: TOSA	1000-1999: Certificated Personnel Salaries	District Funded	109,898
Continue weekly grade level and/or vertical meetings to identify goals, monitor progress and analyze data to drive instruction.	Teachers TK-5	August 2015-June 2016	District Funded	None Specified	District Funded	0
Continue implementation of best practices as grade level appropriate; Agendas, Step Up , SIOP, Words Their Way,	Teachers TK-5	August 2015-June 2016	District Funded	None Specified	District Funded	0
District adopted ELA implementation guides will be used to guide instruction and assessment including the use of STAR 360 and IFA'S for global monitoring.	Teachers K-5	August 2015-June 2016	District Funded	None Specified	District Funded	0
TBE classes in grades K through 3 will follow the district EL Master Plan instructional guidelines.	Teachers 1-5	August 2015-June 2016	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 2015-June 2016	District Funded	None Specified	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD Teaming with ISP to provide additional support for differentiation at each grade-level, 1-5	Teachers 1-5 and ISP	August 2015-Jun 2016	Site Funded	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	18900.00
Uninterrupted Language Arts instructional blocks: Kdgn.-1.5 hours, Lower Grades – 2.5 hours, Upper – 2 hours.(2.2)	Teachers K-5	August 2015-2016	District Funded	None Specified	District Funded	0
Continue program incentives and rewards to increase motivations, participation and attendance.	Teacher K-5	August 2015-2016	Site Funded	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	200.00
Expand cross-cultural experiences through diverse extension activities across subjects.(Tornado Artistico, Square Dancing)	Teachers K-5	August 2015-2016	District Funded	None Specified	District Funded	0
Increase the use of academic vocabulary in both English and Spanish especially in the areas of Math, Science and Social Studies with use of Words Their Way and non-fiction books as supplemental reading.	Teachers K-5 Teachers K-5, Words Their Way & Leveled Readers	August 2015-June 2016 August 2015-June 2016	District Funded Site Funded	None Specified 4000-4999: Books And Supplies	District Funded LCFF - Targeted	0 5,000.00
RTI-Progress monitor identified students and intervene as necessary.	Instructional Coach Teacher Tutors	August 2015-June 2016 September 2015-May 2016	Certificated Salaries Extra Hour Pay	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded LCFF - Targeted	0 10,000.00
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 2015-June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	18900

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials, fieldtrips and professional development to support the strand focus of Art and Environmental Science as integrated lessons with ELA	Principal Teachers K-5	August 2015-June 2016 August 2015- June 2016	Material & Supplies	4000-4999: Books And Supplies	LCFF - Targeted	20000
			Professional/Consulting	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	10000
Site Technology Technician will maintain equipment and software to support student learning through technology	Principal and Site Technology Technician	August 2015-June 2016	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 Site Technology Technician Site Technology Technician	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	District/AfterSchool Program Funded	None Specified	District Funded	0
			Site Funded	2000-2999: Classified Personnel Salaries	LCFF - Targeted	1000
			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 2015-June 2016	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 2015-June 2016	Site Funded	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	1000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will have use of the Xerox, duplo and laminator machines to make necessary copies of instructional materials.	Teachers TK-5	August 2015- June 2016	Maintenance Agreements	5000-5999: Services And Other Operating Expenditures	District Funded	13577
Extra hours of clerical support will be provided to support the schools educational program.	All Staff All Staff	August 2015- June 2016 August 2015- June 2016	Classified Salaries	2000-2999: Classified Personnel Salaries	District Funded	0
			Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	3000
Provide after school tutoring for at-risk and ELRT students	All Staff	August 2015-June 2016	Identify and provide	1000-1999: Certificated Personnel Salaries	Title III	5,000.00
Kindergarten Teachers will meet with Pre-school teachers to share program expectations.	TK and K Teachers	August 2015-June 2016	meet	1000-1999: Certificated Personnel Salaries	District Funded	0
Arrange for pre-school students to visit kindergarten classrooms	Principal TK and K Teachers	August 2015-June 2016	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 2015-June 2016	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 transition presentations to 5th grade students prior to end of the year.	Principal	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
Special Education transition meetings	Principal Special Education Team	August 2015-June 2016 August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			Plan and meet	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
Teachers will attend Professional 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 Foundational Skills in Literacy Math Adoption	K to 5 Teachers Instructional Coach Principal	August 2015June 2016 August 2015-June 2016 August 2015-June 2016	Attend	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			Site Funded	1000-1999: Certificated Personnel Salaries	Title I	6,000.00

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 Instructional Coach Principal	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Request	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1200
			Support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support	1000-1999: Certificated Personnel Salaries	District Funded	0
Title I quarterly meetings	Principal	August 2015-June 2016	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
Parent Compact	Principal	August 2015-June 2016	Review and distribute	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
Parent Involvement Policy will be reviewed and updated	Principal	August 2015-June 2016	Review and update with input from stakeholders	1000-1999: Certificated Personnel Salaries	District Funded	0
Hold a minimum of 6 School Site Council & ELAC Meetings. (with snacks & child care)	Principal	August 2015-June 2016	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day	Principal ASP Teacher Liaison	August 2015-June 2016 August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
programs and services to include integrating the Arts and Environmental Science focus			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 2015-June 2016	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 2015-June 2016 August 2015-June 2016	Set target students	1000-1999: Certificated Personnel Salaries	District Funded	0
			monitor	1000-1999: Certificated Personnel Salaries	ASES	0

Strategy #2

STRATEGY:
The school will ensure opportunity and equal education access for all students.

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 Teacher-PE	Support for ELD Teaming and PE Sep 2015-June 2016	Instructional Support	1000-1999: Certificated Personnel Salaries	Title I	18,900.00
	ISP Teacher-ELD	Support for RtI Sep 2015-June 2016	Instructional Support	1000-1999: Certificated Personnel Salaries	Title III	18,900.00
	Para-educator	Support for RtI Sept 2015-June 2016	Instructional Support	2000-2999: Classified Personnel Salaries	Title III	13,000.00
	EST for grades 2-5	Aug 2015-June 2016				
	Para-educator to support TK & K classes, 1 hour per day	Aug 2015-June 2016	District Support		District Funded	0
			District Support		District Funded	0
Collaboration by grade-level, and sub-groups to monitor data and revise strategies using the RTI model	K-5 Teachers	August 2015-June 2016	Data review and Instructional Planning	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2015-June 2016	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 2015-June 2016	Differentiation and Extra Support	1000-1999: Certificated Personnel Salaries	Title I	0
	K-5 Teachers	August 2015-June 2016	Differentiation and Extra Support	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				None Specified	District Funded	0
Continue progress monitoring identified students to determine effectiveness of instruction	Principal Instructional Coach K-5 Teachers	August 2015- June 16 August 2015- June 2016 August 2014- June 2016	Progress Monitoring	1000-1999: Certificated Personnel Salaries	District Funded	0
			Progress Monitoring	1000-1999: Certificated Personnel Salaries	District Funded	0
			Progress Monitoring	1000-1999: Certificated Personnel Salaries	District Funded	0
Continue to differentiate instruction based on level of English language acquisition.	Principal K-5 Teachers ISP Instructional Coach	August 2015-June 2016 August 2015-June 2016 Sep 2015-June 2016 August 2015-June 2016	RtI and ELD Coordination	1000-1999: Certificated Personnel Salaries	District Funded	0
			RtI and ELD Instruction	1000-1999: Certificated Personnel Salaries	District Funded	0
			RtI and ELD Instruction	1000-1999: Certificated Personnel Salaries	Title III	0
			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 2016	Site Funded	None Specified	PTA	350.00

Strategy #3

STRATEGY:
The school will implement a plan for students entering Kindergarten.

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 TK and K Teachers Tk and K Teachers Materials	August 2015- June 2016 August 2015- June 2016 August 2015- June 2016 August 2015- June 2016	Parent Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
			Parent Meetings	1000-1999: Certificated Personnel Salaries	Title I	1000
			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 2015- June 2016	Meetings with Preschool Teachers	1000-1999: Certificated Personnel Salaries	District Funded	0
Arrange for pre-school students to visit kindergarten classrooms	Principal	August 2015-June 2016	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 TK and K Teachers	August 2015- June 2016 August 2015- June 2016	Schedule Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
			Schedule Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0

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
Schedule articulation meeting for 5th graders transitioning to Middle Schools during the Spring.	Principal	August 2015-June 2016	Coordination	1000-1999: Certificated Personnel Salaries	District Funded	0
Schedule transition presentations for 5th grade students prior to end of the year.	Principal	August 2015-June 2016	Coordination	1000-1999: Certificated Personnel Salaries	District Funded	0
Special Education transition meetings	Principal Special Education Team Members	August 2015-June 2016 August 2015-June 2016	Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
			Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide opportunites for parents to receive information on school of choice at Middle Schools	Principal	August 2015-June 2016	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: The school will provide professional development to support the Academic Strand Focus of Creative Arts and Environmental Science.

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 TK-K, and EST Teachers TK-K, and EST Teachers	August 2015-June 2016 July 2015-June 2016 July 2015-June 2016	Coordinate Participate Participate	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded Title I	0 0 4,500
The Instructional Coach will provide support or follow up to professional development as needed.	Instructional Coach	August 2015-June 2016	Provide Support	1000-1999: Certificated Personnel Salaries	District Funded	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 to disseminate information to parents will be held throughout the school year	Principal	August 2015-June 2016	Plan and Schedule	5900: Communications	LCFF - Discretionary	300
Parent Compact will be developed jointly between school and parents.	Principal	August 2015-June 2016	Distribute	5900: Communications	LCFF - Discretionary	0
Parent Involvement Policy will be created through collaborative discussions.	Principal	August 2015-June 2016	Review and update with staff and parent input	5900: Communications	LCFF - Discretionary	300
Hold at minimum 6 School Site Council & ELAC Meetings and provide snacks and child care to eliminate barrier to attendance.	Principal School Office Manager Campus Assistant Mixteco Translator, if needed Principal & SOM	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Schedule & Hold Clerical Support Childcare Translation Handouts/Materials	5900: Communications 5900: Communications 2000-2999: Classified Personnel Salaries 5900: Communications 5900: Communications	District Funded District Funded LCFF - Discretionary LCFF - Discretionary LCFF - Discretionary	0 0 3000 1000 300

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Parent workshops: Latino Literacy Project Loving Solutions Triple P VCPH Nutrition VCPH Mother & Daughters New Report Cards Workshop Study Skills Workshops Bully Prevention New Math Adoption	Principal ORC School Counselor K-5 Teachers	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Coordinate Facilitate Facilitate Facilitate	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded Title I Title I Title I	0 1200 1500 3000

Strategy #7

STRATEGY:
The school will support the district implementation of the ASES (After school and Education and Safety) grant

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 2015-June 2016	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 2015-June 2016	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 2015-June 2016 August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			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 ASP Teacher Liaison ASP Teacher Liaison	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Development	1000-1999: Certificated Personnel Salaries	District Funded	0
			Facilitate communication between day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
			Educ Foundation Grant Support	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	500
Continue development of a Friday Night Live Club	Principal Outreach Counselor Student Council Teacher Leader ASP Teacher Liaison	August 2015-June 2016 August 2016-June 2016 August 2015-June 2016 August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			Development	2000-2999: Classified Personnel Salaries	District Funded	0
			Support Development	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	500
			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:

Mathematics:
Students shall obtain grade level proficiency by scoring 70% or higher on the K-5 publisher summative assessments.
The school will implement the new math adoption for K-5.
The Instructional Coach will support the use of SIOP and Math Talks Strategies in our classrooms, focusing on grades 3-5.
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:

My Math, summative assessments and Chapter Test Form A
Interim Formative Assessments, grades 3-5
STAR 360

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.

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 Math adoption and California Common Core Standards with a focus on building skill in Mathematical Practices and ensuring every students grade-level proficiency. 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. Monitoring tools will include any of the following that are relevant as well assessments for intervention programs: My Math Check My Progress My Math Am I Ready? STAR 360 Math Think Smart for the Smarter Balance Assessment SBAC In-bedded assessments from new Math adoption

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
Access to Successmaker, daily math facts in classrooms, monitor scores, revise goals and provide incentives	Principal Instructional Coach PTA	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Incentive Support	7000-7439: Other Outgo	PTA	300
Teaming to differentiate instruction by ability within grade-level, 1st through 5th	K-5 Teachers Instructional Coach Resource Teacher	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Plan & Team	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support & Coach	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support & Team	1000-1999: Certificated Personnel Salaries	District Funded	0
Adhere to district pacing guides	K-5 Teachers	August 2015 -June 2016	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 Instructional Coach	August 2015-June 2016 August 2015-June 2016	Data review Support	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded	0 0
Math instructional blocks: using adopted curriculum K; 45 min; Grades 1-3 60 min; Grades 4-5, 90 minutes.	K-5 Teachers	August 2015-June 2016	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide universal access small group instruction for target students	K-5 Teachers Resource Teacher Instructional Coach	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Differentiated Instruction RtI Support Instructional Support	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded District Funded	0 0 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 Resource Teacher Instructional Coach SIOP Coach-Pearson	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Implement SIOP strategies	1000-1999: Certificated Personnel Salaries	District Funded	0
			Implement SIOP strategies	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support implementation of SIOP strategies	1000-1999: Certificated Personnel Salaries	District Funded	0
			Provide SIOP on site Coaching	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0

Strategy #2

STRATEGY:
The school will ensure opportunity and equal education access for all students through closely monitoring student progress and providing support materials when needed and available.

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 2015-June 2016	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 2015-June 2016	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	August 2015-June 2016	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
Provide ELD support for grades 1-5 with additional ISP to allow for increased differentiation of targeted EL's.	K-5 Teachers	August 2015-June 2016	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
			Teach and support ELD teaming	1000-1999: Certificated Personnel Salaries	Title III	0
Provide ASP Literacy component for targeted student populations.	ASP Staff ASP Liaison Teacher tutoring	August 2015-June 2016	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:
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 Parent Night Meetings to be provided by school staff and Welcome and Orientation by School Principal in Spring	Principal TK and K Teachers	August 2015-June 2016 August 2015-June 2016	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
			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 2015-June 2016	Meet	1000-1999: Certificated Personnel Salaries	District Funded	0
Arrange for pre-school students and their parents to visit kindergarten classrooms.	Principal	August 2015-June 2016	Coordinate and meet	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #4

STRATEGY:
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
Provide transition presentations to all 5th grade students prior to SOC selection letters.	Principal	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
Special education transition meetings scheduled for May/June.	Principal Special Education Team	August 2015-June 2016 August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			Plan and meet	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide Parent Orientation meetings during fall conferences about school and program options and Academy Enrollment for 5th grade parents	Principal School Counselor	August 2015-June 2016 August 2015-June 2016	Plan and present	1000-1999: Certificated Personnel Salaries	District Funded	0
			Plan and present	1000-1999: Certificated Personnel Salaries	District Funded	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
Teachers will attend Professional Development sessions as required or deemed necessary: SIOP Common Core, grade-level specific Promethean Boards iPad use Technology Applications CHAMPS Intervention Material New Math implementation	K-5 Teachers	August 2015-June 2016	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 Instructional Coach Principal	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Collaborate	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Provide sub/release time	1000-1999: Certificated Personnel Salaries	Title I	3000

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to encourage and increase parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings, including data presentations for parents to interact with school staff and how to interpret information.	Principal	August 2015-June 2016	Plan and schedule	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
Parent Compact will be shared with each parent in the school to prepare a more comprehensive plan.	Principal School Office Manager	August 2015-June 2016 August 2015-June 2016	Review and monitor distribution	1000-1999: Certificated Personnel Salaries	District Funded	0
			Plan and monitor distribution	2000-2999: Classified Personnel Salaries	District Funded	0
Parent Involvement Policy reviewed and updated in 2015-16 school year.	Principal	August 2015-June 2016	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 Outreach Counselor School Office Manager	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support for ELAC	2000-2999: Classified Personnel Salaries	District Funded	0
			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 and CHAMPS Programs Common Core Standards along with Arts and Environmental strand focus.	Principal School Counselor	August 2015-June 2016 August 2015-June 2016	Plan and schedule Content support	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded	0 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 will meet with ASES site admin to coordinate and support the flow of information between programs, and ensure appropriate level of student academic support.	Principal ASP Teacher Liaison	August 2015-June 2016 August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			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 2015-June 2016	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 2015-June 2016 August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			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 2015-June 2016 August 2015-June 2016	Identify target groups	1000-1999: Certificated Personnel Salaries	District Funded	0
			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
Continue to develop the Friday Night Club	Principal Outreach Counselor Student Council Teacher Leader ASP Liaison	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			Develop	2000-2999: Classified Personnel Salaries	District Funded	0
			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 ASP Staff ASP Liaison	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Development	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support	2000-2999: Classified Personnel Salaries	ASES	0
			Support	1000-1999: Certificated Personnel Salaries	ASES	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: 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 Proficiency 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 the early advanced or advanced proficiency level on the CELDT. C. AMAO #3: SBAC
Data Used to Form this Goal:
CELDT IPT ADEPT
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.

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 language 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. Monitoring tools will include any of the following that are relevant as well assessments for intervention programs: Carousel IPT

Strategy #1

STRATEGY:
The school will ensure 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
Continue full implementation of District curriculum for all ELD levels K-5 Avenues and use supplemental materials as appropriate	Principal K-5 Teachers Instructional Coach Elementary Support Teachers	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Plan and monitor	1000-1999: Certificated Personnel Salaries	District Funded	0
			Implement	1000-1999: Certificated Personnel Salaries	District Funded	0
			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, IPT scores, mulitple measures and any additional diagnostic assessments necessary to group by language domain of greatest need.	Principal K-5Teachers ELS TOSA	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			Date review and grouping recommendations	1000-1999: Certificated Personnel Salaries	District Funded	0
			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 PTA	August 2015-June 2016 August 2015-June 2016	Coordinate Provide incentives	1000-1999: Certificated Personnel Salaries 7000-7439: Other Outgo	District Funded PTA	0 300
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 Instructional Coach Principal Office Manager	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Teach Support Coordinate Subs Support	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded District Funded District Funded LCFF - Discretionary	0 0 0 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 Instructional Coach Principal	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	collaborate support support	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded LCFF - Discretionary	0 0 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. Paticipate in the district sponsored SIOP Coaching.	SIOP Coach- Pearson Instructional Coach ELS TOSA Principal	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Coach	5800: Professional/Consulting Services And Operating Expenditures	Title III	0
			Support implementation	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support implementation	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support implementation	1000-1999: Certificated Personnel Salaries	District Funded	0
Promote the use of both a language objective as well as a content objective in daily instruction	K-5 Teachers Instructional Coach	August 2015-June 2016 August 2015-June 2016	Plan and teach	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
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 Instructional Coach Principal	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
			Instructional Support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Procure materials and coordinate support	1000-1999: Certificated Personnel Salaries	Title III	3000

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
Front load concepts & vocabulary	K to 5 Teachers Instructional Coach	August 2015-June 2016 August 2015-June 2016	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 2015-June 2016 August 2015-June 2016	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 ISP- ELD Instructional Coach Principal ELS TOSA	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
			Teach and support	1000-1999: Certificated Personnel Salaries	Title III	0
			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 Instructional Coach	August 2015-June 2016 August 2015-June 2016	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
Reading Plus intervention for EL's in grades 3 through 5 that are at Intermediate or below in the last CELDT or IPT scores.	ISP EST K-5 Extra Hours Teacher	August 2015- June 2016 August 2015- June 2016 August 2015- June 2016	Teach Teach Teach	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF - Targeted LCFF - Targeted LCFF - Targeted	5,000. 5,000 5,000

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
In-Coming Parent Night Meetings to be provided by school staff and Principal	TK and K Teachers Principal	August 2015-June 2016 August 2015-June 2016	Meet	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	500
			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 2015-June 2016 August 2015-June 2016	Meet	1000-1999: Certificated Personnel Salaries	District Funded	0
			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 adopting The Latino Literacy Project model in school year 2014-15. We will send more Teachers to training since some turnover was experienced. The LL Library has already been purchased.	Teachers Principal	August 2015-June 2016 August 2015-June 2016	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	2000
			Purchase LL Library			0
			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:
The school will implement a transition plan for 5th grade students entering 6th grade.

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 Academy Enrollment deadlines.	Principal	August 2015-June 2016	Coordinate with middle schools	5900: Communications	LCFF - Targeted	0
Special Education transition meetings in May/June	Principal Special Education Team	August 2015-June 2016	Plan and meet	1000-1999: Certificated Personnel Salaries	District Funded	0
			meet	1000-1999: Certificated Personnel Salaries	District Funded	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
Teachers and Coach will attend Professional Development sessions as required or deemed necessary: TK Curriculum SIOP Content Based ELD Promethean Boards iPads Technology Applications Olweus and CHAMPS CRLP ADEPT	K to 5 Teachers	August 2015-June 2016	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 2015-June 2016 August 2015-June 2016	request and schedule	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	3000
			support	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to encourage parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings	Principal	August 2015-June 2016	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 2015-June 2016 August 2015-June 2016	distribution	1000-1999: Certificated Personnel Salaries	District Funded	0
			schedule distribution	2000-2999: Classified Personnel Salaries	District Funded	0
Parent Involvement Policy will be reviewed and updated in school year 2015-16	Principal	August 2015-June 2016	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 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Plan and Schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
			Community Support	2000-2999: Classified Personnel Salaries	District Funded	0
			Clerical Support	2000-2999: Classified Personnel Salaries	District Funded	0
			materials-SSC	4000-4999: Books And Supplies	Title I	400
			materials-ELAC	4000-4999: Books And Supplies	Title III	400
Host meetings to explain the LCFF, and the New Harrington School, common core state standards, the new math curriculum, new report cards and the focus strands of Arts and Environmental Science	Principal School Counselor School Office Manager Campus Assistants	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Plan and Schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
			Content Support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Clerical Support	2000-2999: Classified Personnel Salaries	District Funded	300
			Childcare	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	600

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	Principal ASP Director at Site ASP Teacher Liaison	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Recruit and guide ASP Liaison	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support	2000-2999: Classified Personnel Salaries	ASES	0
			Complete assigned duties	1000-1999: Certificated Personnel Salaries	ASES	0
Supplemental Literacy and Math instruction for targeted student groups as an extention of their day.	Principal ASP Liaison	August 2015-June 2016 August 2015-June 2016	Identify target groups	1000-1999: Certificated Personnel Salaries	District Funded	0
			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 ASP Teacher Liaison	August 2015-June 2016 August 2015-June 2016	Plan and meet	1000-1999: Certificated Personnel Salaries	District Funded	0
			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 ASP Teacher Liaison Outreach Counselor Student Council Teacher Leader	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support	1000-1999: Certificated Personnel Salaries	ASES	0
			Develop	2000-2999: Classified Personnel Salaries	District Funded	0
			Support	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	200
Integrate the focus strand of Arts and Environmental Science	Principal EST- PD for PE and VAPA	July 2015-June 2016 July 2015-June 2016	Develop	1000-1999: Certificated Personnel Salaries	District Funded	0
			Develop	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	2,000.00

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:
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.
All student will be supported in attending school on time and daily.
Rules/Expectations Assemblies 3 times per year
Continue Positive Behavior Supports, ex:
Interventions by School Counselor and Outreach Counselor helped us reduce suspensions and expulsions significantly reduced from previous year, our goal is to maintain interventions and
Increase average daily attendance to 97%
School-wide continued implementation of selected Lesson One strategies (Family time and Self-control during transitions), continue implementation of CHAMPS, and implement Second Step
Student Council
Attendance Club
FNL
Mouse Squad
Increase Campus Assistant training time on positive discipline and supervision in hot spots on campus.
Keep AR reward activities for quarterly goals
Keep Monthly Awards assemblies to reward academic and social skills development
School-wide positive incentives for student behavior and AR
Monthly Principal's Recess 2 times per month
Provide increased opportunities for parent involvement in school

B. Emergency Preparedness:
All staff will be trained in emergency procedures
Schedule another re-unification drill for one grade level

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 Q for suspension, expulsion and attendance.
Implementation of school-wide CHAMPS and Second Step
Leadership Team review of school-wide behavior initiatives and implementation results.

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
Continue implementation of selected/limited Lesson One, to reduce disruptions and increase time on-task	Principal K-5 Teachers	August 2015-June 2016	Monitor Implement based on past training	 1000-1999: Certificated Personnel Salaries	 District Funded	0 0
Update and Review the School Safety Plan	Safety Committee Members Principal School Site Council	August 2015-June 201 August 2015-June 2016 August 2015-June 2016	Review and update Provide oversight Review and approve	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	800 0 0
Continue monthly Celebration of Learning Awards	Outreach Counselor School Counselor Principal	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Plan and prepare Support Support	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded District Funded	0 0 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 2015-June 2016	monitors and communicate			0
Develop safety drill schedule to support emergency readiness	School Safety Committee Principal School Office Manager	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Plan and recommend Schedule and implement implement	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1000. 0 0
Continue to monitor environment to promote school safety.	All Staff	August 2015-June 2016	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 Principal	August 2015-June 2016 August 2015-June 2016	Schedule and recommend Schedule, implement and monitor	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded	0 0
Individual and classroom recognition is given and incentive prizes are awarded for behavior and attendance improvement at monthly awards ceremony	Principal	August 2015-June 2016	Monitor and recognize	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SARB referrals are made as needed with attendance contracts and attendance club used to prevent need for SARB referrals	Principal Outreach Counselor Attendance Technician PTA	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Monitor for prevention and intervene if necessary	1000-1999: Certificated Personnel Salaries	District Funded	0
			Monitor, run Attendance Club and establish Attendance Contracts in coordination the Attendance Technician	2000-2999: Classified Personnel Salaries	District Funded	0
			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	600
Implement CHAMPS school-wide	K-5 Teachers School Counselor Support Staff Campus Assistants (7)	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop prevention groups through use of the ORC and School Counselor	Outreach Counselor School Counselor	August 2015-June 2016 August 2015-June 2016	Prevention and intervention groups Prevention and intervention groups		District Funded District Funded	0 0
Continue Olweus Bully preventioln program implementation	K-5 Teachers School Counselor Principal	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Weekly class meetings Program implementation, year two Define priority and communicate with parents and community	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded LCFF - Discretionary	0 0 0
Decrease loss of schooling due to suspensions and expulsions. Increase family interventions where appropriate.	Outreach Counselor School Counselor Principal	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Prevention and intervention services and Coordination of CoST Individual and group interventions, and referrals to public and private agencies Oversight and resource development	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded District Funded	0 0 0

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
Provide social/emotional support for students by referring them when needed to School Counselor or outside agencies.	Outreach Counselor School Counselor Child Psychologist	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	prevent and intervene as needed	2000-2999: Classified Personnel Salaries	District Funded	0
			prevent and intervene as needed	1000-1999: Certificated Personnel Salaries	District Funded	0
			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 2015-June 2016	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 School Counselor Child Psychologist	August 2015-Junes 2016 August 2015-June 2016 August 2015-June 2016	refer to outside agencies	2000-2999: Classified Personnel Salaries	District Funded	0
			refer to outside agencies	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
			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 school yard.	K-5 Teachers Support Staff Principal	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	as needed as needed as needed	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded LCFF - Discretionary District Funded	0 0 0
Hold regular coordinated services team meetings.	Outreach Counselor	August 2015-June 2016	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 2015-June 2016	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 Outreach Counselor Attendance Technician Principal	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Monitor and refer Respond and intervene Record keeping Monitor and communication	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded District Funded LCFF - Discretionary	0 0 0 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
In-Coming Parent Night Meetings to be provided by school staff	TK and K Teachers Principal	August 2015-June 2016 August 2015-June 2016	Provide content expertise	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	400
			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 2015-June 2016 August 2015-June 2016	Meet	1000-1999: Certificated Personnel Salaries	District Funded	0
			Coordinate and meet	1000-1999: Certificated Personnel Salaries	District Funded	0
Arrange for pre-school students to visit the classroom.	Principal	Augusta 2015-June 2016	Coordinate and give tour	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students entering 6th grade.

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 2015-June 2016	Schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide guidance to parents about transition to Middle School and the SOC process	Principal	August 2015- June 2016	Schedule		District Funded	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
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 All Staff Support Staff	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Volunteer Teachers will attend trainings in the identified priority areas.	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	3000
			All Staff will complete the FEMA training on Emergency Response	2000-2999: Classified Personnel Salaries	District Funded	0
			Support Staff will participate in select training to build a response team on site	0000: Unrestricted	LCFF - Discretionary	1000
Provide opportunities for teachers to debrief after drills	K-5 Teachers Principal	August 2015-June 2016 August 2015-June 2016	De-brief	1000-1999: Certificated Personnel Salaries	District Funded	0
			Facilitate feedback	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 Principal Support Staff	August 2015-June 2016 August 2015-June 2016 Augusts 2015-June 2016	Execute a re-unification drill with students	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	0
			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:
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	Principal	August 2015-June 2016	Plan and schedule	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	0
Parent Compact	Principal School Office Manager	August 2015-June 2016 August 2015-June 2016	Distribution	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	0
			Schedule and monitor distribution	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	0
Parent Involvement Policy	Principal	August 2015-June 2016	Review and update with input from stakeholders	1000-1999: Certificated Personnel Salaries	District Funded	0
Hold monthly School Site Council & ELAC Meetings. (snacks and child care)	Principal Outreach Counselor School Office Manager	August 2015-June 2016 August 2015- June 2016 August 2015-June 2016	Plan and schedule	0001-0999: Unrestricted: Locally Defined	District Funded	0
			Support ELAC	2000-2999: Classified Personnel Salaries	District Funded	0
			Support SSC	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	2,000.

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 Outreach Counselor School Counselor	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Develop resources and plan outreach, schedule needs assesment surveys	1000-1999: Certificated Personnel Salaries	District Funded	400
			Schedule workshops with Principal and outside agencies	2000-2999: Classified Personnel Salaries	Title I	1000
			Provide facilitation and content where appropriate	1000-1999: Certificated Personnel Salaries	Title I	1000

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	Principal ASP Teacher Liaison	August 2015-June 2016 August 2015- June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			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 2015-June 2016	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 2015-June 2016 August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			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 Outreach Counselor Student Council Teacher Leader ASP Teacher Liaison	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			Development	2000-2999: Classified Personnel Salaries	District Funded	0
			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 2015-June 2016	Development	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	0

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: Stand Focus 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 #5:
All students will engage in learning opportunities to expand their experiences with creative arts and environmental sciences. We are currently in the process of securing contracts with: Art Trek Focus on The Masters Artist in the Classroom Oxnard Music Education Program Cal State Channel Islands, PE Subject Matter Project School Garden EST attended professional development to support theatre arts p.e. and music Kids Farmers Market for 4th Grade Nutrition Education for 3rd Grade Once these are finalized, we can finalize our goals.
Data Used to Form this Goal:
First year of implementation.
Findings from the Analysis of this Data:
No data available.

How the School will Evaluate the Progress of this Goal:
Integrated Theme Unit assessments.

Strategy #1

STRATEGY:
Teaching and Learning: The school will ensure full implementation of the Academic Strand Focus of Creative Arts and Environmental Science.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate the three district English/Language Arts units into three Integrated Thematic Units with a focus on Creative Arts and Environmental Science.	Principal, Academic Coach, K-5 Teachers	August 2015-June 2016	District Funded	None Specified	District Funded	0
Reinforce the mathematical practices through Environmental Science projects designed and developed in grade level groups.	Principal, Academic Coach, K-5 Teachers	August 2015-June 2016	District Funded	None Specified	District Funded	0
Enhance English Learners' listening, speaking, reading, and writing skills through project-based learning experiences focused on Creative Arts and Environmental Sciences.	Principal, Academic Coach, K-5 Teachers	August 2015-June 2016	District Funded	None Specified	District Funded	0
Provide instructional materials and supplies to facilitate implementation of the Integrated Thematic Units.	Principal, Academic Coach, K-5 Teachers	August 2015-June 2016	District Funded	None Specified	District Funded	

Strategy #2

STRATEGY:
Opportunity and Equal Access: The school will ensure opportunity and educational access fro all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Art Trek- Teachers in k-2 will be provided with professional development in Art Instruction	Principal, Art Trek Inc, Tk-2 teachers	August 2015-June 2016	Strand Focus	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	3,800.00
FOTM-Presents different art mediums and local artists to 5th grade classes. Hands on art projects created by students while learning about local artists	Principal, 5th grade teachers, FOTM staff	August 2015-June 2016	Strand Focus	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	1,350.00
Oxnard Music Advocacy Group (OMAG) will provide 1st grade with lessons that focus on main musical attributes such as ; tempo, rhythm, pitch, melody and harmony.	Principal, 1st grade teachers, OMAG	August 2015-June 2016	Strand focus	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	1,560.00
Artists in the classroom provides teaching artists that along with the classroom teachers will introduce the students in grades 3-4 to the visual and performing arts.	Principal, teachers (3,4) Artists in the Classroom	August 2015-June 2016	Strand Focus	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	3,600.00

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
In-Coming Parent Night Meetings to be held by Principal and Kinder Teachers.	Principal TK and K Teachers TK and K Teachers Materials	August 2015-June 2016 August 2015-June 2016 August 2015-June 2016 August 2015-June 2016	See Goal #1, Strategy #3, Action #1			
Kindergarten Teachers will meet with Pre-school teachers to share program expectations.	Principal, Teachers, Coach	August 2015-June 2016	See Goal #1, Strategy #3, ACtion #2			
Arrange for pre-school students to visit kindergarten classrooms	Principal	August 2015-June 2016	See Goal #1, Strategy #3, Action #3			
A Kinder Teacher and the Principal will attend the BEST program articulation meetings for incoming Kinder student with Speech IEP's.	Principal TK and K Teahcers	August 2015-June 2016	See Goal #1, Strategy #3, Action #4			

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
Schedule articulation meeting for 5th graders transitioning to Middle Schools during spring.	Principal	August 2015-June 2016	See Goal #1, Strategy #4, Action #1			
Schedule transition presentation for 5th grade students prior to end of year.	Principal	August 2015-June 2016	See Goal #1, Strategy #4, Action #2			
Special Education Transition meeting will be held.	Principal Special Education Team Members	August 2015-June 2016	See Goal #1, Strategy #4, Action #3			
Provide opportunities for parents to receive information on Academy Enrollment.	Principal	August 2015-June 2016	See Goal #1, Strategy #4, Action #4			

Strategy #5

STRATEGY:
Professional Development: The school will provide professional development to support the Academic Strand Focus of Creative Arts and Environmental Science.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers in grades K-2 will receive professional development on art instruction through Art Trek.	Principal Teachers, grades K-2	August 2015-June 2016	See Goal #5, Strategy #2, Action 1			
FOTM will work with teachers on different art mediums and local artists to 5th grade classes. Hands on art projects created by students while learning about local artists	Principal 5th Grade Teachers	August 2015- June 2016	See Goal #5, Strategy #2, Action 2			
Oxnard Music Advocacy Group (OMAG) will provide 1st grade teachers with lessons that focus on main musical attributes such as ; tempo, rhythm, pitch, melody and harmony.	Principal 1st grade teachers	August 2015- June 2016	See Goal #5, Strategy #2, Action 3			
Artists in the classroom provides teaching artists that along with the classroom teachers will introduce the students in grades 3-4 to the visual and performing arts.	Principal Teachers grades 3,4	August 2015-June 2016	See Goal #5, Strategy #2, Action 4			

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
Parents will be invited to a monthly "Chat with the Principal" to discuss school concerns and share information	Principal	September 2015-June 2016	Schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
iPad Night to allow parents "Hands On" experience with their student	Principal Site Technology Technician	August 2015-June 2016	Plan and Monitor	1000-1999: Certificated Personnel Salaries	District Funded	0
				2000-2999: Classified Personnel Salaries	District Funded	0
Math Night to showcase math games with parents and teachers in all grades.	Principal k-5 Teachers	August 2015-June 2016	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
				1000-1999: Certificated Personnel Salaries	District Funded	0
Tornado Artistico; allows the dance EST to perform the dances and performances that have been developed in the class.	Principal	August 2015-June 2016	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Display	1000-1999: Certificated Personnel Salaries	District Funded	0

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
Teacher liaison serves to assist with connecting the ASP to the day program.	Principal ASP Teacher Liaison	August 2015-June 2016	See Goal !1, Strategy #7, Action #1			
Supplemental Literacy and Math instruction.	ASP Teacher Liaison	August 2015-June 2016	See Goal !1, Strategy #7, Action #2			
ASES administrator meets monthly with SIte Principal to evaluate program and work on correlating the after school program tot he regular school day programs and services.	Principal ASP Teacher Liaison	August 2015-June 2016	See Goal !1, Strategy #7, Action #3			
Integrate the focus strand of Arts and Environmental Science.	Principal ASP Teacher Liaison	August 2015-June 2016	See Goal !1, Strategy #7, Action #4			

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 measureing fluency and comprehension.
D. The percent of students below grade-level proficiency will be reduce 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 athe the early advanced or advanced proficiency level on the CELDT.
C. AMAO #3: There is no Calfornia 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 opportunites 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. 2015 – June 2016	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. 2015 – June 20156	Support Classroom Teachers	1000-1999: Certificated Personnel Salaries	District Funded	0
Library Technician	Aug. 2015 – June 2016	Library	2000-2999: Classified Personnel Salaries	Title I	13084
		Library	2000-2999: Classified Personnel Salaries	Economic Impact Aid	13084
Computer Lab Tech	Aug. 2015 – June 2016	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. 2015 – June 2016	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	12930
Maintenance Agreement for Successmaker & Waterford	Aug. 2015 – June 2016	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. 2015 – June 2016	K-5 Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
Professional Development for Technology	Aug. 2015 – June 2016	K-5 Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
Professional Development for ELD	Aug. 2015 – June 2016	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
	District Funded	0.00
	District Funded	0.00
0001-0999: Unrestricted: Locally Defined	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	110,298.00
2000-2999: Classified Personnel Salaries	District Funded	300.00
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	0.00
0000: Unrestricted	LCFF - Discretionary	1,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	13,810.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	10,300.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	74,600.00
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	43,900.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	1,000.00
4000-4999: Books And Supplies	LCFF - Targeted	25,500.00
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	950.00
1000-1999: Certificated Personnel Salaries	Title I	57,800.00
2000-2999: Classified Personnel Salaries	Title I	2,500.00
4000-4999: Books And Supplies	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title III	28,900.00
2000-2999: Classified Personnel Salaries	Title III	13,000.00
4000-4999: Books And Supplies	Title III	1,400.00
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	124,175.00
LCFF - Discretionary	106,810.00
LCFF - Targeted	80,600.00
PTA	1,550.00
Title I	61,300.00
Title III	43,300.00

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 and interim monitoring measured by the IPT.

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
Centuralized 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 instrucitonal 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.
Staff turnover, need for re-training.

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 skill level 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?

	Lack of timely implementation
X	Limited or ineffective professional development to support implementation
X	Lack of effective follow-up or coaching to support implementation
X	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 fo the assignment of interventions that match the students need. 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 Leaderhsip 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 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 alignemnt between identified studnet 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 pracitce 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-alignement of expenditures was necessary to createt his flexibility.
The delivery of English Language Development needs to be targeted and monitored. ELD teaming as well as addtitional 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
Luis H. Ramirez	X				
Cristina Jimenez-Sanchez			X		
Claudia Andrade		X			
Carmen Torres		X			
Rosy Quezada		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.

Normas de Política Acerca de la Participación de Padres

Norma Harrington Elementary School
Luis H. Ramirez, 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 2015-16 , 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 número específico 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 el 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 informales a los padres de familia los desarrollos nuevos en programas educativos.

- ✓ 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 atraves 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 Ingles
  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 Ingles,**
- **Descripciones de opciones de programas**
  Programa de Inmersión Estructurada en Ingles (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 ingles con apoyo en su idioma primario. A los estudiantes se les enseña desarrollo de lenguaje ingles (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 Ingles (SEI) .Inmersión Estructurada en Ingles (SEI) esta programada para estudiantes que obtuvieron una puntuación de Principiante (nivel 1), inicial Intermedio (nivel2), o Intermedio (nivel 3).
  Programa de Integración del Lenguaje Ingles (ELM): En esta opción, se les enseña desarrollo de lenguaje ingles 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 ingles con fluidez razonable en ingles, que normalmente obtienen una puntuación de inicial Avanzado (4) o Avanzado (5) en la prueba de CELDT.

Educacion de Transicion 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 ingles, incluyendo escuchar, hablar, leer y escribir; y 3)avanzar hacia el programa ELM. Lose 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 ingles 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 ingles y en español, ambas con materia al nivel de grado del currículo y normas de rendimiento. La instrucción es en español y en ingles. 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 Ingles que tienen una solicitud de exención aprobada o para los Angloparlantes y otros alumnos que dominan ingles, 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
    - 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
Luis H. Ramirez, 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 2015-16, 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:

- ☐ Parents play a partner-role in their child's learning;
- ☐ Parents are encouraged and supported to be actively involved in their child's education
- ☐ Parents are included, as appropriate, in decision-making and on advisory *committees that affect the educational program of our school.*
- ☐ *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 grave 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 indicted 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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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): Harrington Leadership Team	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on . 10/2/2015

Attested:

Luis H. Ramirez		10/2/15
Typed Name of School Principal	Signature of School Principal	Date
Carmen Torres	Carmen Torres	10/2/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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: June 30, 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 K-5 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.
* Daily English language development (ELD) instruction for all students at CELDT levels 1-3. In 2015-2016, 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 2015-16 to assist with one on one support to teachers.
* Ipads were purchased and distributed by the end of September 2015 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 PTA is fully operational for 2015-2016. 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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 6	250	250	100.0	250	**2449.0**	2	14	32	53
Grade 7	275	272	98.9	272	**2465.7**	3	15	24	58
Grade 8	339	329	97.1	329	**2506.7**	2	22	37	40
All Grades	864	851	98.5	851		2	17	31	50

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 6	3	36	60	4	37	58	2	59	38	8	58	34
Grade 7	3	36	61	5	42	53	5	50	44	7	43	50
Grade 8	8	44	48	7	49	43	3	62	35	10	51	38
All Grades	5	39	56	6	43	51	4	57	39	8	51	41

Conclusions based on this data:

1. Intervention before, during and after the school day are necessary to provide support to students not meeting standard.
2. GATE and honors students should be clustered to ensure that the maintain or exceed standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 6	250	250	100.0	250	**2424.2**	0	9	27	64
Grade 7	275	270	98.2	270	**2454.8**	4	10	29	57
Grade 8	339	329	97.1	329	**2472.6**	5	9	23	63
All Grades	864	849	98.3	849		3	10	26	61

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 6	3	20	77	2	34	64	2	43	55
Grade 7	6	26	67	6	34	60	6	62	33
Grade 8	8	23	69	7	45	48	5	40	55
All Grades	6	23	71	5	38	57	4	48	48

Conclusions based on this data:

1. Intervention before, during and after the school day are necessary to provide support to students not meeting standard.
2. GATE and honors students should be clustered to ensure that the maintain or exceed standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	1	1	24	23	52	50	21	20	5	5	103
7	7	7	44	43	35	34	12	12	5	5	103
8	8	6	54	43	45	36	13	10	5	4	125
Total	16	5	122	37	132	40	46	14	15	5	331

Conclusions based on this data:

1. There was a shift in CELDT levels from Intermediate to Early Advanced and a decline in Early Intermediate and Beginning.
2. Haydock did not meet its AMAOs for English learners in 2014 -2015.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	264	300	331
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	264	300	331
Number Met	128	180	164
Percent Met	48.5%	60.0%	49.5%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	14	252	17	286	13	318
Number Met	--	100	--	133	--	127
Percent Met	--	39.7%	--	46.5%	--	39.9%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	**No**	--	**No**	--	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1. Haydock did not meet its AMAOs for English learners in 2014-2015. 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 2015-2016 school year to build vocabulary for English learners.
2. Students at CELDT levels 1-3 have a daily period of English Language Development (ELD).

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	56.0	57.5	
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
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 at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1. The district data mirrors that of Haydock Academy of Arts and Sciences.

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. Spring 2015 was the first administration of SBAC testing for Common Core State Standards. Performance levels and cut points have not yet been released. Haydock will receive a baseline score prior to the start of the 2015-2016 school year. The goal will be a ten percent improvement at all grade levels from the baseline score in English Language Arts. 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. 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. 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.

Data Used to Form this Goal:

- SBAC summative assessment data (6th – 8th grades)
- District IFA data from 2014-2015

6th grade green - 37.3% correct 7th grade green - 34.4% correct 8th grade green - 36.5% correct
6th grade pink - 29.8% correct 7th grade pink - 33.7% correct 8th grade pink - 36.0% correct

ELA Honors Criteria for 2015-2016
Teacher recommendation, IFA data, DIBELS beginning composite score, honors diagnostic assessment, teacher interview

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
- MTSS (Multi-Tiered Systems of Support)
- Progress Monitoring through Advisory Period
- 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 Curriculum; SIOPand GATE Strategies, Implementation of Co-Teaching Model for students with IEPs	Intructional Coach 1st Counselor 2nd Counselor	August 2015-June 2016 District funded	Certificated Salaries Certificated Salaries Certificated Salaries	None Specified None Specified None Specified	District Funded District Funded District Funded	0 0 0
Instructional Coach will provide day to day support of curriculum and use of strategies from professional development.	Instructional Coach Team with input from stakeholders	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional materials/Field trips to support core curriculum and CCSS. Technology will also be provided and supported to meet this goal.	All staff	August 2015-June 2016	Instructional materials	4000-4999: Books And Supplies	LCFF - Discretionary	11498.8
			Field trips - admission	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	10000
			Technology/iPad apps	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	21000
			Instructional materials	4000-4999: Books And Supplies	Discretionary	20000
			Field trips Transportation	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	3000
			Field trips Transportation	5000-5999: Services And Other Operating Expenditures	Discretionary	5000
Teacher collaboration/data conferences to improve instructional practice and increase student learning	Teachers and administrators	August 2015-June 2016	Substitute teachers	1000-1999: Certificated Personnel Salaries	Discretionary	5780.75

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 will be provided to all students	ELA teachers	August 2015- June 2016	Certificated Salaries	None Specified	District Funded	0
Tutoring before, during, and after school will be offered for students needing extra assistance	Administration and teachers	August 2015-June 2016	Teacher extra help	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	9249.20
			Teacher extra help	1000-1999: Certificated Personnel Salaries	Title III	2312.30
			Teacher extra help	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	15029.95
Special Education articulation meetings will be held with feeder schools	Middle School Special Education teacher and administrator	May 2016	Certificated Salaries	None Specified	District Funded	0
AVID tutors will be hired to assist AVID students	Administration and AVID staff	August 2015-June 2016	AVID Tutors	2000-2999: Classified Personnel Salaries	Discretionary	14751.84
An Intervention Support Provider (ISP) will be hired three days a week to support students with ELA skills.	Administration, teachers, and ISP	Oct. 2015 - June 2016	ISP hourly	1000-1999: Certificated Personnel Salaries	Title I	31216.05

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 2016	Certificated Salaries	None Specified	District Funded	0
Coordination among administrators	Administrators	Aug. 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
Placement scheduling supports success in CAHSEE (California High School Exit Examination)	Administrators	October 2015-May 2016	Certificated Salaries	None Specified	District Funded	0
Special Education articulation meetings with feeder schools will be held at the end of the school year	Intermediate School Special Education teachers, counselor, and administrator	May 2016	Certificated Salaries	None Specified	District Funded	0

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 2015– June 2016	Certificated Salaries	None Specified	District Funded	0
Co-Teaching Professional Development will be provided	RSP Teachers & Gen Ed Team Teachers	August 2015 – June 2016	Certificated Salaries	None Specified	District Funded	0
Teachers, support staff, and administration will take part in on-going PD through conferences and training	Teachers, support staff, and admin	August 2015-June 2016	Conference fees and expenses	5000-5999: Services And Other Operating Expenditures	Title I	5000

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 will be held to inform stakeholders about the Title I program and budget	Teachers, Administrators & Counselors	August 2015- June 2016	Back to school College Night 6th Grade Parent Orientation PIQE	2000-2999: Classified Personnel Salaries	Discretionary	3687.96
Distribute Parent Compact after receiving input from parents and other stakeholders	Support Staff	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
Distribute Parent Involvement Policy, ask for input	Support Staff	August 2015 - June 2016	Certificated Salaries	None Specified	District Funded	0
Gather Parent Input using LCFF survey	Administration	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
PIQE program with STEM education will be provided for parents	Administration/ORC	January 2016-June 2016	See goal 2, strategy 3			
Incoming Parent Orientation Meetings and Placement Testing will be held	Counselors, Teachers, and Coaches	December 2015 - May 2016	Certificated Salaries	None Specified	District Funded	0

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 2015 – May 2016	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 2015 – May 2016	Certificated Salaries	None Specified	District Funded	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: 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 #2:

A. Sixty-two percent of English Language Learners will progress to the next CELDT performance band this year (AMAO 1). This goal pertains to English learners.

B. English Learners will meet or exceed State targets for proficiency in the areas of English Language Arts and Mathematics at the same level as non English learners as evidenced by SBAC assessment during school year 2015-16.

C. All components of the English Language Development curriculum as well as site developed units of study 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 (62% of students advancing at least one level on the CELDT) and AMAO two (25.5% of ELs with less than 5 years in school will reach proficiency and 52.8% 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:

ELD instruction needs to be more closely aligned with CELDT.
ELD instruction and tutoring need to be targeted to specific skills and domains based on formative data.

How the School will Evaluate the Progress of this Goal:

- Teachers will participate in department meetings.
- MTSS (Multi-Tiered Systems of Support
- Progress Monitoring
- IPT Formative assessment data
- SMART (Specific Measurable Attainable Realistic Timely) Goals

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 date to inform teachers of instructional practices.	Instructional Coach	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Orientation Meetings	1st Counselor 2nd Counselor Classified Staff - translation Materials & refreshments	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
			Support staff extra help	2000-2999: Classified Personnel Salaries	Title III	1229.32
			Babysitting	2000-2999: Classified Personnel Salaries	Discretionary	491.73
			Classified extra help - custodians	2000-2999: Classified Personnel Salaries	Discretionary	1843.98
			Counselors - extra help	1000-1999: Certificated Personnel Salaries	Discretionary	2890.38
			Food service - extra help	2000-2999: Classified Personnel Salaries	Discretionary	245.86
			Classified Substitutes	2000-2999: Classified Personnel Salaries	Discretionary	1843.98
Collaboration meeting between 6th grade team and intermediate school counselors and teachers	Instructional Coach	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0

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. Coordination among administrators Placement scheduling supports sucess in CAHSEE (California High School Exit Examination)	Academic Counselors	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
All staff will participate in professional development according to OSD requirements	All Staff	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
Title I quarterly meetings will be held to inform stakeholders about the program	Teacher's, Administrators, Counselors	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
Distribute Parent Compact with input from parents and other stakeholders	Support Staff	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
Distribute Parent Involvement Policy, ask for input	Support Staff	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
Teacher Liaison/Coordinate between the day and After School Program to meet the academic, physical, and socio-economic needs of students.	Teacher Liason	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	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.	ASES Administrator	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
Tutoring before, during, and after school will be provided	Administration and teachers	August 2015-June 2016	See goal 1, strategy 1 and goal 3, strategy 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional materials including technology will be purchased	Teachers and administrators	August 2015-June 2016	Materials	4000-4999: Books And Supplies	Discretionary	104034.44
				4000-4999: Books And Supplies	Title I	26812.03
				4000-4999: Books And Supplies	Title III	728.80
				4000-4999: Books And Supplies	LCFF - Targeted	1176.29
AVID tutors will be hired	Administration	August 2015-June 2016	Tutors - funded in goal 1, strategy 1			
A paraprofessional will be hired to support students in ELD classes.	Administration, instructional coach, paraprofessional	Oct 2015 - June 2016	Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - Targeted	22127.76

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 2015-June 2016	Certificated Salaries	None Specified	District Funded	0

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	August 2015-Jun 2016	Consulting contract	5800: Professional/Consulting Services And Operating Expenditures	Title I	6000.00
				5800: Professional/Consulting Services And Operating Expenditures	Title III	4050.80
Marketing materials and other school forms	Office manager and administration	August 2015-June 2016	Publications	5000-5999: Services And Other Operating Expenditures	Discretionary	4000.00
			Maintenance agreement for copy machines	5000-5999: Services And Other Operating Expenditures	Discretionary	5000.00
Clerical support for parent conferences, translation, and orientation events	Office manager and administration	August 2015-June 2016	Extra help/overtime	2000-2999: Classified Personnel Salaries	Title I	7375.92

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:

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. 2014-2015 is the first year of SBAC testing for Common Core State Standards. Performance levels and cut points have not yet been released. The goal for Haydock for 2015-2016 is to make at least a ten percent gain from the baseline scores established in Spring 2015. This goal is for all grade levels and all significant subgroups. Student learning will be measured via district and school created formative and summative assessments aligned to the Common Core State Standards.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.

B. All components of the newly adopted 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.

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.

Data Used to Form this Goal:

IFA math data

6th grade green - 28.2% correct	6th grade pink - 16.0% correct
7th grade green - 30.8% correct	7th grade pink - 16.0% correct
8th grade green - 21.1% correct	8th grade pink - 18.9% correct

Math Honors criteria
7th - teacher recommendation, IFA data, placement test
8th - teacher recommendation, IFA data, placement test, 7th grade math grades

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.

How the School will Evaluate the Progress of this Goal:

- Teachers will participate in department meetings bi-weekly.
- MTSS (Multi-Tiered Systems of Support)
- Progress Monitoring - STAR math (3X/year)
- 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 1st Counselor 2nd Counselor	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
Tutoring before, during, and after school to provide standards-based targeted support in math	Administration and teachers	August 2015-June 2016	Teacher extra help - see goal 1, strategy 2			
Teacher collaboration/data conferences to improve instructional practice and improve student learning	Administration and teachers	August 2015-June 2016	Certificated Salaries - substitutes	1000-1999: Certificated Personnel Salaries	Title III	2167.78
Dues/memberships for student organizations will be paid	Office manager and administration	August 2015-June 2016	Dues, memberships	5000-5999: Services And Other Operating Expenditures	Discretionary	2000.00
An intervention support teacher will be funded to support students in math	Administration, instructional coach, ISP	Oct 2015 - June 2016	ISP	1000-1999: Certificated Personnel Salaries	Discretionary	20810.70

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 will be held to provide students with the proper placement in classes and programs	January 2016 & March 2016 5th/6th grade team, intermediate school counselors, teachers, and coaches June 2015: Feeder School Articulation Day with 5th/6th grade teachers Academy Recruitment	January-March 2016	Certificated Salaries	None Specified	District Funded	0
Special Education articulation meetings with feeder schools will be held to support SPED students	Intermediate School Special Education teacher and administrator	May 2016	Certificated Salaries	None Specified	District Funded	0
Field trips to supplement instruction will be provided to all students in all subgroups	Teachers and administrators	August 2015-June 2016	see goal 1, strategy 1			

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 2016	District funded	None Specified	District Funded	0
Special education articulation meetings will be held with high schools to ensure proper placement for SPED students	Administrators, counselors, SPED staff	May 2016	District funded	None Specified	District Funded	0
Placement scheduling will be done to ensure success on the CAHSEE (California High School Exit Examination).	Administrators, counselor, instructional coach	October 2015-May 2016	District funded	None Specified	District Funded	0

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 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
Co- Teaching Professional Development will be provided	RSP Teachers & Gen Ed Team Teachers	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
Teachers, support staff, and administration will attend professional conferences and training	Teachers, support staff, administration	August 2015-June 2016	Travel and conference	5000-5999: Services And Other Operating Expenditures	Discretionary	10000

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 will be held to inform stakeholders about the program	Teachers, Administrators & Counselors	August 2015-June 2016	Classified extra duty	2000-2999: Classified Personnel Salaries	Discretionary	3687.96
Distribute Parent Compact with input from parents	Support Staff	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
Distribute Parent Involvement Policy, ask for input	Support Staff	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0

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 2015- May 2016	Certificated Salaries	None Specified	District Funded	0
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 2015-May 2016	Certificated Salaries	None Specified	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:

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. Sustain/reduce school's 2014-2015 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.

B. Sustain/improve school's 2014-2015 Coordination/Integration of Services and Response to Intervention plan as measured by a decrease in the number of COST and RTI referrals results for the same period of time, first day of school to April 30, as reported in the Year End Comprehensive Student Support Report.

C. Sustain/improve school's 2014-2015 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.

Data Used to Form this Goal:

2014-2015 suspension and expulsion rates
2014-2015 Year End Comprehensive Student Support Report
2014-2015 Attendance data

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
Processes need to be put in place to return students to class sooner

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 Use of an intervention support provider (ISP) to provide Multi-tiered systems of support for behavior and academics

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. 2015 - June 2016	Science Pacing Guides	1000-1999: Certificated Personnel Salaries	Tobacco-Use Prevention Education	0
Review and update Comprehensive Safety School Plan	Site Administrator	Jan. 2016 - May 2016	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 Weekly Advisory program to support students academically and behaviorally	Teachers Counselors Administrators Community Members School Support Staff Outreach Counselor	Oct 2015 - June 2016	Annual Student & Staff Survey-VCBH Funding Coordinated School Services End of year report	None Specified None Specified	District Funded District Funded	0 0
Implementation of A2A, Attendance Contracts and Monthly and Annual Reward Program, Weekly meetings	Attendance Clerk Outreach Counselor Administrative Team	Aug. 2015 - June 2016	Incentives	4000-4999: Books And Supplies	Discretionary	5000.00
Implementation of Opportunity Classroom Program and intervention programs within the classroom • PDAP • 1:1 MFT counseling two times per week • Ripple Effect software • CSR ratio 4:1 • Positive Behavor Support Implementations (Olweus, CHAMPS)	Teacher PDAP Counselor MFT Counselor	Aug. 2015 - June 2016	Certificated Salaries	None Specified	District Funded	0
Increase number of campus assistants and campus assistants' hours	Administration	August 2015-June 2016	Playground Aides	2000-2999: Classified Personnel Salaries	Discretionary	147518.40

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 2nd Counselor Classified Staff Materials and refreshments	Dec. 2015 - May 2016	Certificated Salaries	None Specified	District Funded	0

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 2015-June 2016	ASES funded - cost reflected elsewhere in the plan	None Specified	District Funded	0

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. 2015 - June 2016	Certificated Salaries	None Specified	District Funded	0
Professional development to support the implementation of the weekly advisory program	Administration and teachers	Oct. 2015 - June 2016	Certificated Salaries	None Specified	District Funded	0
Train all staff in Emergency/Disaster Preparation	All Staff	Aug. 2015 - June 2016	Documentation of completion of FEMA courses Periodic drills	None Specified	District Funded	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
Hold Title I quarterly meetings to inform stakeholders about the program	Teachers Administrators Counselors	Aug. 2015 - June 2016	Certificated Salaries	None Specified	District Funded	0
Distribute Parent Compact with input from stakeholders	Administrative Team Team w/ input from stakeholders	September 2015	Certificated Salaries	None Specified	District Funded	0
Distribute Parent Involvement Policy, ask for input	Administrative Team Team w/ input from stakeholders	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0

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: Visual and Performing Arts and Environmental Sciences Academy
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:
Haydock Academy of Arts and Sciences will continue to develop and maintain a visual and performing arts and environmental sciences magnet program. The purpose of the magnet program is to reduce economic isolation and draw students to Haydock from all over the Oxnard School District through the open enrollment process. Haydock will maintain and expand classes and activities in the academy focus areas with a goal of 100% of students having access to those areas during the regular school day.
Data Used to Form this Goal:
Free and reduced lunch percentage (95% - 2014-2015 school year) Demographic data Percentage of students in academy electives and core classes
Findings from the Analysis of this Data:
Haydock has a higher than average free and reduced lunch population compared to the other middle schools and the district as a whole. Haydock has a higher than average population of Hispanic students when compared to the other middle schools and the district as a whole.
How the School will Evaluate the Progress of this Goal:
6th grade enrollment data should show a decrease in free and reduced lunch students by 2% per year. There will also be an increase in student enrollment diversity of at least 2% per year. This measurement aligns with objectives of the Magnet School Assistance Program (MSAP) grant. Data will be gathered to determine the percentage of students in academy electives and core classes.

Strategy #1

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
Electives will be offered during the day in band, chorus, art, and piano. Dance will be offered as a physical education class. Students without electives will be given priority for the dance classes.	Teachers, administration, MSAP staff	Aug. 2015 - June 2016	Certificated Salaries	None Specified	District Funded	0
EL students who do not have an elective will have access to the academy focus through integrated projects each trimester	Teachers, administration, MSAP staff	Aug. 2015 - June 2016	Certificated Salaries	None Specified	District Funded	0
Additional access to the academy focus will be available through the After School Program which has an Art Club, Dance Squad, and School of Rock for instrumental and vocal performances.	Teachers, administration, MSAP staff, ASP staff	Aug. 2015 - June 2016	Certificated Salaries	None Specified	District Funded	0
Resources will be set aside for instrument repairs and academy related apps.	Teachers, administration, MSAP staff	Aug. 2015-June 2016	repairs and apps	5000-5999: Services And Other Operating Expenditures	Discretionary	4300.00
Extra duty will be paid to academy teachers to support WEB, band, choir, art, and dance.	Teachers, administration, MSAP staff	Aug. 2015-June 2016	Certificated extra duty	1000-1999: Certificated Personnel Salaries	Discretionary	1156.15

Strategy #2

STRATEGY:
Teachers and staff will be provided with professional development to support the academy focus.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Professional development will be provided in the areas of project based learning, CCSS, VTS, and instructional technology.	Teachers, administrators, MSAP staff, instructional coach	Aug. 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
			Training and conferences	5000-5999: Services And Other Operating Expenditures	Discretionary	10000
Teachers will collaborate to create, monitor, and evaluate common project based learning activities	Teachers, administrators, MSAP staff, instructional coach	Aug. 2015 - June 2016	Certificated Salaries	None Specified	District Funded	0
Coaching and demonstration lessons will be provided to support teachers in the implementation of academy focus areas and CCSS	Teachers, administrators, MSAP staff, instructional coach	Aug. 2015 - June 2016	Certificated Salaries	None Specified	District Funded	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 GOALS #1,2,3, 4, and 5 (where applicable)
A. AYP (Adequate Yearly Progress) will be met by using the Safe Harbor alternative method. The percentage of students in all significant subgroups performing below the proficient level in English Language Arts will decrease by at least 10% from school year 2010-2011 to 2011-2012 and from 2011-2012 to 2012-2013. B. All components of the English Language Arts curriculum will be implemented in each classroom professional development support from OSD based on evidence gathered through curriculum schedules, assessment plans and results and administrator observations. C. Students will be placed in appropriate classes as they enter seventh grade, continue in 8th, and promote to the high school district.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Copy Machine Maintenance Agreement	July 1, 2015 – June 30, 2016	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	10344
Instructional Coach	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	107,246
Counselors	July 1, 2015 – June 30, 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	222,516
Computer lab tech	August 2015 - June 2016	Classified Salaries	2000-2999: Classified Personnel Salaries	District Funded	81374
Library tech	August 2015 - June 2016	Classified Salaries	2000-2999: Classified Personnel Salaries	District Funded	52,264
Outreach consultant	August 2015 - June 2016	Classified Salaries	2000-2999: Classified Personnel Salaries	District Funded	70,636

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	30,637.98
2000-2999: Classified Personnel Salaries	Discretionary	174,071.71
4000-4999: Books And Supplies	Discretionary	129,034.44
5000-5999: Services And Other Operating	Discretionary	40,300.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	9,249.20
4000-4999: Books And Supplies	LCFF - Discretionary	11,498.80
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	15,029.95
2000-2999: Classified Personnel Salaries	LCFF - Targeted	22,127.76
4000-4999: Books And Supplies	LCFF - Targeted	1,176.29
5000-5999: Services And Other Operating	LCFF - Targeted	13,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	21,000.00
1000-1999: Certificated Personnel Salaries	Title I	31,216.05
2000-2999: Classified Personnel Salaries	Title I	7,375.92
4000-4999: Books And Supplies	Title I	26,812.03
5000-5999: Services And Other Operating	Title I	5,000.00
5800: Professional/Consulting Services And	Title I	6,000.00
1000-1999: Certificated Personnel Salaries	Title III	4,480.08
2000-2999: Classified Personnel Salaries	Title III	1,229.32
4000-4999: Books And Supplies	Title III	728.80
5800: Professional/Consulting Services And	Title III	4,050.80
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	374,044.13
District Funded	0.00
LCFF - Discretionary	20,748.00
LCFF - Targeted	72,334.00
Title I	76,404.00
Title III	10,489.00
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 two tutors 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 and hiring too late in the school year

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Aggressive recruiting at local colleges and beginning to staff earlier

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?

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
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:
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 SSC helped create school goals by modifying the existing goals. The SPSA budget aligns exactly with the SSC adopted budget.

How were advisory committees involved in providing advice to the SSC?
DSLT, 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. Haydock is adopting a shared leadership model during the 2015-2016 school year that includes committees for academic excellence, social equity, and school climate.

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. IPT data will also be used to target ELD instruction to identified skill needs 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			
Dempsey Suzanne		X			
Garcia, Mariana		X			
Chavez, Luz			X		
Barragan, Soledad				X	
Martinez, Maria				X	
Medina, Maria				X	
Ramirez, Maria				X	
Saucedo, Marisol				X	
Vargas, Jessica				X	
Numbers of members of each category:	**1**	**3**	**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)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
X	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): AVID	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 9.16.15.

Attested:

Edd Bond		9-30-15
Typed Name of School Principal	Signature of School Principal	Date
Nancy Booth	Nancy Booth	9-30-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Richard B. Haydock Academy of Arts & Sciences
"Home of the Jaguars"
647 West Hill Street Oxnard, CA 93033
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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.

- 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 Academy of Arts & Sciences
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.

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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 Noche de Regreso a la Escuela en el otoño, y a los padres que se registren después del comienzo del año escolar.

Póliza de Participación de Padres

- 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 de padres y miembros de la comunidad de una manera oportuna a través de "Connect Ed,"

Póliza de Participación de Padres

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: September 30, 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: 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 10-21-2015.

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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. In 2014-2015, 118 students were Reclassified as Fluent English Proficient. 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 2015. Interventions are implemented for 7th and 8th grade students at-risk of not meeting the OSD Promotion Criteria.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	149	149	100.0	149	**2323.5**	2	5	17	77
Grade 4	140	140	100.0	140	**2369.7**	1	6	19	74
Grade 5	137	136	99.3	136	**2444.6**	5	21	25	49
Grade 6	131	131	100.0	131	**2429.4**	1	8	27	64
Grade 7	106	106	100.0	106	**2495.1**	3	25	30	42
Grade 8	91	90	98.9	90	**2477.2**	0	11	36	53
All Grades	754	752	99.7	752		2	12	25	61

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	3	24	72	1	26	74	6	38	56	1	27	72
Grade 4	0	29	71	1	29	69	2	49	49	2	39	59
Grade 5	5	42	53	4	49	46	6	58	36	10	55	35
Grade 6	1	24	76	2	36	63	1	54	45	1	49	50
Grade 7	7	40	54	8	57	36	7	61	32	8	54	39
Grade 8	1	46	53	2	38	59	1	52	47	2	51	47
All Grades	3	33	64	3	38	59	4	51	45	4	45	51

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	149	149	100.0	149	**2353.5**	1	9	26	64
Grade 4	140	140	100.0	140	**2389.9**	1	4	30	65
Grade 5	137	135	98.5	135	**2449.7**	3	8	36	53
Grade 6	131	131	100.0	131	**2423.2**	0	5	27	68
Grade 7	106	105	99.1	105	**2474.5**	4	11	24	61
Grade 8	91	90	98.9	90	**2433.6**	0	2	16	82
All Grades	754	750	99.5	750		1	7	27	65

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	5	27	68	3	33	64	3	42	54
Grade 4	1	16	83	1	31	68	1	29	71
Grade 5	4	37	59	5	30	64	1	43	56
Grade 6	2	21	76	0	24	76	1	34	66
Grade 7	6	28	67	5	64	31	4	66	30
Grade 8	1	11	88	1	40	59	0	22	78
All Grades	3	24	73	3	36	62	2	39	59

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					6	43	3	21	5	36	14
1	1	1	15	11	41	29	38	27	45	32	140
2	1	1	13	10	46	35	53	40	20	15	133
3	7	6	15	12	54	44	32	26	16	13	124
4			25	24	59	56	17	16	5	5	106
5	15	18	43	51	19	23	5	6	2	2	84
6	2	3	19	31	24	39	12	20	4	7	61
7	3	7	24	53	12	27	4	9	2	4	45
8	4	9	11	24	19	41	6	13	6	13	46
Total	33	4	165	22	280	37	170	23	105	14	753

Conclusions based on this data:

1. Kamala School's goal is to have students reclassified Fluent English Proficient by 6th Grade. 2014-2015 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 First to Second Grades.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	593	620	753
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	593	620	753
Number Met	250	350	404
Percent Met	42.2%	56.5%	53.7%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	614	128	657	120	596	240
Number Met	58	37	84	57	79	114
Percent Met	9.4%	28.9%	12.8%	47.5%	13.3%	47.5%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	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.
3. AMAO 1 had a decrease due to an increase in the number of students at Kamala school. 91 of the students were from other schools in the Oxnard School District.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**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:

Language Arts:
Students shall be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth.
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. Teachers will receive monthly professional development for the implementation of Common Core State Standards in the area of ELA.
D. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic.
E. Grades 3- 8 will increase proficiency on the state test for ELA to 25%
F. Grade 2 will reach proficiency in fluency and comprehension

Data Used to Form this Goal:

- DIBELS data (2nd-3rd Grades)
- Essential Literacy Skills (Kindergarten and 1st grades)
- Site generated CCSS assessments (Grades K-8)
- IFA Assessments (Grades 3-8)
- IPT Assessments for English & Spanish Proficiency (Grades K-8)

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.

- 3rd grade: 7% met or exceeded the standard on CAASPP
- 4th grade: 66% of students attained the DIBELS benchmark for End of Year.
- 4th grade: 7% met or exceeded the standard on CAASPP
- 5th grade: 54% of students attained the DIBELS benchmark for End of Year.
- 5th grade: 26% met or exceeded the standard on CAASPP
- 6th grade: 73% of students attained the DIBELS benchmark for End of Year.
- 6th grade: 9% met or exceeded the standard on CAASPP
- 7th grade: 28% met or exceeded the standard on CAASPP
- 8th grade: 11% met or exceeded the standard on CAASPP

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods
- MTSS
- 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 use approved state curriculum to implement CCSS in ELA.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level teams will collaborate at Meetings to plan Common Core implmentation	All teachers and administrators	Bi-Monthly meetings	Not Applicable			
Instructional Supplies: Technology- LCD Projectors, projector bulbs, Document Cameras and cords for classroom. paper, pens, pencils, construction paper, crayons, markers and scissors will be purchased for teachers.	Administrators and IT	Annual	Materials and supplies	0001-0999: Unrestricted: Locally Defined	Title I	30630
				0001-0999: Unrestricted: Locally Defined	Discretionary	20300
Publication Copies for HM Kinder & 1st Grade Readers: I Love to Read books and Phonics Library books will be copied at OSD Graphics for Early Literacy skills practice.	Kindergarten and 1st Grade Teachers	Annual	Materials and Supplies	0001-0999: Unrestricted: Locally Defined	Discretionary	1500
					LCFF - Discretionary	5500
Students in DLI will learn to read in the targeted language of Spanish in K-1	Admin, DLI Teachers and Coach	Annual	Not applicable			
Student Study Team Meetings will be held to address specific needs in ELA.	ORC, Academic Coach and Adminstrators	Ongoing	Not Applicable			
Student Monitoring assessments will include: (DIBELS), STAR 360 Reading, IPT and IFA.	Academic Coach and Administrators	Ongoing	Sub costs	0001-0999: Unrestricted: Locally Defined	Title I	27000
Maintenance Agreements for copiers are needed for teaching materials.	Administration	Annual		0001-0999: Unrestricted: Locally Defined	Discretionary	3109

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)	
Teachers will participate in Arts Strand Focus in CCSS ELA: Professional Development.	Administration and Teachers	Ongoing	Conference	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	10000
Students in K-1 will participate in performing art via music in the classroom.	Administration and Teachers	September 2015-June 2016	OMAG MOU LCAP Concentration	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	83455
Students in 7/8 AVID classes will use AVID strategies to assist with ELA achievement	Administration and AVID Teachers	Annual	Not applicable			

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 Teachers (5) to work with 1st – 6th Grade students regarding ELA Skills: decoding, phonemic awareness, fluency and comprehension during UA time using Phonics for Reading, Read Naturally and STARS (Comprehension).	Administrators, Coach and ISP Teachers	September 15-June 2016	21, 500 per ISP Teacher	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	26500
				0001-0999: Unrestricted: Locally Defined	Title I	24178
				0001-0999: Unrestricted: Locally Defined	Title III	25378
				0001-0999: Unrestricted: Locally Defined	Discretionary	31444
Site Technology Technician PT 5 hours: to Supporting technology via I-Pads and classroom technology.	Administrators and Site Tech	Annual	$20 per hour	0001-0999: Unrestricted: Locally Defined	Discretionary	18000
Implementation of Before & After School Tutoring: K-8th: English Learners in ELA	Administration, Leadership and teachers	September 2015- May 2016	$45 per hour	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	35000
Site Licenses for Software for I-Pads in the classroom to support ELA.	Administration, Teachers and Lab Techs	Annual	Site License	0001-0999: Unrestricted: Locally Defined	Discretionary	1200
				0001-0999: Unrestricted: Locally Defined	Title I	4500
I-Pad APPs for ELA to develop essential literacy skills.	Administration & Leadership	Ongoing	See Goal 1 Strategy 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Licenses for ELA Software for English Learners	Administration & Leadership	September 2014- June 2015	Site License	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	4800
Professional Development for DLI Teachers to teach the target language.	Administration	June 2015	Registration and Teacher salaries $45 per hour	0001-0999: Unrestricted: Locally Defined	Title I	10000
Academic Incentives for students to increase academic performance.	Administration	September 2015-June 2016	See Goal 1 Strategy 1			
AVID Tutors will be provided to implement the AVID program.	Administration and AVID Teacher	November 2015-June 2016	Classified salaries	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	5000
Shredder Fees	Administration	August 2015-June 2016		0001-0999: Unrestricted: Locally Defined	Discretionary	400
Kinder and 8th Grades will go on a field trip as a culminating activity.	Admin, Kinder and 8th Grades	October 2015	Enrichment See Goal 1 Strategy 1			
8th will attend the Musuem of Tolerance field trip as a culminating activity in ELA.	Admin, 8th grade teachers	November 2015	Enrichment- see Goal 1 Strategy 1			
Materials will be purchased for intervention groups	Admin, ISP, Site Coach and Teachers	Sept 2015-June 2016	Materials	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	2000

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	August 2015	See Goal 1 Strategy 1			
Translation services for Conferences and Meetings	Administration	Ongoing		0001-0999: Unrestricted: Locally Defined	Discretionary	2975
				0001-0999: Unrestricted: Locally Defined	Title I	1525

Strategy #4

STRATEGY:
The school will provide time for vertical teaming for 6th and 7th grade teachers and 8th grade admin to meet with 9th grade admin 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	Not Applicable			
OSD Admin will meet with OUHSD Admin to prepare for the transition from 8th grade to 9th grade.	OSD Admin and OUHSD Admin	February 2016	Not applicable			

Strategy #5

STRATEGY:
The school will provide professional development in the area of CCSS using Art and Technology.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID Professional Development for 7th and 8th grade teachers to implement AVID Strategies across the curriculum.	Administration	Ongoing	$45 per hour	0001-0999: Unrestricted: Locally Defined	Discretionary	2000
				0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	10000
Estrellitas Professional Development for English Learners in their primary language and the targeted language in the DLI Program.	Administration, ISP Teachers and Extra Support Teachers	Ongoing	$45 per hour	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	2000
Accelerated Reader Professional Development to set goals for student reading.	Admin and teachers	November 2015	$45 per hour	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	2000
Kinder Conference for implementing CCSS in ELA.	Admin and Teacher	March 2016	Not applicable			

Strategy #6

STRATEGY:
The school will coordinate meetings to distribute information and 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, budget and parent concerns	Administration	Monthly	Not Applicable			
School Site Council Meetings will be held to monitor the implementation of the SPSA	SSC, and Administration	Monthly	Not Applicable			
ELAC Meetings to discuss curriculum for English Learners, needs of EL's and provide input for the SPSA.	ELAC, and Administration	Monthly	Not Applicable			
PTA Meetings will be held to plan activities and fundraise for students.	Parent, Staff and administrative members	Monthly	Not Applicable			
Child care will be provided for parents for meetings	Parents, Staff and administration	Monthly	Cost for childcare	0001-0999: Unrestricted: Locally Defined	Discretionary	500
					Title I	750
					LCFF - Discretionary	250

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: • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed	Teacher Liaison, admin and ASES	Ongoing	ASES Grant		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.	Administrator and ASES admin	Ongoing	ASES Grant		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 Interim Formative Assessments 3rd to 8th Star 360 Math Placement Test for Kindergarten to 8th CAASSPP Data Spring 2015

Findings from the Analysis of this Data:

- 3rd grade: 10% met or exceeded the standard on CAASPP
- 4th grade: 5% met or exceeded the standard on CAASPP
- 5th grade: 11% met or exceeded the standard on CAASPP
- 6th grade: 5% met or exceeded the standard on CAASPP
- 7th grade: 15% met or exceeded the standard on CAASPP
- 8th grade: 2% met or exceeded the standard on CAASPP

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods
- MTSS
- 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 Levels will meet to discuss data from Chapter Tests, publisher assessments, IFA Assessments and STAR 360 Math, and lesson planning for units.	Administration and Teachers Academic Coach/ TOSA	Ongoing August 2015-June 2016	Not Applicable Not Applicable			
Instructional Supplies: Technology- laptops. LCD Projectors, Promethean Boards, and Apple TV for classroom will be used to demonstrate math lessons to implement the new math adoptions for K-8th grades.	Administration and IT	Ongoing	See Goal 1 Strategy 1			
Instructional Supplies: paper, pens, pencils, construction paper, graph paper, crayons and markers will be used to implement new math adoption in grades K-8th.	Administration and Leadership	Annual	See Goal 1 Strategy 1			
EST Teachers to support at-risk students in math based on STAR 360 Math assessment and publisher tests.	Administration and EST Teachers	Ongoing	Not Applicable			
Site License Agreements: Software and Applications for student I-Pads will be used to support the teaching of math facts and remediation of skills for at-risk students.	Administration	Annual	See Goal 1 Strategy 2			

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	September 2015-June 2016	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	August 2015	See Goal 1 Strategy 3			
Before & After School Tutoring: K-8th: English Learners in Math	Administration, ISP and teachers	September 2015-May 2016	See Goal 1 Strategy 2			
Art Strand Focus in ELA: Music across the curriculum K-1 in the classroom taught by OMAG teacher	Administration, Teachers and OMAG	September 2015-June 2016	See Goal 1 Strategy 1 MOU with OMAG			
Arts Strand Focus in Math: Professional Development for the CCSS	Administration and teachers	Ongoing	See Goal 1 Strategy 1 $45 per hour			

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			
Math Professional Development for new curriculum adoption	Administration, Coach, and teacher team	Ongoing	Not Applicable			
Math Conference to implement CCSS for math	Admin and teacher	November 2015	Not applicable			

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: • 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:

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

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 #2A: 21.4 % of all English Learners will attain an Early Advanced or Advanced level on the CELDT AMAO #2B: 47% of all English Learners will attain an Early Advanced or Advanced level on the CELDT C. AMAO #3: 1. 89.5% of EL students and the significant sub-groups in 2nd-6th Grade will score “proficient” or “advanced” on the 2016 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 2016 State Test in Language Arts.
Data Used to Form this Goal:
California State Standards for Kindergarten and 1st Grade CELDT Data 2015-2016 CELDT Data 2015-2016 IPT
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	September 2015-June 2016	See Goal 1 Strategy 2			
Tutoring for English Learners for ELA and Math	Administration and Teachers	Ongoing	See Goal 1 Strategy 2			
English Language Review Team (ELRT)	Adminstration 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	August 2015	See Goal 1 Strategy 3			
In-Coming 1st Grade Transition Parent Night Meetings	Administration, ORC, 1st Grade Teachers	August 2015	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			
ELAC Meetings to discuss curriculum for English Learners	Admin and staff	Monthly	Not Applicable			
Administration will meet with ELAC President and Secretary to plan ELAC Agendas	Administration	Monthly	Not Applicable			

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: • 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 Admministration 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 English Language Development.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training for all Teachers: ELD CCSS	English Learner Services Director and Site Administration	Annual	Not Applicable			
Provide SIOP training to Kamala teachers by the EL TOSA and the Kamala TOSA	Admin, Kamala TOSA and EL TOSA	November 2015-June 2016	See Goal 1 Strategy 1 Sub costs			

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	Not Applicable			
Implement SIOP for EL Students to increase English proficiency	Teachers, TOSA and Administrators	Daily	Not Applicable			
Monitor ELD Curriculum and instruction in the classroom via classroom visitations	Administration	Weekly	Not Applicable			
School wide ELD implementation Kindergarten- 8th 30 minutes daily	Administration and teachers	Daily	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: • 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:

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: School will monitor and implement CHAMPS for bullying and classroom management support program
B. Emergency Preparedness: School will continue with implementation of school safety plan which includes disaster preparedness readiness, tobacco use prevention, anti-bullying, 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 2014-2015
Attendance Data from 2014-2015

Findings from the Analysis of this Data:

There was an increase in suspensions for the 2014-2015 school year. This increase can be attributed to the increase in students and the implementation of a K-8 setting from a K-6 setting.
The attendance goal was met for the 2014-2015 school year.

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
Admin,Outreach Coordinator and Counselor to Support teachers dealing with Bullying by having grade level assemblies, Anti-Bullying presentations in the classrooms and CHAMPS for behavior expectations on campus.	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	See Goal 1 Strategy 1			
Administration and ORC will reward Perfect Attendance	Administration and ORC	Monthly	See Goal 1 Strategy 1			
Administration will provide Enrichment Activities to improve school climate. This is measured by the number of office referrals.	Administration and teachers	Monthly	See Goal 1 Strategy 1			

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	August 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: • 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 and discuss curriculum and expectations of incoming 7th grade students.	Administrators and ORC	January 2016-May 2016	See Goal 1 Strategy 1			

Strategy #5

STRATEGY:
The school will ensure professional development to implement CHAMPS.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for teachers for CHAMPS	Staff and Administration	See Goal 1 Strategy 2		0001-0999: Unrestricted: Locally Defined	Title I	4500

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			
Parents will receive training on how to use I-Pads with students	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: • 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)	

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: Academic Strand Focus
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:
All students will engage in learning opportunities to expand their experience with the school-wide Strand focus of Arts and Technology.
Data Used to Form this Goal:
First year of implementation.
Findings from the Analysis of this Data:
No data available.
How the School will Evaluate the Progress of this Goal:
Integrated Theme Unit Assessments.

Strategy #1

STRATEGY:
Implementation of the CCSS with a focus on art and technology.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kinder through 8th grade will implement the CCSS using technology and art in various mediums: Foundations of art, Graphic Arts, Performing Arts, Visual Arts and Digital Arts.	Admin and Teachers	August 2015- June 2016	Not applicable			
Kindergarten through 8th grade will implement CCSS with I-Pads, Promethean Boards, and Apple TV's in the classroom.	Admin and Teachers	August 2015-June 2016	Not applicable			

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
6th-8th Grades may participate in Digital Photography Club after school.	Admin and teacher	October 2015-June 2016	Materials See Goal 1 Strategy 1			
6th-8th grade students may participate in Technology Club after school.	Admin and teacher	October 2015-June 2016	Materials See Goal 1 Strategy 1			
7th-8th grade students may participate in Technology elective.	Admin and Teacher	August 2015-June 2016	See Goal 1 Strategy 1 Software			
7th-8th grade students may participate in Digital Photography elective.	Admin and Teacher	August 2015-June 2016	Materials See Goal 1 Strategy 1			
Kinder and 1st grades students will participate in music in the classroom taught by OMAG Teachers	Admin and OMAG Teachers	October 2015-June 2016	See Goal 1 Strategy 1			
5th-8th grade students may participate in Art Club after school.	Admin and Teachers	November 2015-June 2016	See Goal 1 Strategy 1			

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
Kinder and 1st grade Readiness Classes	Admin, ORC and Teachers	May-June 2016	Materials and Hourly Rate Teachers See Goal 1 Strategy 1			

Strategy #4

STRATEGY:
The school will provide time for vertical teaming for 6th and 7th grade teachers and 8th grade admin to meet with 9th grade admin to prepare for the transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6th-7th Grade Teachers will meet and collaborate on the Art and technology Strand for the grade level units.	Admin and teachers	April 2016-June 2016	Not applicable			

Strategy #5

STRATEGY:
The school will provide professional development in the area of CCSS using Art and Technology.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Art to support math and ELA CCSS Conference.	4th-6th grade teachers	August 2015	See Goal 1 Strategy 5			
Math Conference to incorporate technology in Math CCSS	Admin and teacher	November 2015	Not applicable			
CUE Conference to incorporate Math and ELA CCSS with technology	Admin and teacher	March 2016	Registration Fees	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	2000

Strategy #6

STRATEGY:
The school will coordinate meetings to distribute information and generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent meetings will be held to show parents how to use the I-Pad to support classroom instruction.	Admin and teachers	November 2015-June 2016	See Goal 1 Strategy 6			

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
6th-8th Grade students may participate in Art Trek after via the ASES Program.	Admin and ASES Coordinator	September 2015-October 2016	ASES Grant			
1st-5th Grade students may participate in Lego Brixology via the ASES Program.	Admin and ASES Coordinator	October 2015-June 2016	ASES Grant			
4th-8th Grade students may participate in Mad Science via the ASES Program	Admin and ASES Coordinator	October 2015-June 2016				

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. 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. 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. Goal 2: Mathemeatics 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 state assessment will reduce by 10%, as these students will move towards Proficient or Advanced. D. Teachers will receive monthly professional development for Common Core State Standards implementation in the area of math. E. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic. Goal 3: ENglish Learners A. AMAO #1: 57.5% of all English Learners will advance one level on the CELDT B. AMAO #2A: 21.4 % of all English Learners will attain an Early Advanced or Advanced level on the CELDT AMAO #2B: 47% of all English Learners will attain an Early Advanced or Advanced level on the CELDT C. AMAO #3: 1. 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. 2. 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. Goal 4: Safety A. Positive Behavior Plan: School will monitor and implement plan for bullying prevention and support program B. 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.

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	Title I	20461
		Coach	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	43480
Library Technician	August 2014-June 2015	Library	2000-2999: Classified Personnel Salaries	Title I	12459
		Library	2000-2999: Classified Personnel Salaries	Economic Impact Aid	12459
Computer Lab Tech	August 2014-June 2015	Site Lab Tech	2000-2999: Classified Personnel Salaries	Title I	16960
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Economic Impact Aid	15960
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Unrestricted	20351
Maintenance Agreement for Copy Machine(s)	August 2014-June 2015	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	14870
Maintenance Agreement for Successmaker/Waterford	August 2014-June 2015	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	2810
Outreach	July 2014-June2015	Outreach	2000-2999: Classified Personnel Salaries	Unrestricted	29205
El Professional Development	Aug 2014- June 2015	Prof Development	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	43746

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	81,428.00
	LCFF - Discretionary	250.00
	LCFF - Discretionary	5,500.00
0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	21,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	162,755.00
	Title I	750.00
0001-0999: Unrestricted: Locally Defined	Title I	102,333.00
0001-0999: Unrestricted: Locally Defined	Title III	25,378.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Discretionary	81,428.00
LCFF - Discretionary	26,750.00
LCFF - Targeted	162,755.00
Title I	103,083.00
Title III	25,378.00

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: ISP Teachers, Technology Parts, 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.
Part Time Technology Staff

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.
Applicants were not qualified for the position

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Send the transfer notice earlier to find qualified applicants

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?
Students and teachers had to wait to have technology implemented, installed or fixed.

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 118 students for the 2014-2015 School Year.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
N/A

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
X 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
X 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.
AMAO goals were partially met.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
All goals were 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	X				
Wendy Marinez			X		
Maritza Avila		X			
Mario Torres		X			
Frank Godinez		X			
Minerva Lopez				X	
Patricia Vargas				X	
Maria Melgoza				X	
Corine Pinon				X	
Black Bear				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.

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2015-16 Single Plan For Student Achievement ES	2015-09-30		View	View	55

Previous Section	Current Section	Next Section
School Site Council Membership	Recommendations and Assurances	Parent Involvement Policy

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Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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	Maria Andrade 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 9.28.15.

Attested:

Christine McDaniels Typed Name of School Principal	Christine McDaniels Signature of School Principal	9.30.15 Date
Mario Torres Typed Name of SSC Chairperson	Mario Torres Signature of SSC Chairperson	9/30/15 Date

Previous Section	Current Section	Next Section
School Site Council Membership	Recommendations and Assurances	Parent Involvement Policy

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KAMALA ELEMENTARY SCHOOL

• 634 West Kamala Street, Oxnard, CA 93033 • tel (805) 385-1548 • fax (805) 486-2893
Principal: Christine McDaniels
Assistant Principal: Greta Cuilty

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 McDaniels

Assistant Principal: Greta Cuilty

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 desarollaron la siguiente políza escolar de participación de los padres/comunidad.

Participación de los padres significa la participación de los padres en comunicacion 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 estandares 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 salon 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 polízas 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 possible, 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

The Single Plan for Student Achievement

School: Lemonwood K-8 School

CDS Code: 56725386100333

District: Oxnard School District

Principal: Ramona Villavicencio

Revision Date: June 03, 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. In addition our school has implemented the Common Core State Standards for Language Arts and Mathematics. Teachers also use a variety of instructional strategies and SIOP to target the academic needs of our students.

We continue to fine tune our focus and instructional practices, implementing a district-wide Response to Intervention model. We are working diligently in each class to support our students obtain no less than 15% academic success.

Despite our efforts to improve student achievement, results from the 2014-2015 California Assessment of Student Performance and Progress (CAASPP) resulted in students decreasing in proficiency or better in English Language Arts and Mathematics. In looking at the results, Lemonwood K-8 School students in grades 3 score was 11% at or above grade level, 32 % nearly met and 56 percent not met the goal. Students in grade 4, were at 22% at meeting the standard, 21% near the standard and 58% below the standard. In 5th grade, students' test results were 34% meeting the standard, 26% near the standard and 40% not meeting the standards. Students in grades 6, scored 18 % as meeting the standard, while 43% were near the benchmarks and 39% were at below grade level. In 7th grade 6% met the standards, 28% nearly met the standards and 65% did not meet the standard. Over all 7% of the students tested that met the standard in ELA demonstrating understanding of literary and non-fictional texts. 38% were near the standards and 55% were below the standard. In the area of producing clear and purposeful writing, 4% tested above the standard, 42% near the standard and 53% below the standard. In the area of Listening: Demonstrating effective communication skills 6% met the standard, 60% were near and 34% below the standard. In Research and Inquiry 8% of students met the standard, 51% were near the standard and 41% were below the standard.

The 2014-2015 California Assessment of Student Performance and Progress (CAASPP) result for Mathematics in grade 3 were 14% at or above grade level, 32% nearly met and 54% did not meet the goal. Students in grade 4, were at 9% meeting the standard, 33% near the standard and 57% below the standard. In 5th grade, students' test results were at 15% meeting the standard, 28% near the standard and 57% not meeting the standard. Students in grades 6, scored 8% as meeting the standard, while 32% were near the benchmarks and 60% were at below grade level. In 7th grade 3% met the standards, 20% nearly met the standards and 78% did not meet the standard. Over all 5% of the students tested that met the standard in mathematics demonstrating understanding and applying concepts and procedures, 26% were near the standards and 70% were below the standard. In the area of problem solving and modeling data analysis, 3% tested above the standard, 32% at or near the standard and 65% below the standard. In the area of

Communicating reasoning 4% met the standard, 50% were near and 47% below the standard.

The results for English learners for Language Arts in the CAASPP were 32% at near or better on meeting the standard between grades 3rd through 7th. 68% did not meet the standard. Overall, Third grade students scored 2% of the students tested met the standard in ELA demonstrating understanding of literary and non-fictional texts. 23% at or near the standards and 69% were below the standard. In the area of producing clear and purposeful writing, 1% tested above the standard, 34% near the standard and 65% below the standard. In the area of Listening: Demonstrating effective communication skills 3% met the standard, 64% were at or near 43 % below the standard. In Research and Inquiry 2% of students met the standard, 45% were near the standard and 53% were below the standard.

The result for English learners in Mathematics in grades 3- 7th were 7% at or above grade level, 23% nearly met and 71% did not meet the standard. Over all 22% of the students tested that met the standard in mathematics demonstrating understanding and applying concepts and procedures, 19% were near the standards and 79% were below the standard. In the area of problem solving and modeling data analysis, 25% tested were above the standard, 75% were at or near the standard and 75% below the standard. In the area of Communicating reasoning 43% meet the standard, and 57% were below standard,

Lemonwood K-8 School has a large subgroup of English Learners (ELs). In 2014-15, English learners did not achieve the Annual Measurable Achievement Objectives 1 (AMAO1) with a 51.4% under the benchmark of 60.5%. The AMAO 2 goal was 24.2%, Lemonwood ELs less than 5 years scored 14%. English learners with 5 or more years in the United States scored on the AMAO2 42.9 of the 50.9 benchmark. 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 at near the standard and below the standard will have the opportunity to participate in targeted intervention services before or after school 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 Oxnard School District staff 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 (fluency measuring tool) , MyMath, CPM3, STAR 360 ELA, Early Literacy and Mathematics, IFAs 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). The IPT, CELDT will continue to be used to measure English learners language proficiency. The CELDT and CAASPP state assessments will be administer once a year.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	147	142	96.6	142	**2356.5**	3	9	32	56
Grade 4	127	92	72.4	92	**2394.9**	8	14	21	58
Grade 5	115	114	99.1	114	**2461.5**	11	23	26	40
Grade 6	95	90	94.7	90	**2465.1**	1	17	43	39
Grade 7	80	78	97.5	78	**2444.3**	0	6	28	65
All Grades	564	516	91.5	516		5	14	30	51

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	5	33	62	1	42	56	6	59	35	2	48	50
Grade 4	9	34	58	2	41	57	8	61	32	9	45	47
Grade 5	11	48	40	13	47	39	10	61	30	18	54	27
Grade 6	7	42	51	4	39	57	3	73	23	9	64	27
Grade 7	1	31	68	0	41	59	0	44	56	1	46	53
All Grades	7	38	55	4	42	53	6	60	34	8	51	41

Conclusions based on this data:

1. 59% of students in 5th grade scored at meeting the standard or better. Students in 6th grade scored at 61%. Although slight, both grade level show a significant level of growth.
2. The 65% of students below benchmark in 7th grade is detrimental to their success in high school. As 7th graders, these students will need to receive targeted skill intervention in understanding literary and non fictional text, writing, research and inquiry.
3. Targeted intervention support and monitoring in Language Arts needs to be available for all students near or not meeting the standards.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	147	138	93.9	138	**2375.5**	1	13	32	54
Grade 4	127	122	96.1	121	**2399.4**	2	7	33	57
Grade 5	115	107	93.0	107	**2447.6**	5	10	28	57
Grade 6	95	91	95.8	91	**2441.0**	0	8	32	60
Grade 7	80	76	95.0	76	**2402.5**	0	3	20	78
All Grades	564	534	94.7	533		1	9	30	60

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	6	35	59	4	34	62	3	57	40
Grade 4	4	24	72	5	25	70	3	38	59
Grade 5	7	22	71	5	39	56	9	48	43
Grade 6	3	26	70	0	36	64	1	43	56
Grade 7	1	16	83	0	21	79	0	67	33
All Grades	5	26	70	3	32	65	4	50	47

Conclusions based on this data:

1. There are 78% of 7th grade students not meeting the standards in mathematics based on applying mathematical concepts and procedures, problem solving and data analysis, but 67% were at or neat the standard in demonstrating ability to support mathematical conclusions. The implication is that students are lacking the basic math skills.
2. Students in 3rd grade with 46% of students near or meeting the standards were more successful in support mathematical conclusions. Students in all grade levels need to develop the skills in concepts and procedures, problem solving and modeling and data analysis.
3. Targeted intervention support and monitoring in Mathematics needs to be available for all students near or not meeting the standards.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	7	6	43	4	29	3	21	14
1			3	3	27	26	33	31	42	40	105
2	2	2	17	16	35	33	34	32	18	17	106
3	5	4	26	21	58	46	23	18	13	10	125
4	3	3	29	31	35	37	19	20	9	9	95
5	7	12	28	47	16	27	5	8	4	7	60
6	3	7	13	30	14	32	10	23	4	9	44
7	1	2	11	27	23	56	6	15			41
Total	21	4	128	22	214	36	134	23	93	16	590

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		
	2012-13	2013-14	2014-15
Number of Annual Testers	522	535	590
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	522	535	590
Number Met	283	280	304
Percent Met	54.2%	52.3%	51.5%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	543	112	549	112	526	147
Number Met	76	32	72	47	74	63
Percent Met	14.0%	28.6%	13.1%	42.0%	14.1%	42.9%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1. The number of English learners tested from 2013-14 to 2014-15 increased by 55 students. The difference in meeting the target was 9% (53 students). This is significant because it affects the number of students being able to be reclassified as English language proficient in English.
2. AMAO 2 students that have been in the US for less than 5 years increased reached the target at 1.0% increase within the year. This data is impacted by the significant growth in indigenous students entering school.
3. AMAO 2 students that have been in the US for more than 5 years remain the same with a slight increase of .9% (10 students met the target) between 2013-14 and 2014-2015.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1. The total number of English learners that were tested in 2014-15 decreased by 3.3% from 51.9 (2013-14) to 48.6% (2014-15).
2. Students identified as AMAO2, less than 5 years remained constant over the last three years, not making significant growth.
3. The target for the AMAO2, 5 or more years decreased from 40.5% to 38.2% between 1013-14 and 2014-15.

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:
Students shall be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth. A. Transitional Kindergarten students will meet the districts benchmarks for the grade level for kindergarten readiness by the end of 2015-16. B. All Kindergarten students will meet the STAR Early Literacy and Essential Skills benchmarks consisting of First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency and Essential Skills by the end of 2015-16. C. All 1st Grade students will meet the STAR 360 Early Literacy and Essential Skills benchmark consisting of First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency and Essential Skills by the end of 2015-16. D. All students will increase performance level by one level or maintain at grade or advanced levels in ELA using the STAR 360 in Reading, CAASPP by 2015-16. E. The percent of students scoring below proficiency on district benchmarks in ELA assessment will reduce by 25%, as these students move toward grade level standards in 2015-2016. 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)
- Site-based Vocabulary Development Practice in Read About program.
- STAR 360 Reading
- STAR 360 early Literacy
- Accelerated Reader diagnostic test report
- Annual CELDT
- Interim Formative Assessments (grades 3-8)
- CAASPP ELA
- Reading Plus

Findings from the Analysis of this Data:

The percentage of students attaining benchmark in Essential Skills at the end of the 15-16 year:

- Kindergarten- Essential Literacy increase by 20%
- 1st grade- Essential Literacy increase by 20%
- 2nd grade- DIBELS fluency and comprehension increase by 25%

2014-2015 California Assessment of Student Performance and Progress (CAASPP) results

- 3rd grade score was 11% at or above grade level, 32 % nearly met and 56 percent not met the goal.
- 4th grade were at 22% at meeting the standard, 21% near the standard and 58% below the standard.
- 5th grade, students' test results were 34% meeting the standard, 26% near the standard and 40% not meeting the standards.
- 6 grade scored 18 % as meeting the standard, while 43% were near the benchmarks and 39% were at below grade level.
- 7th grade 6% met the standards, 28% nearly met the standards and 65% did not meet the standard.

Over all 7% of the students tested that met the standard in ELA demonstrating understanding of literary and non-fictional texts. 38% were near the standards and 55% were below the standard. In the area of producing clear and purposeful writing, 4% tested above the standard, 42% near the standard and 53% below the standard. In the area of Listening: Demonstrating effective communication skills 6% met the standard, 60% were near and 34% below the standard. In Research and Inquiry 8% of students met the standard, 51% were near the standard and 41% were below the standard.

How the School will Evaluate the Progress of this Goal:

- Transitional Kindergarten district benchmarks
- Essential Literacy Skills (grades K and 1st)
- Site-based Vocabulary Development Practice in Read About program.
- STAR 360
- Accelerated Reader
- Annual CELDT
- Interim Formative Assessments (grades 3-8)
- 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
- Standards Plus monitoring assessments grades 2-8
- Reading Plus

Strategy #1

STRATEGY:
Teachers will implement the ELA CCSS using the district adopted Language Arts curriculum and Language Arts Units.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Principal will conduct Student Academic Monitoring (data) conferences with teachers at least twice a year to discuss assessments results.	Principal, Teachers TK-8, Instructional Coach	August 2015 - June 2016	Teacher Substitute (4 subs X 5 days X 2 times per year)	1000-1999: Certificated Personnel Salaries	Title I	1,302.92
					LCFF - Discretionary	3,942.92
The Instructional Coach will support teachers in implementing the adopted curriculum, model lessons and provide in-house professional development opportunities.	Instructional Coach, Teachers TK-8	August 2015 - June 2016	Certificated Salaries: TOSA salary	1000-1999: Certificated Personnel Salaries	District Funded	
Teachers will provide rigorous CCSS based systematic instruction of Language Arts using district adopted curriculum and materials.	Instructional Coach, Teachers TK-8	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
RSP teachers and para-educators will support general education classroom teacher as push-in, Co-Teaching model and provide support to Special Education students in Language Arts.	Middle School RSP Teacher, Para-educator, General Education Teachers 6-8	August 2015 - June 2016 The Resource teachers will provide support for students in the push-in setting in Reading, Math and/or writing as scheduled in the student's IEP. The RSP teacher and the general education teacher will collaborate to CO-Teach within the class.	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	
Implementation of district adopted Language Arts curriculum will be used to guide instruction and assessment.	Instructional Coach, Teachers TK-8	August 2015 - June 2016	District Funded	None Specified	District Funded	
Implementation of Dual Language Immersion Program for grades K-1 following the Districts' EL Master Plan.	DLI Teachers K-1, ELD TOSA, Instructional Coach	August 2015 - June 2016	District Funded	None Specified	District Funded	
Monitor and Implement AR STAR 360 Reading and Early Literacy. Assessment will be administered at least 2 times a year for students in grades 1-8.	Teachers 1-8, Instructional Coach, AR Committee, Library Technician	August 2015 - June 2016	Classified Salaries: Library Technician	2000-2999: Classified Personnel Salaries	District Funded	
			Certificated Salaries: Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
The DIBELS assessment team will screen K-2 students three times a year	Teachers K-2, Instructional Coach, Substitute teachers	August 2015 - June 2016	District Funded	1000-1999: Certificated Personnel Salaries		
			Certificated Salaries: Teacher Substitutes (10 days)	1000-1999: Certificated Personnel Salaries	Title I	2,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Interim Formative Assessment for ELA will be administered to students in grades 2-8 three times a year.	Teachers 2-8, Instructional Coach	August 2015 - June 2016	District Funded	None Specified	District Funded	
Teachers will implement systematic instruction in writing for students in grades K-8 based on the CCSS writing standards to support the implementation of the District's Language Arts Units.	Teachers K-8, Instructional Coach	August 2015 - June 2016	District Funded	None Specified	District Funded	
Site Technology Technician will maintain equipment and software to support students learning through technology (i.e. SM, Brainpop) software and internet access.	Technology Technician, Teachers TK-8, Instructional Coach,	August 2015 - June 2016	District Funded Certificated Salaries:	2000-2999: Classified Personnel Salaries	District Funded	
Materials and supplies will be purchased to support the core instructional program (CCSS Standards Plus)	Principal, TK-8 Teachers, Leadershp Team, SSC	August 2015-June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	2,874.00
Teachers will have the Duplo, copy machines, Xerox machines, and district publications to make necessary copies of instructional materials	Principal, TK-8 Teachers	August 2015 - June 2016	Maintenance Agreements for Duplo machines	5000-5999: Services And Other Operating Expenditures	Discretionary	2,000.00
			Maintenance Agreements for Xerox machines	5000-5999: Services And Other Operating Expenditures	Discretionary	2,000.00
Extra Clerical support provided to assist teachers with making copies for instructional purposes.	Clerical, Teachers TK-8	August 2015 - June 2016	Classified Salaries	2000-2999: Classified Personnel Salaries	Discretionary	13,000.00
Teachers will collaborate in grade level meetings after school to evaluate, analyze results and use information to inform instructional decisions.	Teachers TK-8, Instructional Coach, Principal	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	

Strategy #2

STRATEGY:
All students in grade TK-8 will have the opportunity and access to opportunities for enrichment activities that will enhance the learning process.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Services Providers (ISPs) will provide academic support for targeted services and skill for students in grades K-8 using Language Arts intervention resources and materials.	ISPs, Teachers K-8, Instructional Coach,	September 2015 - June 2016	Certificated Salaries: 3-4 ISPs for ELA for 135 days)	1000-1999: Certificated Personnel Salaries	Title I	34,127.08
					Discretionary	67,903.36
					LCFF - Discretionary	10,000.00
Standards Plus ELA CCSS supplemental materials will be used to support grades 3-8.	Teachers 3-8, Instructional Coach	August 2015 - June 2016	Standards Plus purchase (ELA and Math)	4000-4999: Books And Supplies	Title I	10,000.00
					LCFF - Discretionary	5,000.00
					Discretionary	10,000.00
Students progress will be monitored using formative and summative assessments. Intervention strategies will be based on results.	Principal, Instructional Coach, Teachers TK-8	August 2015 - June 2016	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers, ISPs and Extended Support Teachers (ESTs) will provided Daily Universal Access (UA) grades K-8 targeted to all groups to reinforce standards-based instruction for Language Arts. Intervention and enrichment materials will be utilized during intervention (UA).	Instructional Coach, Teachers K-8, Extended Support Teachers (ESTs), ISPsteachers	August 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	2,000.00
Implementation of before or after school Language Arts tutoring for academic targeted students (Foster Youth Homeless, subgroups) in grades 1-8.	Principal, Teachers 1-8, Instructional Coach	August 2015 - June 2016	Teacher Extra Help-Tutoring (8 teachers X 100 days X 30-45 minutes sessions) LCFF/ELs	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	15,326.00
All students will participate in field trips, enrichment assemblies as an extension of classroom experiences and activities to development language cross curricular (field trips, enrichment activities).	Principal, Outreach Resource Consultant (ORC), Teachers TK-8, PTA	August 2015 - June 2016	Field trips and enrichment assemblies		LCFF - Targeted	14,000.00

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 needs of at risk students.	All COST/SST Staff as pertaining to the committee and the grade level of the student. Parents participation for SST meetings.	August 2015 - June 2016 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).	Certificated Salary: Teacher	1000-1999: Certificated Personnel Salaries	District Funded	
			Certificated Salary: Teacher Susbtitute	1000-1999: Certificated Personnel Salaries	Title I	2,500.00
TK-8 students will have opportunities to access technology for intervention or enrichment utilizing software applications for iPads, iPods and PCs.	Principal, Technology Technician, Teachers TK-8, Instructional Coach	August 2015 - June 2016	Subscriptions and application	None Specified	Title I	2,597.08
All students will have access to MyOn, books offline downloaded to the students iPad.	District IT department, Principal, Teachers	December 2015-June 2016	Subscriptions and application	None Specified	District Funded	
Implementation of Waterford for TK-1 grades students	Teachers TK-1, Technology Technician	August 2015 - June 2016	District Funded Classified Salaries: See Goal #1 (License renewal)	None Specified	District Funded	
Library Technician will provide access and guidance to all students to check out library books based on reading levels.	Library Technician, Teachers 1-8	August 2015 - June 2016	District Funded	2000-2999: Classified Personnel Salaries	District Funded	
Technology Technician will implement Mouse Squad as an enrichment program.	Technology Technician, Principal	August 2015 - June 2016	Classified Extra Help Salary	2000-2999: Classified Personnel Salaries	Discretionary	1,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended Support Teachers (ESTs) will provide support to targeted students to reinforce standards-based instruction in grades 2-5 .	Extended Support Teachers (ESTs)	August 2015- June 2016	Certificated Salaries: 2 Full time teachers	1000-1999: Certificated Personnel Salaries	District Funded	
Students will utilize their iPad to access the Reading Plus Program as intervention/to improve reading for students in grades 3-8.	Teachers grades 3-8, Instructional Coach, Principal	August 2015 - June 2016	Purchase of Reading Plus Prgram	4000-4999: Books And Supplies	Title I	8,902.92
					LCFF - Discretionary	5,097.08

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
Parent meetings/workshops for in-coming Kindergarten students will be provided.	Principal, Instructional Coach, TK-K Teachers	August 2015	District Funded	1000-1999: Certificated Personnel Salaries		
Kindergarten readiness will be provided for students without pre-school experience via the Ready Set Go (RSG)Program.	RSG Teachers, Neighborhood for Learning Director (NfL)	June 2015 - July 2015	District Funded: Neighborhood for Learning (NfL)	None Specified	NfL	

Strategy #4

STRATEGY:
Elementary teachers will collaborate with middle school teachers and middle school teachers with high school teachers to plan a transition plan for students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade teachers will collaborate and articulate during grade level meetings the academic levels and needs for of 6th grade students placement in middle school program.	Teachers 5-6, Instructional Coach, Middle School RSP teacher, Principal	August 2015 - June 2016	District Funded	None Specified	District Funded	
8th grade teachers will collaborate with the high school teachers and articulate during transitional meetings the academic levels and needs for placement of 8th grade students in their Special Education program.	Principal, Teachers 8 grade, Special Education teachers, Psychologist, Counselors, High school teachers	February 2016 - May 2016	Certificated Salary for Substitute Teachers	1000-1999: Certificated Personnel Salaries	Title I	500.00
					Title III	500.00
			District Funded	1000-1999: Certificated Personnel Salaries		
6th and 7th grade teachers will collaborate and articulate during grade level meetings the academic levels and needs for placement of 6th grade students in middle school program.	Administration, Teachers 6-7	August 2015 - June 2016	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	
5th-7th grade students will take elective Inventory survey	Principal, Teachers 5-7	January 2016 – February 2016	School site elective survey	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Middle School students (grades 6-8) in the AVID elective class will receive instruction in the Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies and AVID best practices.	Principal, AVID Coordinator, AVID Teachers	August 2015 - June 2016	District Funded: Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	
			Materials and Supplies	0000: Unrestricted	LCFF - Discretionary	2,000.00
			Incentives for AVID Students	0000: Unrestricted	LCFF - Discretionary	2,000.00
Middle School students (grades 6-8) in the AVID elective class will receive tutor support on a weekly basis in all subject areas as needed in conjunction to the application of the AVID strategies.	AVID Coordinator, AVID Teachers, AVID Tutors	September 2015 - June 2016	Site Funded for Tutors (720 (hrs)/ 3 tutors X $15.00)	0000: Unrestricted	LCFF - Discretionary	11,000.00

Strategy #5

STRATEGY:
All teachers will have the opportunity to attend professional development to support the implementation of ELA CCSS instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will participate in Common Core State Standards grade level specific professional development and collaboration of ELA Units implementation.	Instructional Coach, Teachers TK-8	July 2015 - June 2016	District Funded	None Specified	District Funded	
Teachers will participate in two SIP days where professional development will be provided to support the implementation of the district's adopted curriculum.	Instructional Coach, Teachers TK-8, Principal	Aug. 17, 2015 & October 30, 2015	Certificated Salary: Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
			Materials and Supplies	None Specified	Discretionary	2,000.
Instructional Coach will provide professional development to teachers to improve instructional practice in Language Arts.	Instructional Coach, Teachers TK-8	August 2015 - June, 2016	Certificated Salary: Instructional Coach	1000-1999: Certificated Personnel Salaries	District Funded	
P.D. Conferences available for TK-8 grade teachers to attend for CCSS, Technology, ELD (CUE, VCOE, CABE, OARS, DLI, AVID)	Principal, Teachers TK-8	July 2015 - June 2016	Memberships dues for teachers to the organization (CUE)		Title I	200.00
			Site Funded for reimbursements, and conference fees		Discretionary	12,000.00
On-site Technology Professional Development opportunities for TK-8th grade Teachers (after school sessions)	Teachers TK-8	September 2015 - June 2016	Site Funded: Certificated Salary Teacher Extra time	1000-1999: Certificated Personnel Salaries	Title I	1,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will meet in grade level teams 2-3 times a month (after school) to analyze data, monitor student progress and plan the implementation of the regular instructional program and intervention plan.	Administration, Teachers TK-8, Instructional Coach	August 2015 - June 2016	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	
The Leadership Team will meet to discuss, plan and monitor school improvements based on the school's and district's vision and mission to obtain student success.	Principal, Instructional Coach, Teachers TK-8, RSP, DLI	September 2015 - June 2016	Site Funded: Certificated Salary Teacher Extra time (12 subs X 11 days)	1000-1999: Certificated Personnel Salaries	Title I	9,000.00
					LCFF - Discretionary	6,000.00
Teachers TK-8 will participate in vertical teaming at least 4 time a year to discuss grade level student expectations, curriculum, data to guide instruction and grade level needs.	Teachers TK-8, Instructional Coach, Administration	September 2015 - June 2016	Certificated Salaries: Substitute Teachers (4 subs X 16 days)	1000-1999: Certificated Personnel Salaries	Title I	3,000.00
					LCFF - Discretionary	2,000.00
All Staff 3-8 will participate in Reading Plus training.	Teachers 3-8, Instructional Coach, Administration	August 2015 - June 2016	PD provided and follow-up included in Reading Plus Contract. See Goal 1 Strategy 2, Action 13	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 2015-June 2016	Materials and supplies	4000-4999: Books And Supplies	Title I	200.00
Parents have the opportunity to participate in monthly School Site Council meetings after school (child care provided)	Principal, Parents, Teachers	September 2015 – May 2016	Materials and supplies	4000-4999: Books And Supplies	Title I	100.00
			Classified Salaries: Campus Supervisor for child care	2000-2999: Classified Personnel Salaries	Title I	150.00
The Parent Compact will be developed / revised at parent meetings.	Principal, Leadership Team, SSC, Parents	September 2015 - May 2016		None Specified		0
Parents will have the opportunity to participate in workshops (Triple P, Parent Project) which will focus on parenting skills and will be conducted by a community agency and supported by the school's ORC. (child care provided)	ORC, Parents	August 2015 - May 2016	Classified Salaries: Campus Supervisor for child care	2000-2999: Classified Personnel Salaries	Discretionary	500.00
The Parent Involvement Policy will be developed / revised at parent meetings.	Principal, Leadership Team, SSC, Parents	September 2015 – May 2016	Materials and Supplies	4000-4999: Books And Supplies	Title I	100.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will be able to participate in grade level focused workshops in Language Arts, Mathematics and Technology to support the learning process at home for all subgroups.	Principal, Teachers TK-8, Parents, Instructional Coach	September 2015 – May 2016	Materials and Supplies	None Specified	Title I	500.00
			Certificated Salary: Teacher Extra Help	1000-1999: Certificated Personnel Salaries	Title III	1,000.00
Parents will have the opportunity to participate in Coffee with the Principal informational meetings about the school's progress toward student achievement, school wide goals and achievements as well as needs.	Principal, Parents	September 2015 – May 2016	See Goal ; Strategy 6; Action 1 In conjunction with Title I meetings	None Specified		0
Parents are an integral part of the SST/IEP teams to plan individualize student support for their child.	Administration, Teachers TK-8 , Instructional Coach, RSP Teachers, Parents	September 2015 – May 2016	Certificated Salary: (1 sub X 15 days)	1000-1999: Certificated Personnel Salaries	Title I	600.00

Strategy #7

STRATEGY:
The school will support the district implementation of the After School Education and Safety Grant (ASES).

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: • Meets monthly with ASES Administrator, and other liaisons. • Meets with school staff as needed.	Teacher Liaison, ASP Coordinator, Teachers 1-8	August 2015-June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	ASES	3,600
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, Teacher Liaison, ASP Site Coordinator	August 2015-June 2016	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:

Students shall obtain grade level proficiency by scoring 70% on the K-5 publisher summative assessments.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, and Foster Youth.

- Transitional Kindergarten students will count, recognize, represent, name, and order a number of objects (up to 10)
- Kindergarten- 80 percent 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).

- 1st Grade- 80 percent of 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.

- 2nd – 5th grades- Students and the significant sub-groups in 2nd- 5th grade will score 90 percent "proficient" or "advanced" in the district adopted Math program and STAR 360 Assessments.
- 6th – 8th grades- Students and the significant sub-groups in 6th- 8th grade will score 90 percent "proficient" or "advanced" in the district adopted Math program and STAR 360 Assessments.

Data Used to Form this Goal:

- Envision topic tests results
- Placement and End of year (post) tests for Envisions, grades K-6
- Interim Formative Assessment for Math for 2-7th 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:

- MCGraw-Hill My Math chapter tests grades K-5
- MCGraw-Hill My Math benchmarks tests grades K-5
- CMP3 Math Curriculum for grades 6-8
- ISTAR 360 Reading/Math
- Teachers will meet in grade level meetings after assessment periods to analyze data
- Progress Monitoring
- Monthly grade level SMART Goals
- Standards Plus monitoring assessments grades 3-8

Strategy #1

STRATEGY:
Teachers will implement the Math CCSS using the state approved Mathematics curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will collaborate in grade level meetings after school to evaluate, analyze results and use information to inform instructional decisions.	Instructional Coach, Teachers TK-8	August 2015 - June 2016	See Goal 1; Strategy 1; Action 15			0
The Principal will conduct Student Academic Monitoring (data) conferences with teachers at least twice a year to discuss assessment results.	Teachers TK-8, Instructional Coach, Principal	September 2015 - June 2016	See Goal 1; Strategy 1; Action 1			0
Teachers will provide students with rigorous CCSS based systematic instruction of Math using the district adopted curriculum and materials.	Instructional Coach, Teachers K-8	August 2015 - June 2016	See Goal 1; Strategy 1; Action 3	None Specified		0

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 (SM, Brainpop, Math adopted curriculum internet software and internet access).	Technology Technician, Teachers K-8, Instructional Coach	August 2015 - June 2016 Students will utilize applications and 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 and mathematical abilities (MobyMax, Math Cards, Spalsh Math)	See Goal 1; Strategy 1; Action 11			0
The Instructional Coach will support teachers in implementing the adopted curriculum, model lessons, provide training and support to all teachers.	Instructional Coach, Teachers TK-8	August 2015 - June 2016	See Goal 1; Strategy 1; Action 2			0
Materials and Supplies will be purchased to support core instructional program (CCSS Standards Plus).	Principal, Teachers TK-8, Leadership Team, SSC	August 2015 - June 2016	See Goal 1; Strategy 1; Action 12			0
Teachers will have access to the Duplo, Xerox and printers and district publication department to make necessary copies for instructional purposes.	Principal, Teachers TK-8	August 2015 - June 2016	See Goal 1; Strategy 1; Action 13			
Extra clerical support person will provide teachers assistance in making copies for instructional purposes.	Teachers K-8, Clerical support person	August 2015 - June 2016	See Goal 1; Strategy 1; Action 14			
District adopted Math curriculum implementation guides will be used to guide instruction and assessment.	Teachers TK-8	August 2015-June 2016	District Funded	None Specified	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Dual Language Immersion support for teachers in Mathematics.	DLI teachers, Instructional Coach, ELD TOSA	August 2015 - June 2016	District Funded	None Specified	District Funded	
McGraw-Hill My Math chapter and benchmark assessments will be administer K-5.	Teachers K-5	August 2015 - June 2016	District Funded	None Specified	District Funded	
Implement and monitor STAR 360 Math intervention program. Assessment will be administer at least 3 times a year for students in grades 1-8.	Teachers 1-8, Instructional Coach, AR STAR Committee, Principal	August 2015 - June 2016	See Goal 1; Strategy 1; Action 7	None Specified	District Funded	
Teachers in grades 6-8 will implement CMP3 Math district adopted curriculum.	Teachers in grades 6-8, Instructional Coach	August 2015 - June 2016	District Funded	None Specified	District Funded	
RSP teacher and para-educator will support general education class teachers as push-in, Co-Teaching Model and provide support to Special Education students in Math.	Middle school RSP Teacher, Para-educator, General Education Teacher 6-8	August 2015 - June 2016	See Goal 1; Strategy 4; Action 4	None Specified	District Funded	

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
ISPs and EST will utilize supplemental materials to support the MTSS model for intervention using (CAMS and STAMS, MyMath intervention materials. Touch Math for RSP students, Standards Plus CCSS Math).	Instructional Coach, Teachers K-8, RSP Teachers, ISPs and ESTs	August 2015 - June 2016	See Goal 1; Strategy 2; Action 2 and Action 4			0
Teachers, ISPs, and ESTs will provide daily Universal Access/re-teach intervention to students needing support in Mathematics. Intervention and enrichment materials will be utilized during intervention/tutoring.	Teachers K-8, ISPs, ESTs, and Instructional Coach	August 2015 - June 2016	See Goal 1; Strategy 2; Action 1			
K-8 students have access to Math support utilizing applications on the iPad, iPods, computers to support and strengthen skills.	Instructional Coach, Teachers K-8, Technology Technician	August 2015 - June 2016	See Goal 1; Strategy 2; Action 8			
Implementation of before or after school tutoring for targeted students in grades 1-8, to include the subgroups Foster Youth, Homeless and English learners, SED, and Migrant.	Teachers 1-8 grades, Instructional Coach, Principal	August 2015 - June 2016	See Goal 1; Strategy 2; Action 5			
Teachers will monitor students' academic progress in Math using formative and summative assessments. Intervention plan will be developed according to the results of the assessments.	Teachers TK-8, Instructional Coach, Principal	August 2015 - June 2016	See Goal 1; Strategy 2; Action 3			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students in grades 1-8th will have the opportunity to participate in intervention program before or after school sessions for students in Math that are performing below grade level standards, targeted students (Foster Youth, Migrant, Els, subgroups)	Administration, Instructional Coach and Teachers 1-8	August 2015 - June 2016 Identify students that need the RtI intervention support in grade level math skills and provide support and monitoring.	Certificated Salaries Materials and Supplies	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I LCFF - Targeted	2,000.00 500.00
ISPs will provide intervention support to targeted students in the subgroups in grades K-8 using the Math intervention resources and materials in Standards Plus.	Instructional Coach, IPSs, Teachers K-8, Principal	August 2015 - June 2016	See Goal 1; Strategy 2; Action 1			

Strategy #3

STRATEGY:
The school will implement a transitional plan for students entering kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent meetings/workshop for in-coming Kindergarten students will be provided.	Principal, Instructional Coach, TK-K Teachers	August 2015	See Goal 1; Strategy 3; Action 1			
Kindergarten readiness will be provided for students without preschool experience via the Ready Set Go Program.	Principal, Teachers	June - July 2015	See Goal 1; Strategy 3; Action 2	None Specified	NfL	

Strategy #4

STRATEGY:
5th Grade teachers will collaborate with 6th grade teachers and 8th grade teachers will collaborate with the high school to implement a transition plan for students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade teachers will collaborate and articulate during grade level meetings the academic levels and needs for 6th grade students placement in middle school program.	Teachers in grades 5-6, Instructional Coach, Middle School RSP teacher, Principal	August 2015 - June 2016	See Goal 1; Strategy 4; Action 1	1000-1999: Certificated Personnel Salaries	District Funded	
8th grade teachers will collaborate with the high school teachers and articulate during transitional meetings the academic levels and needs for placement of 8th grade students in their Special Education program.	Principal, Special Education Teachers, Psychologist, Counselors, High school teachers	February 2016 - May 2016	See Goal 1; Strategy 4; Action 2	1000-1999: Certificated Personnel Salaries		
6th and 7th grade teachers will collaborate and articulate during grade level meetings the academic levels and needs for placement of 6th grade students in middle school program.	Administration, 6th and 7th grade Teachers	August 2015-June 2016	See Goal 1; Strategy 4; Action 3	1000-1999: Certificated Personnel Salaries	District Funded	
5th-7th grade students take elective Inventory survey	Principal, 6th and 7th grade Teachers	January - February 2016	See Goal 1; Strategy 4; Action 4			
Middle School students (grades 6-8) in the AVID elective class will receive instruction in the Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies and AVID best practices.	Principal, AVID Coordinator, AVID Teachers	August 2015 - June 2016	See Goal 1; Strategy 4; Action 5.	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Middle School students (grades 6-8) in the AVID elective class will receive tutor support on a weekly basis in all subject areas as needed in conjunction to the application of the AVID strategies.	Principal, AVID Coordinator, AVID Teachers	September 2015 - June 2016	See Goal 1; Strategy 4; Action 5.	None Specified		0

Strategy #5

STRATEGY:
All Teachers will have the opportunity to attend professional development to support the implementation of Math instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will participate in two SIP days where professional development will be provided to support the implementation of the district adopted Mathematics curriculum.	Principal, Instructional Coach, Teachers TK-8	Aug. 17, 2015 & October 30, 2015	See Goal 1; Strategy 5; Action 2			
P.D. for staff as needed and required in CCSS Math to support student achievement.	Principal, Teachers K-8	July 2015 - June 2016	District Funded Professional Development		District Funded	
Teachers participate in professional development conferences, workshops to improve the integration of technology and core Mathematics.	Principal, Teachers K-8, Instructional Coach	August 2015 - June 2016	See Goal 1; Strategy 5; Action 4			
The Instructional Coach will provide professional development opportunities in Math for all Teachers K-8 in the My Math and CMP3 curriculum.	Instructional Coach, Teachers TK-8, Principal	August 2015 - June 2016	See Goal 1; Strategy 5; Action 3	1000-1999: Certificated Personnel Salaries	District Funded	
Teachers will meet in grade level teams after school 2-3 times a month to analyze data, monitor student progress and plan for the implementation of the regular instructional program and interventions.	Teachers TK-8, Instructional Coach, Administration	August 2015 - June 2016	See Goal 1; Strategy 5; Action 6			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Leadership Team will meet to discuss, plan and monitor the school's improvement for student academic achievement and the implementation of the school's vision and mission.	Principal, Teachers TK-8, DLI, RSP, Leadership Team, Instructional Coach	August 2015 - June 2016	See Goal 1; Strategy 5; Action 7			

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 2015 - June 2016	See Goal 1; Strategy 6; Action 1			
Parents have the opportunity to participate in monthly School Site Council meetings after school (child care provided).	Principal, Parents, Teachers	September 2015 - May 2016	See Goal 1; Strategy 6; Action 2			
The Parent Compact will be developed / revised at parent meetings.	Principal, Leadership Team, SSC, Parents	September 2015 – May 2016	See Goal 1; Strategy 6; Action 3			
Parents will have the opportunity to participate in workshops (Triple P, Parent Project) which will focus on parenting skills and will be conducted by a community agency and supported by the school's ORC. (child care provided).	ORC, Parents	August 2015 - June 2016	See Goal 1; Strategy 6; Action 4			
The Parent Involvement Policy will be developed / revised at parent meetings.	Principal, Leadership Team, SSC, Parents	September 2015 - May 2016	See Goal 1; Strategy 6; Action 5			
Parents will be able to participate in grade level focused workshops for Mathematics and Technology to support the learning process at home.	Principal, Teachers Parents, Instructional Coach	September 2015 - May 2016	See Goal 1; Strategy 6; Action 6			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will have the opportunity to participate in Coffee with the Principal informational meetings about the school's progress toward student achievement, school wide goals and achievements as well as needs.	Principal, Parents	September 2015 - May 2016	See Goal 1; Strategy 6; Action 7			
Parents are an integral part of the SST/IEP teams to plan individualize student support for their child.	Administration, TK-8 Teachers, Instructional Coach, RSP Teachers, Parents	September 2015 - May 2016	See Goal 1; Strategy 6; Action 8			

Strategy #7

STRATEGY:
The school will support the district implementation of teh ASES (After School Education and Safety) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: • Meets monthly with ASES Administrator, and other liaisons. • Meets with school staff as needed.	Teacher Liaison, ASP Coordinator, Teachers 1-8	August 2015 - June 2016	See Goal 1; Strategy 7; Action 1		ASES	
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, Teacher Liaison, ASP Site Coordinator	August 2015 - June 2016	See Goal 1; Strategy 7; Action 2		ASES	

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:

English Learners:

English learners will progress at least one level or demonstrate progress in each of the four domains (speaking, listening, reading and writing) as measured by the CELDT.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, and Foster Youth.

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.

Data Used to Form this Goal:

- CELDT AMAOs
- AMAOs Data
- IPT Assessments K-8
- Star (AR) Placement
- Interim Formative Assessments

Findings from the Analysis of this Data:

CELDT Data

- AMAOs 1 Data
- AMAOs 2 Data

a. less than 5 years U. S. A.
b. more that 5 years in the U. S. A.

How the School will Evaluate the Progress of this Goal:

- STAR Reading Early Literacy (K-1)
- Essential Literacy Skill (K-1)
- STAR Reading 360 (grades 2-8) and Math 360 (grades 2-8)
- Teachers will meet in grade level meetings after assessment periods to analyze data.
- Progress monitoring
- IPT assessment results

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 the district adopted ELD curriculum during daily instruction (minimum 30 minutes) for each grades K-8.	Teachers K-8, ELD TOSA, Administration, Instructional Coach	August 2015 - June 2016	Certificated Salary	1000-1999: Certificated Personnel Salaries	District Funded	
2-3 grade Transitional Bilingual Education (TBE) classes will follow the District Board policy regarding (Bilingual) daily instructional time and English Language development time requirements.	Teachers grades 2-3, Instructional Coach, ELD TOSA, Administration	August 2015– June 2016	Certificated Salary	1000-1999: Certificated Personnel Salaries	District Funded	
Teachers will implement the SIOP Model to teach academic subject to ELs.	Teachers TK-8, Instructional Coach	August 2015 - June 2016	District Funded: Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	
Teachers will participate in monitor conferences, data meetings, grade level meetings to analyze ELs language proficiency progress.	Teachers TK-8, Instructional Coach, Principal	August 2015 - June 2016	See Goal 1; Strategy 1; Action 1 and Action 15			
Students will be assessed to determine their language proficiency levels with the CELDT and IPT assessments. The data will be used to group students. Instructions will be provided and designed ELD time.	Teachers K-8, Instructional Coach, District Assessment Team, ISPs, IPT Team, Principal	August 2015 - June 2016	Certificated Salaries: Teacher Substitutes	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 (DLI) Teachers K-1 students will implement the Imaginalo! (Imagine It!) district adopted curriculum.	DLI Teachers grades K-1, Instructional Coach, ELD TOSA	August 2015 - June 2016	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	
ISPs, ESTs and teachers can utilize Words Their Way, Step Up to Writing programs to provide Universal Access intervention to targeted English learners.	Teachers K-8, ISPs, ESTs, Instructional Coach,	August 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	Title III	1,999.40
ELA/ELD teachers will implement the Academic Tool Kit for students in grades 6-8.	Middle school ELA/ELD teachers, Instructional Coach, ELD TOSA	August 2015 - June 2016	District Funded	4000-4999: Books And Supplies	District Funded	
Teachers will implement the district EL Master Plan	Teachers TK-8, Instructional Coach, Administration	August 2015 - June 2016	District Funded	None Specified	District Funded	
The Instructional Coach will support teachers in instructing the ELD standards.	Instructional Coach, Teachers TK-8, Administration	August 2015 - June 2016	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	
Estrellitas (Spanish phonics and syllable development program) to be implemented in DLI classes including training.	DLI Teachers K-1	August 2015 - June 2016	District Funded: Supplies and Materials	4000-4999: Books And Supplies	District Funded	

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 ELLs in grade 3-8 will participate in before or after school tutoring.	Teachers grades 3-8, Instructional Coach, Principal	August 2015 - June 2016	Certificates Salaries	1000-1999: Certificated Personnel Salaries	Title III	6,000.00
District summer school will be offered to targeted ELs students for ELA and Math.	Teachers K-8, Principal	August 2015	Certificated Salary	1000-1999: Certificated Personnel Salaries	District Funded	18,000.00
Use of supplemental intervention materials to supplement instructional support for English learners during intervention support (ELD Academy)	Instructional Coach, Teachers grades 3-8	August 2015 – June 2016	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	2,000.00
					Title III	2,000.00
					LCFF - Targeted	2,000.00
All teachers will have completed district ELPD, ELD CCSS and SIOP, training to support ELs in class.	ELD TOSA, SEI Teachers TK-8, Instructional Coach	August 2015 - June 2016	District Funded: Professional Development, ELD TOSA Services for P.D. support	1000-1999: Certificated Personnel Salaries	District Funded	
ISPs provide instructional support and intervention for English Learners during the day or after school tutoring	Instructional Coach, Teachers K-8	August 2015 - June 2016	See Goal 1; Strategy 2; Action 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers provide intervention after school to support Reclassified English learners, and ensure they continue making adequate academic progress.	Teachers grades 3-8, Instructional Coach, Principal	September 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3,874.00
					Title III	4,000.00
Teachers provide intervention and monitor English learners through the English Learner Review Team (ELRT) to ensure Long Term English Lerners (LTEL) make adequate academic progress.	Teachers grades 3-8	August 2015 - June 2016 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	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3,874.00
					Title III	1,830.00

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
Parent meetings/workshops for in-coming Kindergarten students will be provided.	Principal, Instructional Coach, TK-K Teachers	August 2015	See Goal 1; Strategy 3; Action 1			
Kindergarten readiness will be provided for students without pre-school experience via the Ready Set Go Program.	RSG Teachers, NfL Director, Principal	June-July August 2015	District Funded: Neighborhood for Learning (NfL)	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	NfL	

Strategy #4

STRATEGY:
5th Grade teachers will collaborate with 6th grade teachers and 8th grade teachers will collaborate with the high school to implement a transition plan for students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade teachers will collaborate and articulate during grade level meetings the academic levels and needs for 6th grade students placement in the middle school program.	Teachers in grades 5-6, Instructional Coach, Middle School RSP teacher, Principal	August 2015 - June 2016	See Goal 1; Strategy 4; Action 1			
8th grade teachers will collaborate with the high school teachers and articulate during transitional meetings the academic levels and needs for placement of 8th grade students in their Special Education program.	Principal, Special Education Teachers, Psychologist, Counselors, High school teachers	February - May 2016	See Goal 1; Strategy 4; Action 2			
6th and 7th grade teachers will collaborate and articulate during grade level meetings the academic levels and needs for placement of 6th grade students in middle school program.	Administration, 6th and 7th grade Teachers	Spring 2016	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	
Spanish (Span 1A and Span 1B) course of study for 7-8 grade students.	Principal, ELS Director, Spanish Teacher	August 2015 - June 2016 The Spanish teacher will implement the curriculum provided by the district for foreign language.	Certificated Salaries: Spanish Teacher part time	1000-1999: Certificated Personnel Salaries	District Funded	
5th-7th grade students take elective Inventory survey.	Principal, 6th and 7th grade Teachers	January - February 2016	See Goal 1; Strategy 4; Action 4			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Middle School students (grades 6-8) in the AVID elective class will receive instruction in the Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies and AVID best practices.	Principal, AVID Coordinator, AVID Teachers	August 2015 - June 2016	See Goal 1; Strategy 4; Action 5.			0
Middle School students (grades 6-8) in the AVID elective class will receive tutor support on a weekly basis in all subject areas as needed in conjunction to the application of the AVID strategies.	AVID Coordinator, AVID Teachers, Tutors	August 2015 - June 2016	See Goal 1; Strategy 4; Action 6.			0

Strategy #5

STRATEGY:
All teachers will have the opportunity to attend professional development to support English Language Development.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will participate in district provided professional development as needed (ELPD, SIOP, DLI).	Teachers K-8	August 2015-June 2016	District Funded	None Specified	District Funded	
ELD TOSA will provide instructional support to teachers and grade level teams.	Teachers K-8, EL TOSA	August 2015 - June, 2016	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	
Teachers will meet in grade level teams 2-3 times a month (in after school meetings) to analyze data, monitor student progress and plan for the regular instructional program as well as interventions with emphasis on EL students.	teachers grades K-8, Instructional Coach, EL TOSA	August 2015 - June 2016	See Goal 1; Strategy 5; Action 6 See Goal 1; Strategy 5; Action 8		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
Parents have the opportunity to attend ELAC meeting once a month and give input to the School Site Council on implementation of programs and necessary materials for ELs.	Principal, ELAC exceutive board, Parents	Sept. 2015 - June 2016	Materials and Supplies	None Specified	Title III	100.00
			Classified Salaries: Campus Supervisors for child care	2000-2999: Classified Personnel Salaries	Discretionary	200.00
Parent options meetings will be held to inform ELL parents of instructional programs.	Principal, ELS Director, Teachers	August 2015 - June 2016	Materials and Supplies	None Specified	Title III	100.00
			Classified Salaries: Campus Supervisors for child care	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	50.00
Reclassified meetings will be held with parents.	Principal	August 2015 - June 2016	Materials and Supplies	4000-4999: Books And Supplies	Title I	100.00
			Classified Salaries: Campus Supervisors for child care	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	150.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent workshops will be provided regarding subjects specific to EL students.	Principal, Teachers TK-8, Instructional Coach	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title III	2,000.00
			Classified Salaries: Campus Supervisors for child care	2000-2999: Classified Personnel Salaries	LCFF - Targeted	200.00
			Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	200.00
Adult ESL Classes	Principal, ELS Teachers, ELS Director	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	
			Classified Salaries: Campus Supervisors for child care	2000-2999: Classified Personnel Salaries	District Funded	
			Materials and Supplies	4000-4999: Books And Supplies	District Funded	
					Title III	100.00
AVID Teachers will host parent informational meetings.	Principal, AVID Coordinator, AVID Teachers	September 2015 - June 2016 Three times a Year	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	500.00
			Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	500.00
			Materials and Supplies	0000: Unrestricted	LCFF - Targeted	300.00

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: • Meets monthly with ASES Administrator, and other liaisons. • Meets with school staff as needed.	Teacher Liaison, ASP Coordinator, Teachers 1-8	August 2015 - June 2016	See Goal 1; Strategy 7; Action 1	None Specified	ASES	
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, Teacher Liaison, ASP Site Coordinator	August 2015 - June 2016	See Goal 1; Strategy 7; Action 2		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: 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.

A. Positive Behavior Plan:

- All students will be supported in learning environment that are safe, drug-free and conducive to learning.
- Students will be supported in attending school on time on a daily basis to increase academic performance.

B. Emergency Preparedness:

- All students and staff are aware of the 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 referrals
- Suspension report
- Expulsion report
- Attendance reports
- Review of School Safety Plan
- Review of OSD Crisis Intervention/Emergency Operations Plan
- CHKS

Findings from the Analysis of this Data:

In analyzing the office referrals and rate of suspensions for the year, 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.

Attendance based on monthly ADA reports for 11 months averaged to 97.24%

Suspensions: In-house 9; Off-campus 32, Average suspension rate 0.044%
Expulsion were 0.00%

The following support is provided by the Outreach Consultant

- Networks with community based organizations to bring into our school resources and services (dental, medical, vision, counseling, etc.)
- 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 meeting with school administration.
- 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:

- Review and analyze discipline referrals
- Review and analyze attendance data
- Debrief after regular scheduled drills
- Safety Committee meeting

Strategy #1

STRATEGY:
The school's Positive Behavior Support Plan, General Safety Plan and Attendance Program will support the core curriculum for TK-8 students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A school wide progressive discipline plan will be developed/revised for Middle School students. A school wide progressive discipline plan will be developed/revised for students in grades TK-5.	Teachers 6-8, ORC, Counselor, Administration Teachers TK-5, ORC, Counselor, Administration	August 2015 - June 2016 Collaboration between teachers and administration to develop an effective comprehensive school wide student Progressive Discipline Plan. The team will gather and analyze behavior data.	Certificated Salaries Classified Salaries	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF - Targeted LCFF - Targeted	1,500.00 1,000.00
Staff will participate in CHAMPS training and implement the district adopted program for Positive Behavior Support.	All Staff	August 2015 - June 2016	District Funded	None Specified	District Funded	
Staff will fully implement the 3Bs school wide expectations in all grade levels using all components for Positive Behavior Support	All Staff	August 2015 - June 2016	Site Funded for Materials and Supplies	4000-4999: Books And Supplies	Discretionary	200.00
Staff will implement and comply with the Comprehensive Safety School Plan (Fire, Lockdown, Earthquake and Evacuation Drills).	Administration, Safety Committee Team, All Staff	August 2015 – June 2016	Materials and Supplies: Equipment for emergency bins and backpacks 1,000.00	4000-4999: Books And Supplies	Discretionary	1,000.00
Student discipline data from behavior referrals, rate and reasons for school suspensions will be monitored three times throughout the year.	Principal, Teachers K-8, ORC, School Counselor	August 2015 - June 2016	Classified Salaries	2000-2999: Classified Personnel Salaries	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The staff will work on developing a RtI model of leveled interventions for students' behavior and social-development concerns.	Principal, Leadership Team, Teachers TK-8, ORC, Counselor, RSP, Psychologist	August 2015-June 2016	Certificated Salary Classified Salary	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded District Funded	
Staff and students will participate in monthly fire drill and bi-monthly earthquake drills	All Staff	August 2015-June 2016	District Funded	None Specified	District Funded	
All staff and students will participate in lockdown drills at least 4 times a year.	All Staff	August 2015-June 2016	District Funded	None Specified	District Funded	
A schoolwide evacuation drill will be conducted annually.	All Staff	August 2015-June 2016	District Funded	None Specified	District Funded	
Safety Committee will monitor the Safety Plan and make revisions as necessary.	Principal, Administration, Teachers TK-8, Classified Staff	August 2015 - June 2016	District Funded	None Specified	District Funded	
Student attendance will be monitored. Incentives for good attendance will be provided to individual students and classes. Support to all students and families will be provided.	Administration, Teachers TK-8, ORC, Attendance Technician	August 2015 - June 2016	Materials and Supplies: Incentives	None Specified	LCFF - Targeted	500.00
Campus Supervisors will monitor students before and after school, at lunch, recess, nutrition and passing periods	Campus Supervisors, Administration	August 2015 - June 2016	Classified Salaries: 12 Campus Supervisors	2000-2999: Classified Personnel Salaries	Discretionary	110,000.00
Sixth grade teachers will implementation of the Minnesota Smoking Prevention Program to all sixth grade students	Teachers grade 6, Outreach Counsultant, Principal	January – May 2016	TUPE Grant District Funded	None Specified	TUPE	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students are referred through the RtI process (COST, SST) for the counselor to work with individual students and or small groups in social development, emotional, and psychological concerns.	School Counselor, Teachers TK-8	August 2015 - June 2016	Certificatedd Salary	1000-1999: Certificated Personnel Salaries	District Funded	

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). The staff will ensure the opportunity and equal access to all students.

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. Childcare Provided	ORC and Community agency, Teachers TK-8 , Principal, ORC, Counselor, School Psychologist, Triple P Campus Supervisiors	Sessions consist of ten weeks depending on agency available dates	Classified Salary Campus Supervisor for childcare	2000-2999: Classified Personnel Salaries	Discretionary	1,000.00
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, Counselor	August 2015 - June 2016	District Funded: Outreach Consultant	2000-2999: Classified Personnel Salaries	District Funded	
			District Funded: Counselor	2000-2999: Classified Personnel Salaries	District Funded	
City Impact and Interface Children & Family Services provide individual and group counseling	ORC, Counselor	As needed referral made by ORC SST team, ORC and Principal monitors records of student referrals to counseling services	Services provided by agency upon referral approval	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Behavior School-wide Plan Caught You Being Great tickets for positive behavior	All Staff, Administration, ORC, Leadership Team	August 2015 - June 2016	Materials and Supplies rewards and certificates	4000-4999: Books And Supplies	LCFF - Targeted	1,000.00
Big Smiles provides free dental screenings and treatment to students TK-8	ORC, Big Smiles Staff	September 2015 - May 2016	Big Smiles Services	None Specified		
Mixteco families have access to MICOP services, translation, and parenting workshops	Administration, ELS Department	August 2015 - June 2016	District Funded	None Specified	District Funded	
Red Ribbon Week Anti Drug Awareness Week	ORC, All Staff	October 2015	Materials and Supplies rewards and certificates	4000-4999: Books And Supplies	LCFF - Targeted	1,000.00
Read Across America	Administration, ORC, Instructional Coach	March 2016	Materials and Supplies rewards and certificates	4000-4999: Books And Supplies	Discretionary	1,000.00
Students with frequent behavior referrals, social outbursts, psychological needs, emotional concerns, lack of motivation, and depression concerns are referred through the COST/SST process services provided by the school counselor.	Principal, ORC, Counselor, Teachers TK-8, School Psychologist	August 2015 - June 2016	See Goal 1; Strategy 2; Action 7			
Academic Incentives: Students are recognized every trimester for academic achievement, AR, Essential Skills mastery and mastery of standards per teacher recommendations and benchmarks results.	Teachers TK-8, Instructional Coach, ISPs, ESTs, Administration	August 2015 - June 2016	Materials and Supplies rewards and certificates and incentives	4000-4999: Books And Supplies	LCFF - Targeted	1,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attendance Incentives: 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).	All Staff	August 2015-June 2016	Materials and Supplies rewards and certificates and incentives	None Specified	LCFF - Targeted	500.00
Student Council: 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.	Principal, Student Council Adviser	August 2015-June 2016	Site Funded Materials and Supplies	4000-4999: Books And Supplies	Discretionary	500.00
Students will utilize playground equipment during organized recess play.	Teachers grades 1-8, Campus Supervisors	August 2015 - June 2016	Materials and Supplies: Playground equipment	4000-4999: Books And Supplies	Discretionary	5,000.00
Salad Bar Implementation and healthy eating choices instruction Farm to School Program.	CNS Director, Kitchen Lead, Principal	August 2015 - June 2016	CNS/District Funded	None Specified	District Funded	
Fresh Fruit and Vegetables Nutrition Program	CNS Director, Kitchen Lead, Principal	August 2015 - June 2016	CNS/District Funded	None Specified	District Funded	

Strategy #3

STRATEGY:
The school will implement a transition plan for in-coming kindergarten students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-coming Transitional Kindergarten and Kindergarten students will participate in all fire, earthquake and lockdown drills.	Administration, All Staff	August 2015 - June 2016	District Funded	None Specified	District Funded	
In-coming Transitional Kindergarten and Kindergarten students' parents will be invited to participate in informational meetings to establish academic and behavior expectations.						

Strategy #4

STRATEGY:
The school will implement a transition plan for middle school students to follow safety rules and adhere to expectations during class, while on campus and during passing periods.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff from the middle school grades will provide an orientation to 5th grade students of academic and behavior expectations, rules and social expectations.	Administration, Instructional Coach, Middle School Teachers	April - June 2016	Districted Funded	None Specified	None Specified	
Students will participate in Academic and Behavior Expectation Assemblies (three times during the year.	Administration, ORC, Counselor, Teachers	August 2015, January 2016, April 2016	District Funded	None Specified	District Funded	

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
All staff will participate in CHAMPS training for Positive Behavior Support.	All Staff	August 2015 - June 2016	District Funded	None Specified	District Funded	
All staff will participate in 3Bs Positive Behavior Plan	All Staff	August 2015 - June 2016	See Goal 4; Strategy 2; Action 7			
All staff will participate in training for Disaster Preparedness, evacuation of the school grounds.	All Staff	August 2015 - June 2016	District Funded	None Specified	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
Parents will be informed of the CHAMPS goals and objectives at ELAC, SSC, PTA, Coffee w/Principal meetings and special presentations.	Principal, Teachers TK-8, Parents	August 2015 - June 2016	See Goal 1; Strategy 6; Action 1 and Action 7	None Specified		0
Parent workshops will be offered regarding social skills, behavior and dicipline	Principal, Parents, ORC, Counselor, Triple P Personnel	August 2015 - June 2016	See Goal 1; Strategy 6; Action 4	None Specified	None Specified	0
Outreach Consultant provides support to students and families who experience hardships by locating and making community resources accessible to the families.	Principal, ORC, Parents	August 2015 - June 2016	District Funded	None Specified	District Funded	0
Parent and Student Meetings about the Rules and Expectation for iPad use (Technology) Safety Meetings	Principal, Computer Technician, Teachers TK-8	August 2015 - June 2015	Materials and supplies	None Specified	Discretionary	1,000.00

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
Teacher Liaison: • Meets monthly with ASES Administrator, and other liaisons. • Meets with school staff as needed.	Teacher Liaison, ASP Coordinator, Teachers 1-8	August 2015 - June 2016	See Goal 1; Strategy 7; Action 1	None Specified	District Funded	
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, Teacher Liaison, ASP Site Coordinator	August 2015 - June 2016	See Goal 1; Strategy 7; Action 2	None Specified	District Funded	0

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: Academic Strand Focus
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:
All students will engage in learning opportunities to expand their experience and ability to communicate effectively through the arts and technology.
Data Used to Form this Goal:
• 2014-15 CAASPP
Findings from the Analysis of this Data:
• 7% of students met the standard in ELA demonstrated understanding of literary and non-fictional texts, 38% were near the standard, and 55% were below standard. • In the area of producing clear and purposeful writing, 4% tested above the standard, 42% near the standard and 53% below the standard. • In the area of Listening: Demonstrating effective communication skills 6% met the standard, 60% were near and 34% below the standard. • In Research and Inquiry 8% of students met the standard, 51% were near the standard and 41% were below the standard.

How the School will Evaluate the Progress of this Goal:
• Speech competitions • Performing Arts presentations • Visual Arts Demonstrations • News Letters • Music performances • Video Productions • Yearbook • Reading abilities • Vocabulary expansion • Robotics

Strategy #1

STRATEGY:
TEACHING and LEARNING: The school will ensure implementation of the Academic Focus Strand of Communication through the Arts and Technology.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate the three district ELA CCSS units into three integrated units with the focus on Communication through the Arts and Technology.	Teachers TK-8, Administration	August 2015-June 2016	District Funded: ELA CCSS Units	None Specified	District Funded	
			Site Funded: Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	2,000.00
Implementation of the district adopted Math curriculum through Creative Arts and Technology integrating hands on projects designed and developed by grade level groups to reinforce mathematical concepts	Teachers TK-8, Administration	August 2015-June 2016	District Funded: Math Curriculum	None Specified	District Funded	
			Site Funded: Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	2,000.00
Enhance English Learners' listening, speaking, reading and writing skills through project based learning experiences focused on the Arts and Technology.	Teachers TK-8, Administration	August 2015-June 2016	Site Funded: Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	2,000.00
Students will utilize selected iPad writing applications to create presentations, write articles and news letters, journals, poetry, and books as developed by the grade level team.	Teachers TK-8, Administration	August 2015-June 2016	Site Funded: Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	1,000.00
Students will use their iPad to research special subjects to prepare for oral presentations.	Teachers TK-8, Administration	August 2015-June 2016	See Goal 5; Strategy 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will have the opportunity to participate in after school music program.	Teachers TK-8, Administration	August 2015-June 2016	Music Program Instructor	0000: Unrestricted	LCFF - Discretionary	15,000.00
			Site Funded: Materials, equipment and supplies	None Specified	PTA	10,000.00
Students will have the opportunity to participate in the production of a Theatrical Play.	Teachers TK-8, Administration	August 2015 - June 2016	Certificated Salaries: Teacher	1000-1999: Certificated Personnel Salaries	District Funded	
			Site Funded: Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	2,000.00
Interested students will have the opportunity to develop the year book pages with the guidance of the yearbook advisers.	Teachers TK-8, Yearbook Advisers, Parent/s Advisers, Administration	August 2015 - June 2016	Certificated Salaries: Teacher	1000-1999: Certificated Personnel Salaries		
			Site Funded: Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	1,326.00
Students in grades 4-8 will have the opportunity to participate in an after school Robotics Club	Middle School Teachers, Administration	August 2015-June 2016	Certificated Salaries: Teacher	1000-1999: Certificated Personnel Salaries		
			Site Funded: Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	2,000.00
Engage all students in enrichment activities related to Communication through the Arts (i.e. enrichment assemblies, field trips, additional support to develop communication skills and an interest in the Art and Technology).	Teachers TK-8, Administration, ORC	August 2015 - June 2016	Site Funded	None Specified	LCFF - Targeted	10,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Middle School students (grades 6-8) in the AVID elective class will be recognized for their academic success in content areas.	Principal, AVID Coordinator, AVID Teachers	August 2015 - June 2016	Site Funded: for Incentives and recognition awards	0000: Unrestricted	LCFF - Discretionary	1,400.00

Strategy #2

STRATEGY:
The school will ensure all students have equal opportunity and access to experience activities implementation as part of the Academic Focus Strand of Communication through the Arts and Technology.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Acquire necessary materials to support the Academic Strand Focus Communication through the Arts and Technology.	Principal, Leadership Team, SSC, Teachers TK-8,	August 2015 - June 2016	Site Funded: Materials and Supplies	4000-4999: Books And Supplies	Discretionary	4,000.00
Provide 3-8 students the opportunity outside of the regular school day to participate in Academic Strand Focus activities (Arts Trek, Mad Science, MESA and sports).	Principal, ASES Administrator, Teachers TK-8,	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	9,000.00
			Classified Salaries	None Specified	ASES	
			Contracts for Arts Trek, Mad Science, MESA and sports personnel for students in grades 3-8	None Specified	LCFF - Targeted	15,000.00
			Site Funded: Materials and Supplies			

Strategy #3

STRATEGY:
The school will ensure Transitional Kindergarten and Kindergarten students have the opportunity to experience activities as part of the Academic Focus Strand of Communication through the Arts and Technology.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students in TK-K will participate in activities developed by the grade level team to engage the students in creative Arts and Technology for Language Arts, Mathematics and socialization opportunities.	Teacher in grades TK-K, ORC, Principal	August 2015- June 2016	Site Funded: Materials and Supplies	None Specified	LCFF - Targeted	1,000.00
Students in TK-K will participate and experience activities as part of the Academic Focus Strand of Communication through the Arts and Technology (i.e. field trips, enrichment assembly, artist in the classroom).	Teacher in grades TK-K, ORC, Principal	August 2015- June 2016	See Goal 5; Strategy 2			0

Strategy #4

STRATEGY:
Elementary teachers will collaborate with middle school teachers and middle school teachers with high school teachers to plan a transition plan for students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will have the opportunity to participate in elective course of study in theatrical play, yearbook, creative writing.	Teachers grades 6-8, Principal	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	
Students will have the opportunity to participate in enrichment assemblies and field trips to creatively engage students in communications through the Arts and Technology.	Teachers 6-8, Principal	August 2015 - June 2016	See Goal 5, Strategy 2	None Specified		

Strategy #5

STRATEGY:
All teachers will have the opportunity to attend professional development to support the implementation of ELA CCSS instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
TK-8 teachers will participate in grade level and vertical teaming opportunities to collaborate and develop, design and discuss materials and supplies needed to implement the Academic Focus Strand of Communication through the Arts and Technology.	TK-8 Teachers, Principal	August 2015-June 2016	Certificated Salaries: Teachers Substitute for Teacher collaboration (4 subs X 20 days	1000-1999: Certificated Personnel Salaries	Title I LCFF - Targeted	2,000.00 2,000.00
TK-8 teachers will participate in professional development in specific styles of communication with the integration of the Arts and Technology specific to the grade level.	TK-8 Teachers, Principal	August 2015-June 2016	Certificated Salaries: Teachers to attend professional development opportunities	1000-1999: Certificated Personnel Salaries	Title I	2,000.00

Strategy #6

STRATEGY:
Parents will have the opportunity to be part of the implementation of the Academic Focus Strand of Communication through the Arts and Technology.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will have the opportunity to give input at Back to School Night, SSC, ELAC, PTA, Coffee with Principal meetings about the needs for the implementation of the Academic Focus Strand of Communication through the Arts and Technology	Principal, TK-8 Teachers, Parents	August 2015-June 2016	See Goal 1; Strategy 6		Title I	100.00
Parents will have the opportunity to participate in technology presentations on the Academic Focus Strand of Communication through the Arts and Technology presentation by students and staff.	Principal, Technology Technician, TK-8 Teachers, Parents	August 2015-June 2016	Certificated/Classified Salaries: Technology Technician	None Specified	Title I	1,900.00
					Title III	419.60
			Materials and Supplies	4000-4999: Books And Supplies	Discretionary	1,000.00
Parents will have the opportunity to participate in technology Family Night and workshops specific to the implementation of the applications utilize with iPads	Principal, TK-8 Teachers, Parents	August 2015-June 2016	Certificated Salaries:	None Specified	Title I	1,000.00
			Classified Salaries:	2000-2999: Classified Personnel Salaries	Title III	200.00
			Materials and Supplies	4000-4999: Books And Supplies	Discretionary	500.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents and stakeholders will have the opportunity to participate in a special engagement presented by staff and their students to demonstrate their culminating activity showcasing the Academic Focus Strand of Communication through the Arts and Technology	Principal, TK-8 Teachers, Parents	Spring 2016	Certificated Salaries:	1000-1999: Certificated Personnel Salaries	Title I	1,000.00
					Title III	1,000.00
			Classified Salaries:	2000-2999: Classified Personnel Salaries	Discretionary	500.00
			Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	2,000.00

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
Teacher Liaison: • Meets monthly with ASES Administrator, and other liaisons. • Meets with school staff as needed.	Teacher Liaison, ASP Coordinator, Teachers in grades 1-8	August 2015 - June 2016	See Goal 1; Strategy 7; Action 1		ASES	
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, Teacher Liaison, ASP Site Coordinator	August 2015 - June 2016	See Goal 1; Strategy 7; Action 2			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 Language Arts
A. All Kindergarten students will meet DIBELS benchmark consisting of First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency and Essential Skills.
B. All 1st Grade]students will meet DIBELS benchmark consisting of First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency and Essential Skills.
C. All students will increase performance level by one level or maintain advanced level in ELA.
d. The percent of students scoring below proficiency on the previous year's ELA Assessment will reduce by 20%, as these students move toward based 2014 assessments.
This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic and Foster Youth.

Goal 2 Mathematics
A. Kindergarten- 89.6% 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).
B. 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.
C. 2nd – 6th Grades- Students and the significant sub-groups in 2nd- 6th Grade will score 89.6 percent "proficient" or "advanced" in Math.
D. The percent of students scoring below proficiency on the previous year's CST will reduce by 20%, 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 Hispanic and Foster Youth.

Goal 3 English Learners
A. AMAO 1: 57.5% of all English Learners will 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 21.4%)
- More than 5 years (47%)

C. AMAO 3:
- 89.5% of the significant sub-group of EL students in 2-6 will score Proficient or Advanced on the 2013 STAR English Language Arts.
- 89.5% of the significant sub-group of EL students in 2-6 will score Proficient or Advanced on the 2013 STAR Math.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic and Foster Youth.

Goal 4 Safety
At Lemonwood K-8 School, our goal is to provide a safe 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 of the 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 peer mentoring and mediation program . We will highly encourage parents and the community to participate in our efforts to minimize any bullying and encourage positive behavior and citizenship.
This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic and Foster Youth.

Goal 5 The school will ensure the implementation of the Academic Focus Strand of Communication through the Arts and Technology for students in grades TK-8.
Students will participate in enrichment activities, and field trips, rigorous curriculum and opportunities to explore communication through the implementation of projects utilizing technology and the visual and performing arts.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA)	August 2015 – June 2016	Instructional Coach	1000-1999: Certificated Personnel Salaries	District Funded	93,059.00
Library Technician (Full Time)	August 2015 – June 2016	Library Technician	2000-2999: Classified Personnel Salaries	District Funded	63,193.00
Computer Lab Tech (Full time)	August 2015 – June 2016	Computer Technician	2000-2999: Classified Personnel Salaries	District Funded	57,246.00
Outreach Consultant (Full time)	August 2015 – June 2016	Outreach	2000-2999: Classified Personnel Salaries	District Funded	65,302.00
Maintenance Agreement for Copy Machine(s)	August 2015 – June 2016	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	15,516
Maintenance Agreement for Successmaker & Waterford	August 2015 – June 2016	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	2,810.
Professional Development	August 2015 – June 2016	CCSS ELA/ELD, CCSS MAth, SIOP, Technology	None Specified	District Funded	
Counselor (Full Time)	August 2015 – June 2016	Counselor	1000-1999: Certificated Personnel Salaries	District Funded	122,050.00
Professional Development for English Language Development	August 2015 – June 2016	Prof Development	1000-1999: Certificated Personnel Salaries	District Funded	

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	67,903.36
	Discretionary	22,000.00
2000-2999: Classified Personnel Salaries	Discretionary	126,200.00
4000-4999: Books And Supplies	Discretionary	15,200.00
5000-5999: Services And Other Operating	Discretionary	4,000.00
None Specified	Discretionary	3,000.00
1000-1999: Certificated Personnel Salaries	District Funded	18,000.00
None Specified	District Funded	0.00
	LCFF - Discretionary	23,097.08
	LCFF - Discretionary	8,942.92
0000: Unrestricted	LCFF - Discretionary	31,400.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	24,326.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	200.00
4000-4999: Books And Supplies	LCFF - Discretionary	3,074.00
	LCFF - Targeted	4,000.00
	LCFF - Targeted	14,000.00
0000: Unrestricted	LCFF - Targeted	300.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	9,748.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	1,200.00
4000-4999: Books And Supplies	LCFF - Targeted	17,826.00
None Specified	LCFF - Targeted	27,000.00
None Specified	None Specified	0.00
None Specified	PTA	10,000.00
	Title I	300.00
1000-1999: Certificated Personnel Salaries	Title I	63,530.00
2000-2999: Classified Personnel Salaries	Title I	150.00
4000-4999: Books And Supplies	Title I	19,402.92
None Specified	Title I	5,997.08
	Title III	3,349.60
	Title III	6,500.00
1000-1999: Certificated Personnel Salaries	Title III	9,000.00
2000-2999: Classified Personnel Salaries	Title III	200.00
4000-4999: Books And Supplies	Title III	1,999.40
None Specified	Title III	200.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,600.00
Discretionary	238,303.36
District Funded	18,000.00
LCFF - Discretionary	91,040.00
LCFF - Targeted	74,074.00
None Specified	0.00
PTA	10,000.00
Title I	89,380.00
Title III	21,249.00

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. 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 begining 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?

X Lack of timely implementation
X 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
Other:

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-Canchola		X			
Catalina Perez			X		
Yolanda Hopkins		X			
Angela Ipatzi				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)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 6/3/2015

Attested:

Ramona Villavicencio		6/3/2015
Typed Name of School Principal	Signature of School Principal	Date
Jesus Cahue		6/3/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Lemonwood K-8 School

Home of the Lions

2200 Carnegie Street, Oxnard, California 93033 ● (805)385-1551 ● FAX (805) 487-7293

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.

Lemonwood K-8 School

Home of the Lions

2200 Carnegie Street, Oxnard, California 93033 ● (805)385-1551 ● FAX (805) 487-7293

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.

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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 acera 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: Jorge Mares

Revision Date: September 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: Jorge Mares

Position: Principal

Phone Number: 805.385.1554

Address: 2501 Carob Street
Oxnard, CA 93035

E-mail Address: jmares@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, meeting the needs of English Language Learners and GATE students, providing student with social-emotional support and developing our Academic Strand Focus in order to prepare students to be college or career ready.

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 Academic Strand Focus of Environmental Science and Creative Arts. While 5th grade students have an Open Enrollment option in order to choose their Middle School experience, many of our students do choose to attend 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 embedded throughout all subjects and taught during designated ELD instructional time. These students are closely monitored during grade level meetings, student monitoring conferences and through the MTSS process. 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, keyboarding skills 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 MTSS 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 five years. Teachers focus on comprehension skills and strategies during regular classroom instruction.

Our MTSS 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.The CHAMPS program for behavior will be implemented this year. The district will provide training for staff. 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. Parent workshops will be presented on a variety of topics, including: parenting skills, technology, curricular materials and assessment.

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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	110	110	100.0	110	**2351.0**	3	8	30	59
Grade 4	99	99	100.0	99	**2368.6**	2	6	18	74
Grade 5	103	102	99.0	102	**2450.7**	10	21	19	51
All Grades	312	311	99.7	311		5	12	23	61

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	5	25	69	4	35	61	2	54	45	2	44	55
Grade 4	2	32	66	1	27	72	2	45	53	1	32	46
Grade 5	11	34	55	12	45	43	15	47	38	17	57	26
All Grades	6	31	63	5	36	59	6	49	45	6	44	43

Conclusions based on this data:

1. We have baseline data that shows that students are increasing in performing at or above grade level standards increasing as they progress through the grades.
2. We need to focus increase the number of students performing at or above grade level standards in all grade levels.
3. A majority of our students performed at or above grade level in Listening and Research/Inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	110	109	99.1	109	**2363.3**	1	16	22	61
Grade 4	99	98	99.0	98	**2387.2**	2	3	33	62
Grade 5	103	103	100.0	103	**2434.6**	3	7	26	64
All Grades	312	310	99.4	310		2	9	27	63

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	11	22	67	6	30	64	5	42	53
Grade 4	4	21	74	4	23	72	1	35	64
Grade 5	4	22	74	5	24	71	2	48	50
All Grades	6	22	72	5	26	69	3	42	56

Conclusions based on this data:

1. We have a smaller percentage of students performing at or above standards in Math as compared to English Language Arts.
2. We need to focus our instruction on Concepts and Procedures with the new math materials.
3. The area of Communicating/ Reasoning is our highest achievement area.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			******* *	***	******* *	***			****** **	***	********
1	1	2	6	12	19	37	15	29	11	21	52
2			10	20	21	41	14	27	6	12	51
3	2	3	12	18	30	46	16	25	5	8	65
4			11	26	22	52	8	19	1	2	42
5	6	17	11	31	12	34	6	17			35
Total	9	4	51	21	105	42	59	24	24	10	248

Conclusions based on this data:

1. Based on preliminary data, we have a small percentage of students who scored in the advanced range.
2. Based on preliminary data, 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. Based on preliminary data, 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		
	2012-13	2013-14	2014-15
Number of Annual Testers	278	253	248
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	278	253	248
Number Met	157	132	120
Percent Met	56.5%	52.2%	48.4%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	282	57	236	71	275	41
Number Met	52	20	33	28	38	17
Percent Met	18.4%	35.1%	14.0%	39.4%	13.8%	41.5%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		

Conclusions based on this data:

1. Based on preliminary data our percentage of students meeting AMAO 1 decreased by 4.5% from last year.
2. Based on preliminary data our 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		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**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:
Students shall be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth.

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:

- Essential Literacy Skills Benchmarks (Kindergarten and 1st grades)
- DIBELS/ IDEL data (Kindergarten -5th grades)

Findings from the Analysis of this Data:

The percentage of students attaining benchmark in Essential Skills at the end of the 14-15 year:

- Kindergarten - 73.1%
- 1st grade - 51.9 %

The percentage of students attaining benchmark in DIBELS at the end of the 14-15 year:

- Kindergarten - 57.6 %
- 1st grade - 43.3 %

- 2nd grade - 36.9 %
- 3rd grade - 31.2 %
- 4th grade - 9.1 %
- 5th grade - 29.1 %

How the School will Evaluate the Progress of this Goal:

- STAR Reading Early Literacy (K-1)
- STAR Reading 360 (2-5)
- Essential Skills (Kindergarten and 1st grades)
- DIBELS assessment (K-5)
- Interim Formative Assessments
- Teachers will meet in grade level meetings after assessment periods to analyze data
- MTSS
- Progress Monitoring

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. The Instructional Coach will support teachers in implementing the adopted curriculum.	Instructional Coach	August 2015-June 2016	Certificated Salaries: TOSA salary	1000-1999: Certificated Personnel Salaries	District Funded	112797
2. Implementation of systematic instruction of Language Arts using district adopted curriculum materials.	Teachers K-5	August 2015-June 2016	District Funded	None Specified	None Specified	0
3. District adopted Language Arts curriculum implementation guides will be used to guide instruction and assessment.	Teachers K-5	August 2015-June 2016	District Funded	None Specified	None Specified	0
4. Implementation of Kindergarten through 3rd grade Transitional Bilingual Education classes following the district's EL Master Plan.	Teachers K-3	August 2015-June 2016	District Funded	None Specified	District Funded	0
5. The STAR 360 Reading and Early Literacy assessment will be administered at least 2 times a year.	Teachers K-5, Instructional Coach	August 2015-June 2016	District Funded See Goal #1 Strategy #1 Action #1	1000-1999: Certificated Personnel Salaries	District Funded	
6. The DIBELS assessment team will screen all students three times a year.	Teachers K-5, Substitutes, Instructional Coach	August 2015-June 2016	District Funded See Goal #1 Strategy #1 Action #1	1000-1999: Certificated Personnel Salaries	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Certificated Salaries: Teacher Substitutes for all assessments	1000-1999: Certificated Personnel Salaries	Title I	3483.36
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1979.32
				1000-1999: Certificated Personnel Salaries	Title III	545.77
				1000-1999: Certificated Personnel Salaries	Discretionary	1161.12
7. The Interim Formative Assessments for ELA will be administered to students 3 times a year (grades 3-5).	Teachers K-5, Instructional Coach	August 2015-June 2016	District Funded See Goal #1 Strategy #1 Action #1	1000-1999: Certificated Personnel Salaries	District Funded	
8. Staff will input all formative assessment results into OARS, evaluate and analyze results and use the information to inform instructional decisions.	Teachers K-5, Instructional Coach	August 2015-June 2016	District Funded See Goal #1 Strategy #1 Action #1	1000-1999: Certificated Personnel Salaries	District Funded	
9. 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 2015-June 2016	Certificated Salaries: Teacher Substitutes (4 subs x 4 days) See: Goal #1 Strategy #1 Action #6	1000-1999: Certificated Personnel Salaries	Title III	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				1000-1999: Certificated Personnel Salaries	Title I	
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	
				1000-1999: Certificated Personnel Salaries	Discretionary	
			District Funded See Goal #1 Strategy #1 Action #1	1000-1999: Certificated Personnel Salaries	District Funded	
10. Implementation of systematic instruction on writing process (K-5) based on writing standards.	Teachers K-5, Instructional Coach	August 2015-June 2016	District Funded See Goal #1 Strategy #1 Action #1	1000-1999: Certificated Personnel Salaries	District Funded	
11. Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	August 2015-June 2016	District Funded	None Specified	None Specified	0
			Classified Salaries: Technology Technician	2000-2999: Classified Personnel Salaries	District Funded	54,233
12. Monitor and implement Accelerated Reader program.	Teachers K-5, AR Committee, substitutes, LibraryTechnician	August 2015-June 2016	Teacher substitutes See: Goal #1 Strategy #1 Action #6	1000-1999: Certificated Personnel Salaries	Discretionary	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Classified Salaries: Library Technician	2000-2999: Classified Personnel Salaries	District Funded	29,974
			Books for Accelerated Reader Program	4000-4999: Books And Supplies	Title I	800
13. Materials and supplies will be purchased to support the core instructional program.	All staff	August 2015-June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	22315.67
				4000-4999: Books And Supplies	Title I	6224.17
				4000-4999: Books And Supplies	Discretionary	4000.00
				4000-4999: Books And Supplies	Title III	1430.95
			Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	3000
14. 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 2015-June 2016	Maintenance Agreement for Duplo machines	5000-5999: Services And Other Operating Expenditures	Discretionary	2600
			Maintenance Agreement for Duplo Machines	5000-5999: Services And Other Operating Expenditures	District Funded	13,577
15. Extra clerical support will be provided to support the school.	Teachers K-5	August 2015-June 2016	Classified Salaries	2000-2999: Classified Personnel Salaries	Discretionary	3085.73

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				2000-2999: Classified Personnel Salaries	Title I	2468.58
16. Intervention Service Provider will provide necessary interventions for targeted services for students in grades K-1 .	ISP Teachers	September 2015-June 2016	Certificated Salaries:	1000-1999: Certificated Personnel Salaries	Title I	32720.89
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	21268.62
				1000-1999: Certificated Personnel Salaries	Discretionary	16857.09
				1000-1999: Certificated Personnel Salaries	Title III	1741.68
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	13079.68
17. Implementation of Universal Access (K-5) targeted to all groups to reinforce standards-based instruction.	Teachers K-5, Instructional Coach, ISP Teachers, 2nd-5th Extra Support Teachers	August 2015-June 2016	Certificated Salaries See Goal #1 Strategy #1 Action #16	1000-1999: Certificated Personnel Salaries	Title I	
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	
				1000-1999: Certificated Personnel Salaries	Title III	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				1000-1999: Certificated Personnel Salaries	Discretionary	
			District Funded See Goal #1 Strategy #1 Action #1	1000-1999: Certificated Personnel Salaries	District Funded	
18. Intervention and enrichment materials will be utilized during Universal Access.	Teachers K-5, Instructional Coach, ISP Teachers, 2nd-5th Extra Support Teachers	August 2015-June 2016	Materials and Supplies See Goal #1 Strategy #1 Action #13	4000-4999: Books And Supplies	Title I	
				4000-4999: Books And Supplies	LCFF - Targeted	
				4000-4999: Books And Supplies	Discretionary	
				4000-4999: Books And Supplies	Title III	

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
1. Intervention Service Provider will provide necessary interventions for targeted services for students in grades K-5.	ISP teachers	September 2015-June 2016	Certificated Salaries: (3.5 ISPs for ELA for 135 days)	1000-1999: Certificated Personnel Salaries	Title I	
			See Goal #1 Strategy #1 Action #16	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	
				1000-1999: Certificated Personnel Salaries	Discretionary	
				1000-1999: Certificated Personnel Salaries	Title III	
2. Implementation of Universal Access (K-5) targeted to all groups to reinforce standards-based instruction.	Teachers K-5, Instructional Coach, ISP Teachers	August 2015-June 2016				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Intervention and enrichment materials will be utilized during Universal Access.	Teachers K-5, Instructional Coach, ISP Teachers	August 2015-June 2016	Materials and Supplies See goal #1 Strategy #1 Action #13	4000-4999: Books And Supplies	Title I	
				4000-4999: Books And Supplies	LCFF - Targeted	
				4000-4999: Books And Supplies	Title III	
				4000-4999: Books And Supplies	Discretionary	
4. Implementation of Waterford for Kindergarten.	Kindergarten Teachers, Site Technology Technician	August 2015-June 2016	District Funded	2000-2999: Classified Personnel Salaries	District Funded	0
			Classified Salaries: See Goal #1 Strategy #1 Action #11	2000-2999: Classified Personnel Salaries	District Funded	0
			License renewal	None Specified	Title I	500
				None Specified	LCFF - Targeted	3000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Implementation of Before and After School tutoring in Language Arts for targeted students, including Foster Youth.	Teachers K-5	August 2015-June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	5805.60
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5805.60
				1000-1999: Certificated Personnel Salaries	Title III	5805.60
6. Purchase of Intervention Materials for before and after school tutoring.	Principal	August 2015-June 2016	Materials and Supplies See goal #1 Strategy #1 Action #13	4000-4999: Books And Supplies	LCFF - Targeted	
				4000-4999: Books And Supplies	Title I	
				4000-4999: Books And Supplies	Title III	
				4000-4999: Books And Supplies	Discretionary	
7. Implementation of Language! Reading Intervention program for eligible students in Mild/Moderate SDC classes.	SDC teacher	August 2015-June 2016	District Funded	None Specified	None Specified	0
8. Student progress will be monitored using formative and summative assessments. Intervention strategies will be based on results.	Teachers K-5, Instructional coach	August 2015-June 2016	District Funded See Goal #1 Strategy #1 Action #1	1000-1999: Certificated Personnel Salaries	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. Staff will monitor at-risk students through the MTSS process, grade level meetings and analysis of data.	Teachers K-5, Instructional Coach	August 2015-June 2016	District Funded See Goal #1 Strategy #1 Action #1	1000-1999: Certificated Personnel Salaries	District Funded	
10. Students will have opportunities to access technology for intervention or enrichment (i.e. iPods, iPads, applications, software).	Teachers K-5, Site Technology Technician	August 2015-June 2016	Subscriptions and applications See Goal #1 Strategy #2 Action #4	None Specified	Title I	
				None Specified	LCFF - Targeted	
11. Site Technology Technician will implement Mouse Squad as an enrichment program.	Site Technology Technician	August 2015-June 2016	Classified Extra Help Salary See Goal #1 Strategy #1 Action #15	2000-2999: Classified Personnel Salaries	District Funded	
12. Students will participate in field trips and enrichment activities.	Teachers, K-5	August 2015-June 2016	Transportation costs	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	5000
			Admission Fees	5800: Professional/Consulting Services And Operating Expenditures	Title I	2500
13. Academic incentives will be provided to motivate and engage students.	Teachers K-5, Principal, Instructional Coach	August 2015-June 2016	Materials and Supplies See Goal #1 Strategy #1 Action #13	4000-4999: Books And Supplies	LCFF - Targeted	

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
1. Kindergarten readiness will be provided for students without pre-school experience via the Ready, Set, Go program.	Teachers	May-June 2016	District Funded (Neighborhoods for Learning)	None Specified	None Specified	0
2. Parent workshop will be provided for families of in-coming Kindergarten students.	Principal, Instructional Coach, Teachers	August 2015	District Funded	None Specified	None Specified	0
			Classified Salaries for Babysitting for all parent meetings	2000-2999: Classified Personnel Salaries	Title I	1234.29
3. Collaboration between site Kindergarten Teachers and site Pre-school Teachers.	Preschool & Kindergarten teachers	August 2015-Jun 2016	District Funded	None Specified	None Specified	0

Strategy #4

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement in the Academic Strand Focus areas.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. 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 2015-June 2016	District Funded	None Specified	None Specified	0
2. Transition meetings will be held for Special Education Students in grade 5 who will enter Middle schools.	RSP teachers	April-June 2016	District Funded	None Specified	None Specified	0
3. Middle School placement assessment administered to 5th grade students.	Middle School Staff	March 2016	District Funded	None Specified	None Specified	0

Strategy #5

STRATEGY:
The school will coordinate the district implementation of the ASES (After School Education and Safety) grant in regard to the Academic Strand Focus.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Professional development will be provided for teachers for Language Arts.	Teachers K-5	August 2015-June 2016	District Funded	None Specified	None Specified	0
			Professional Development for ELA and Math	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	4000
				5800: Professional/Consulting Services And Operating Expenditures	Discretionary	5000
2. Instructional Coach will support teachers (in the classroom) in implementing curriculum, analyzing data and instructing in best practices.	Instructional Coach, Teachers K-5	August 2015-June 2016	District Funded	None Specified	None Specified	0
3. Instructional Coach will present professional development to teachers to improve instructional practice in Language Arts.	Instructional Coach, Teachers K-5	August 2015-June 2016	District Funded	None Specified	None Specified	0
4. 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 2015-June 2016	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Leadership Team will meet to discuss, plan and monitor school improvement.	Principal, Instructional Coach, Teachers K-5, Substitutes	August 2014-June 2015	District Funded TOSA See Goal #1 Strategy #1 Action #1	None Specified	None Specified	
			Certificated Salaries: Teacher Substitutes (1 day x 6 subs) See Goal #1 Strategy #1 Action #6	1000-1999: Certificated Personnel Salaries	Title I	
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	
				1000-1999: Certificated Personnel Salaries	Title III	
				1000-1999: Certificated Personnel Salaries	Discretionary	

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. Title I quarterly meetings will be held to inform parents of school goals, programs and activities.	Principal, Parents	August 2015-June 2016	District Funded	None Specified	None Specified	0
2. The Parent Compact will be developed/revised at parent meetings.	Principal,Leadership Team,SSC, Parents	August 2015-June 2016	District Funded	None Specified	None Specified	0
3. The Parent Involvement Policy will be developed/revised at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2015-June 2016	District Funded	None Specified	None Specified	0
4. Parent workshops which focus on parenting skills will be conducted by City Impact and supported by the OutReach Consultant (ORC).	ORC, Parents	August 2015-June 2016	Classified Salaries	2000-2999: Classified Personnel Salaries	District Funded	49703
5. Parent/Teacher conferences will be held to inform families of student progress.	Teachers K-5	November 2015, February 2016	District Funded Classified Salaries	None Specified 2000-2999: Classified Personnel Salaries	None Specified Title I	0 1161.11
6. 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 2015-June 2016	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. SST/IEP meetings will be held to plan individual student support.	Teachers K-5,Teacher Substitutes	August 2015-June 2016	Certificated Salaries: (3 half day subs x 9 days) See Goal #1 Strategy #1 Action #6	1000-1999: Certificated Personnel Salaries	Title I	
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	
				1000-1999: Certificated Personnel Salaries	Discretionary	
				1000-1999: Certificated Personnel Salaries	Title III	
8. Parent workshops which focus on Common Core Standards, textbook adoptions, technology and report cards will be provided to assist parents in supporting their children at home.	Principal, Teachers, Instructional Coach	August 2015-June 2016				
9. School Site Council Meetings will be held to monitor the implementation of the SPSA.	Principal, School Site Council	August 2015- June 2016				

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
1. Teacher Liaison: • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed	Teacher liaison , ASP Staff, Teachers K-5	August 2015-May 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	ASES	3600
2. 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 2015-June 2016	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:
Students shall obtain grade level proficiency by scoring 70% or higher on the K-5 publisher summative 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:

- enVision End of Year Assessments (grades K-5)
- Interim Formative Assessments (grades K-5)

Findings from the Analysis of this Data:

The percentage of students attaining benchmark in the Interim Formative Assessments at the end of the 14-15 school year:

- Kindergarten- 36.5%
- 1st grade-(No Data Available)
- 2nd grade-(No Data Available)
- 3rd grade - 14.4%
- 4th grade - 0.0%
- 5th grade - 5.1%

How the School will Evaluate the Progress of this Goal:

- McGraw-Hill My Math chapter tests
- McGraw -Hill My Math benchmark tests
- Interim Formative Assessments
- Teachers will meet in grade level meetings after assessment periods to analyze data
- MTSS
- Progress Monitoring

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
1. The Instructional Coach will support teachers in implementing the adopted curriculum.	Instructional Coach	August 2015-June 2016	Certificated Salaries: See Goal #1 Strategy #1 Action #1			
2. Implementation of systematic instruction of Math using district adopted curriculum materials.	Teachers K-5	August 2015-June 2016	District Funded	None Specified	None Specified	0
3. District adopted Math curriculum implementation guides will be used to guide instruction and assessment.	Teachers K-5	August 2015-June 2016	District Funded	None Specified	None Specified	0
4. Implementation of Kindergarten through 3rd grade Transitional Bilingual Education classes following the district's EL Master Plan.	Teachers K-3	August 2015-June 2016	District Funded			
5. McGraw-Hill My Math chapter and benchmark assessments will be administered.	Teachers K-5	August 2015-June 2016	District Funded	None Specified	None Specified	0
6. The STAR 360 Math and Early Literacy assessment will be administered at least 2 times a year.	Teachers K-5	August 2015-June 2016				
7. The Interim Formative Assessments for math will be administered to students 3 times a year (grades 3-5).	Teachers K-5, Instructional Coach	August 2015-June 2016		None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. 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 2015-June 2016				
9. 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 2015-June 2016	Certificated Salaries: See Goal #1 Strategy #1 Action #1 Certificated Salaries: See Goal #1 Strategy #1 Action #10			
10. The Excel math program will be used as practice of basic math skills	Teachers K-5	August 2015-June 2016				
11. Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	August 2015-June 2016	Classified Salaries: See Goal #1 Strategy #1 Action #12			
12. Materials and supplies will be purchased to support the core instructional program.	All staff	August 2015-June 2016	Materials and Supplies: See Goal #1 Strategy #1 Action #15			
13. 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 2015-June 2016	Maintenance Agreements: See Goal #1 Strategy #1 Action #16			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
14. Extra clerical support will be provided to support the school.	All staff	August 2015-June 2016	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
1. Implementation of Before and After School tutoring in Math for targeted students, including Foster Youth.	Teachers K-5	September 2015-June 2016	Certificated Salaries: See Goal #1 Strategy #2 Action #5	1000-1999: Certificated Personnel Salaries	Title I	
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	
				1000-1999: Certificated Personnel Salaries	Title III	
2. Purchase of Intervention Materials for before and after school tutoring.	Principal	August 2015-June 2016	District Funded	None Specified	None Specified	0
3. Student progress will be monitored using formative and summative assessments. Intervention strategies will be based on results.	Teachers K-5, Instructional Coach	August 2015-June 2016	District Funded (License Renewal)	None Specified	None Specified	0
4. Staff will monitor at-risk students through the MTSS process, grade level meetings and analysis of data.	Teachers K-5	August 2015-June 2016				
5. Math Facts in a Flash will be used to support students with basic math computational skills.	Teachers K-5	August 2015-June 2016				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Implementation of Waterford for Kindergarten	Kindergarten teachers, Site Technology Technician	August 2015-June 2016	District Funded	None Specified	None Specified	0
7. Students will have opportunities to access technology for intervention or enrichment (i.e. iPods, iPads, applications, software).	Teachers K-5, Site Technology Technician	August 2015-June 2016	District Funded	None Specified	None Specified	0
8. Site Technology Technician will implement Mouse Squad as an enrichment program.	Site Technology Technician	August 2015-June 2016	Classified salary	2000-2999: Classified Personnel Salaries	None Specified	0
9. Students will participate in field trips and enrichment activities.	Teachers K-5	August 2015-June 2016	Transportation costs See Goal #1 Strategy #2 Action #12	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	
			Admission fees See Goal #1 Strategy #2 Action #12	5800: Professional/Consulting Services And Operating Expenditures	Title I	
10. Academic incentives will be provided to motivate and engage students.	Teachers K-5, Principal, Instructional Coach	August 2015-June 2016	Materials and Supplies: See Goal #1 Strategy #2 Action #14	4000-4999: Books And Supplies	Title I	
				4000-4999: Books And Supplies	LCFF - Targeted	
				4000-4999: Books And Supplies	Title III	
				4000-4999: Books And Supplies	Discretionary	

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
1. Kindergarten readiness will be provided for students without pre-school experience via the Ready, Set, Go program.	Teachers	May-June 2016	District Funded (NfL)	None Specified	None Specified	0
2. Parent workshop will be provided for families of in-coming Kindergarten students	Principal, Instructional Coach, Teachers	March-June 2016	District Funded	None Specified	None Specified	0
3. Collaboration between site Kindergarten Teacher and site Pre-school Teachers.	Preschool & Kindergarten teachers	August 2015-June 2016	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
1. 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 2015-June 2016	District Funded	None Specified	None Specified	0
2. Transition meetings will be held for Special Education Students in grade 5 who will enter Middle schools.	RSP Teachers	April-June 2016	District Funded	None Specified	None Specified	0
3. Middle School placement assessment administered to 5th grade students.	Middle School Staff	March 2016	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
1. Professional development will be provided for teachers for Math.	Teachers K-5	August 2015-June 2016	District Funded	None Specified	None Specified	0
2. Instructional Coach will support teachers (in the classroom) in implementing curriculum, analyzing data and instructing in best practices.	Instructional Coach,Teachers K-5	August 2015-June 2016	District Funded Certificated Salaries: See Goal #1 Strategy #1 Action #1	None Specified 1000-1999: Certificated Personnel Salaries	None Specified District Funded	0
3. Instructional Coach will present professional development to teachers to improve instructional practice in Math.	Instructional Coach,Teachers K-5	August 2015-June 2016	District Funded Certficated Salaries See Goal #1 Strategy #1 Action #1	None Specified 1000-1999: Certificated Personnel Salaries	None Specified District Funded	0
4. 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 2015-June 2016	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Leadership Team will meet to discuss, plan and monitor school improvement.	Principal, Instructional Coach, Teachers K-5, Substitutes	August 2015-June 2016	District Funded	None Specified	None Specified	0
			Certificated Salaries: See Goal #1 Strategy #1 Action #6	1000-1999: Certificated Personnel Salaries	Title I	
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	
				1000-1999: Certificated Personnel Salaries	Title III	
				1000-1999: Certificated Personnel Salaries	Discretionary	

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. Title I quarterly meetings will be held to inform parents of school goals, programs and activities.	Principal, Parents	August 2015-June 2016	District Funded	None Specified	None Specified	0
2. The Parent Compact will be developed/revised at parent meetings.	Principal,Leadership Team,SSC, Parents	August 2015-June 2016	District Funded	None Specified	None Specified	0
3. The Parent Involvement Policy will be developed/revised at parent meetings.	Principal,Leadership Team,SSC, Parents	August 2015-June 2016	District Funded	None Specified	None Specified	0
4. Parent workshops which focus on parenting skills will be conducted by City Impact and supported by the OutReach Consultant (ORC).	ORC, Parents	August 2015-June 2016	Classified Salaries See Goal #1 Strategy #6 Action #4			
5. 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 2015, February 2016	District Funded	None Specified	None Specified	0
6. 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 2015-June 2016	Materials And Supplies: See Goal #1 Strategy #1, Action #6			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. SST/IEP meetings will be held to plan individual student support.	Teachers K-5, Teacher Substitutes	August 2015-June 2016	Certificated Salaries: See Goal #1 Strategy #1 Action #7			
8. Parent workshops which focus on Common Core Standards, textbook adoptions, technology and report cards will be provided to assist parents in supporting their children at home.	Principal, Teachers, Instructional Coach	August 2015-June 2016	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
1. Teacher Liaison: • 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			
2. 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:
EL students will progress at least one level or demonstrate progress in each of the four domains (speaking, listening, reading and writing) as measured by the CELDT.
A. AMAO #1: 100% of all English Learners will advance one level on the CELDT.
B. AMAO #2: 25% 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: Students scoring proficient on the STAR 360 reading and math assessments will increase by 10% between Fall and Spring.

Data Used to Form this Goal:

- CELDT
- AMAO data
- Interim Formative Assessments

Findings from the Analysis of this Data:

CELDT data

- AMAO #1 - Based on preliminary data our percentage of students meeting AMAO 1 decreased by 4.5% from last year.
- AMAO #2 - a. less than 5 years - Students meeting AMAO 2 decreased by .2 %.

b. more than 5 years - Students meeting AMAO 2 increased by 2.1 %.

How the School will Evaluate the Progress of this Goal:

- STAR Reading Early Literacy (K-1)
- STAR Reading 360 (2-5) and Math 360 (K-5)
- Teachers will meet in grade level meetings after assessment periods to analyze data
- MTSS
- Progress Monitoring
- IPT

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 the District EL Master Plan.	Teachers K-5, Instructional Coach	August 2015-June 2016	District Funded	None Specified	None Specified	0
Teachers will implement the district-adopted ELD curriculum.	Teachers K-5	August 2015-June 2016	District Funded	None Specified	None Specified	0
Students will be assessed to determine their language proficiency levels with CELDT and IPT. The data will be used to group students. Instruction will be provided in designated ELD time.	Teachers K-5, Instructional Coach, District Assessment Team, ISP teachers	August 2015-June 2016	District Funded	None Specified	None Specified	0
EL student progress will be monitored in student monitoring conferences, data meetings and grade level meetings.	Teachers K-5, Instructional Coach, substitutes	August 2015-June 2016	District Funded	None Specified	None Specified	0
Teachers will use SIOP strategies to teach academic subjects.	Teachers K-5	August 2015-June 2016	District Funded	None Specified	None Specified	0
The Instructional Coach will support teachers in instructing the ELD standards, implementing SIOP strategies and monitoring EL student progress.	Instructional Coach	August 2015-June 2016	District Funded	None Specified	None Specified	0
Waterford will be used to facilitate the acquisition of English.	Teachers K-1, Site Technology Technician	August 2015-June 2016	District Funded Classified Salaries: See Goal #1, Strategy #2, Action #2	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials and supplies will be purchased to support the core instructional program.	All staff	August 2015-June 2016	Materials and Supplies: See Goal #1, Strategy #1, Action #15			0

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
1. Intermediate proficiency CELDT level English Language Learners in grades 4-5 will participate in before/after school intensive tutoring.	Teachers K-5	August 2015-June 2016	Certificated Salaries See Goal # 1 Strategy # 2 Action # 5	1000-1999: Certificated Personnel Salaries	Title I	
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	
				1000-1999: Certificated Personnel Salaries	Title III	
2. District summer school will be offered to targeted EL students for both Language Arts and Math.	Teachers K-5	June-August 2016	District Funded	None Specified	None Specified	0
3. Intervention Service Provider will provide necessary interventions for targeted services.	ISP, Instructional Coach	September 2015-June 2016	Certificated Salaries: See Goal #1 Strategy #1 Action #16			
			Certificated Salaries: See Goal #1 Strategy #1 Action #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Intervention materials will be utilized to support EL students during ELD instruction and tutoring.	Principal, Instructional Coach, Teachers	August 2015-June 2016	ELRT meetings	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1161.11
5. EL students who require additional support will be identified and monitored through the MTSS process.	Principal	August 2015-June 2016	Materials and Supplies See Goal # 1 Strategy # 1 Action # 13	4000-4999: Books And Supplies	Title I	
				4000-4999: Books And Supplies	LCFF - Targeted	
				4000-4999: Books And Supplies	Title III	
				4000-4999: Books And Supplies	Discretionary	

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 2016	District Funded (NfL)	None Specified	None Specified	0
Parent workshop will be provided for families of in-coming Kindergarten students	Principal, Instructional Coach, Teachers	August 2015	District Funded	None Specified	None Specified	0
Collaboration between site Kindergarten Teachers and site Pre-school Teachers.	Preschool & Kindergarten teachers	August 2015-June 2016	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 2015-June 2016	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 2016	District Funded	None Specified	None Specified	0
Middle School placement assessment administered to 5th grade students.	Middle School Staff	March 2016	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 2015-June 2016	District Funded	None Specified	None Specified	0
EL TOSA will provide instructional support to teachers and grade level teams.	Teachers K-5, EL Services personnel	August 2015-June 2016	District Funded	None Specified	None Specified	0
Staff will input all formative assessment results into OARS, evaluate and analyze results and use the information to inform instructional decisions.	Teachers K-5, Instructional Coach	August 2015-June 2016				
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, with an emphasis on EL students.	Teachers K-5, Instructional Coach	August 2015-June 2016				

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 implementation of programs and necessary materials specifically for ELs.	Principal, ELAC governing board, parents	August 2015-June 2016	District Funded	None Specified		0
Parent options meeting will be held to inform ELL parents of instructional programs	Principal, EL Services personnel, Teachers	August 2015-June 2016	District Funded	None Specified	None Specified	0
Reclassification meetings will be held with parents.	Principal	August 2015-June 2016	District Funded	None Specified	None Specified	0
Parent workshops will be provided regarding subjects specific to EL students.	Principal, Teachers, instructional Coach	August 2015-June 2016	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: • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed	Teacher liaison , ASP Staff, Teachers K-5	August 2015-June 2016	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 2015-June 2016	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:

- MTSS
- Review and analyze behavior data
- Review and analyze attendance data
- Debrief after regularly scheduled drills
- Safety Committee meetings
- Monthly Positive Behavior Support Team 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
1. Staff will participate in CHAMPS training and implement the program for Positive Behavior Support.	All staff	August 2015-June 2016	District funded	None Specified	District Funded	
2. Staff will fully implement Lesson One in all grade levels using all components of the program for Positive Behavior Support.	All staff	August 2015-June 2016	District Funded	None Specified	District Funded	
3. School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.	School Counselor	August 2015-June 2016	Classified Salaries	1000-1999: Certificated Personnel Salaries	Discretionary	740.57
4. Student discipline data will be monitored at intervals throughout the year.	Principal, Teachers K-5, ORC, Counselor	August 2015-June 2016	Classified Salaries See Goal # 1 Strategy #1 Action #15	1000-1999: Certificated Personnel Salaries	Title I Discretionary	
5. Staff will follow the MTSS pyramid for behavior and social-emotional issues.	All staff	August 2015-June 2016	District Funded	None Specified	None Specified	0
6. All staff and students will participate in monthly fire drills and bi-monthly earthquake drills.	All staff (Certificated and Classified)	August 2015-June 2016	District Funded	None Specified	None Specified	0
7. All staff and students will participate in lockdown drills at least twice a year.	All staff (Certificated and Classified)	August 2015-June 2016	District Funded	None Specified	None Specified	0
8. A schoolwide evacuation drill will be conducted annually.	All staff (Certificated and Classified)	August 2015-June 2016	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. The Safety Committee will monitor the Safety Plan and make revisions as necessary.	Teachers K-5	August 2015-June 2016	District Funded	None Specified	None Specified	0
10. Student attendance will be monitored. Incentives 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 2015-June 2016	District Funded Materials and Supplies: Incentives See Goal #1 Strategy #1 Action #13	None Specified 4000-4999: Books And Supplies	LCFF - Targeted	
11. Campus Supervisors will monitor students before school, at lunch and recesses.	Campus Supervisors	August 2015-June 2016	Classified Salaries	2000-2999: Classified Personnel Salaries	Discretionary	105606.69

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
1. Students requiring additional assistance with behavior may be referred to CoST and/or SST.	Teachers K-5, Principal, ORC, Counselor, School Psychologist	August 2015-June 2016	District Funded ORC: See Goal #1, Strategy 6, Action #4 Counselor: See Goal #4, Strategy #1, Action #2	None Specified	None Specified	0
2. 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 2015-June 2016	District Funded (Mental Health Grant funds the Triple P program)	None Specified	None Specified	0
			Classified Salaries: ORC- See Goal #1, Strategy 6, Action #4 Counselor- See Goal #4, Strategy #1, Action #2	None Specified		0
3. Students requiring additional assistance with behavior may be referred to CoST and/or SST.	Teachers K-5, Principal, ORC, Counselor, School Psychologist					

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
1. The Preschool will participate in all fire, earthquake and lockdown drills.	All staff and students monthly drills.	August 2015-June 2016	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
1. 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 2016	District Funded	None Specified	None Specified	0
2. Parents informed of meetings with Middle School.	Principal, School Staff	April 2016-June 2016	District Funded	None Specified	District Funded	

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
1. All staff will participate in CHAMPS training for Positive Behavior Support.	All staff	August 2015-June 2016	District Funded	None Specified	District Funded	
2. All staff will participate in Lesson One training for Positive Behavior Support.	All staff	August 2015-June 2016	District Funded	None Specified	None Specified	0
3. Staff will participate in training for Disaster Preparedness.	All staff	August 2015-June 2016	District Funded	None Specified	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
1. Parents will be informed of Lesson One and CHAMPS goals and objectives at ELAC, SSC, PTA, Coffee w/Principal meetings and special presentations.	Principal, Teachers K-5, Parents	August 2015-June 2016	District Funded	None Specified	None Specified	0
2. Parent workshops will be offered regarding social skills, behavior and discipline.	Principal, Parents, ORC, Counselor, Triple P Personnel	August 2015-June 2016	District Funded Classified Salaries: ORC- See Goal #1, Strategy 6, Action #4 Counselor- See Goal #4, Strategy #1, Action #2	None Specified None Specified	None Specified	0 0
3. Outreach and support will be provided for students and families who experience hardships.	Principal, ORC, Parents	August 2015-June 2016	District Funded Classified Salaries: See Goal #1, Strategy 6, Action #4	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Counseling will be offered for students and families in need.	Principal, ORC, Counselor, Parents	August 2015-June 2016	District Funded Classified Salaries: ORC- See Goal #1, Strategy 6, Action #4 Counselor- See Goal #4, Strategy #1, Action #2	None Specified None Specified	None Specified	0 0
5. Parent Project Parenting classes will be offered.	Principal	August 2015-June 2016	District Funded	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
1. Teacher Liaison: • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed	Teacher liaison , ASP Staff, Teachers K-5	August 2015-May 2016	Certificated Salaries: See Goal #1, Strategy #7, Action #1	None Specified	None Specified	0
2. 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 2015-June 2016	District Funded	None Specified	None Specified	0

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: Academic Strand Focus
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:
All students will engage in learning opportunities to expand their experience with Environmental Science and Creative Arts.
Data Used to Form this Goal:
First year of implementation.
Findings from the Analysis of this Data:
No data available.
How the School will Evaluate the Progress of this Goal:
Implement and monitor Integrated Theme Unit Assessments.

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure implementation of the Academic Focus Strand of Creative Arts and Environment Science

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Incorporate the three district created English/Language Arts units into three integrated units with the focus on Creative Arts and Environmental Science.	Principal, Teachers, Academic Coach	August 2015-June 2016	Materials and Supplies for K-5 Strand	4000-4999: Books And Supplies	Title I	3000
				4000-4999: Books And Supplies	LCFF - Targeted	13500
				4000-4999: Books And Supplies	Title III	1000
			Classified Salaries	2000-2999: Classified Personnel Salaries	Discretionary	1851.44
2. Reinforce the mathematical practices through Creative Arts and Environmental Science projects developed and designed in grade level groups.	Principal, Academic Coach, K-5 Teachers	August 2015-June 2016	Materials and Supplies for K-5 Strand See Goal #5 Strategy #1 Action #1	4000-4999: Books And Supplies	Title I	
					LCFF - Targeted	
					Title III	
					Discretionary	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Enhance English Learners' listening, speaking, reading and writing skills through project based learning experiences focused on both Environmental Science and Creative Arts.	Principal, Academic Coach, K-5 Teachers	August 2015-June 2016	Materials and Supplies for K-5 Strand See Goal #5 Strategy #1 Action #1	4000-4999: Books And Supplies	Title I LCFF - Targeted Title III Discretionary	

Strategy #2

STRATEGY:
The school will ensure opportunities and educational access in the Creative Arts and Environmental Science for all students

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Engage all students in enrichment activities related to Creative Arts (i.e.assemblies, field trips, additional support staff).	Principal, Academic Coach, K-5 Teachers	August 2015- June 2016	Materials and Supplies for K-5 Strand See Goal #5 Strategy #1 Action #1	4000-4999: Books And Supplies	Title I LCFF - Targeted Title III Discretionary	
2. Engage all students in i enrichment activities related to Environmental Science (i.e. assemblies, field trips, additional support staff).	Principal, Academic Coach, K-5 Teachers	August 2015- June 2016	Transportation Costs See Goal #1, Strategy #2, Action #12	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	
			Admission Cost See Goal #1, Strategy #2, Action #12	5800: Professional/Consulting Services And Operating Expenditures	Title I	
3. Acquire necessary materials to support the Academic Strand Focus.	Principal, K-5 Teachers	August 2015- June 2016	Materials and Supplies for K-5 Strand See Goal #5 Strategy #1 Action #1			

Strategy #3

STRATEGY:
The school will provide professional development to support the Academic Strand Focus.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities for staff (conferences, workshops).	Principal, K-5 Staff	August 2015- June 2016	Professional Development for ELA and Math See Goal #1 Strategy #5 Action #1	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	
				5800: Professional/Consulting Services And Operating Expenditures	Discretionary	
Staff will engage in grade level planning to create additional integrated units or enhance existing district created units.	Principal, Academic Coach, K-5 Staff	August 2015- June 2016	District Funded	None Specified	District Funded	
The Instructional Coach will support staff in creating, enhancing and implementing the integrated units.	Principal, Academic Coach, K-5 Staff	August 2015- June 2016	District Funded	None Specified	District Funded	

Strategy #4

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement in the Academic Strand Focus areas.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Schedule family events which showcase student work related to the Academic Strand Focus.	All staff	January 2016-June 2016	Certificated Staff See Goal #1 Strategy #1 Action #6	1000-1999: Certificated Personnel Salaries	Title I LCFF - Targeted Title III Discretionary	
2. Inform parents of upcoming activities and promote the Academic Strand Focus via the school website, brochures, flyers, etc.	All staff	August 2015- June 2016	District Funded	None Specified	District Funded	
3. Incorporate parent input to plan Academic Strand Focus activities and events during SSC, ELAC, and Coffee with Principal parent meetings.	Principal	August 2015- June 2016	District Funded	None Specified		
4. Illicit parent and community support in relation to the Academic Strand focus.	All Staff	August 2015- June 2016	District Funded	None Specified		

Strategy #5

STRATEGY:
The school will coordinate the district implementation of the ASES (After School Education and Safety) grant in regard to the Academic Strand Focus.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Monthly meetings with ASES administrator, ASES site coordinator, and school liaison.	Principal, ASES Administrator	August 2015- June 2016	Certificated Salaries: See Goal #1, Strategy #7, Action #1	1000-1999: Certificated Personnel Salaries	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:

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

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
1000-1999: Certificated Personnel Salaries	Discretionary	18,758.78
2000-2999: Classified Personnel Salaries	Discretionary	110,543.86
4000-4999: Books And Supplies	Discretionary	4,500.00
5000-5999: Services And Other Operating	Discretionary	2,600.00
5800: Professional/Consulting Services And	Discretionary	5,000.00
1000-1999: Certificated Personnel Salaries	District Funded	112,797.00
2000-2999: Classified Personnel Salaries	District Funded	133,910.00
5000-5999: Services And Other Operating	District Funded	13,577.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	15,059.00
4000-4999: Books And Supplies	LCFF - Discretionary	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	28,235.33
4000-4999: Books And Supplies	LCFF - Targeted	35,815.67
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	5,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	4,000.00
None Specified	LCFF - Targeted	3,000.00
2000-2999: Classified Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	42,009.85
2000-2999: Classified Personnel Salaries	Title I	4,863.98
4000-4999: Books And Supplies	Title I	10,024.17
5800: Professional/Consulting Services And	Title I	2,500.00
None Specified	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title III	8,093.05
4000-4999: Books And Supplies	Title III	2,430.95

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,600.00
Discretionary	141,402.64
District Funded	260,284.00
LCFF - Discretionary	18,059.00
LCFF - Targeted	76,051.00
None Specified	0.00
Title I	59,898.00
Title III	10,524.00

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
X 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
X 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
Jorge Mares	X				
Laura Fabila				X	
Marily Garcia-Reyes				X	
Gabriela Ramirez-Villalobos				X	
Rosemarie Henry				X	
Irma Manriquez				X	
Lisa Baird-Mayeda		X			
La Raine Kang		X			
Lenissa Garcia		X			
Lisa Lopez			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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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	Angelica U Gonzalez 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 9/30/2015

Attested:

Typed Name	Signature	Date
Jorge Mares Typed Name of School Principal	Jorge E Mares Signature of School Principal	9/30/15 Date
Lisa Baird-Mayeda Typed Name of SSC Chairperson	Lisa Baird-Mayeda Signature of SSC Chairperson	9/30/15 Date

Marina West School

2501 Carob Street, Oxnard, CA 93035 • tel (805) 385-1554 • fax (805) 984-5494
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 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
Director: Jorge Mares

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 contrato 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 compresible 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 Titulo 1

- ✓ Acerca de los requisitos del Titulo 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 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 reunionés 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: Thurgood Marshall Elementary School

CDS Code: 5672380100362

District: Oxnard School District

Principal: Marlene Breitenbach

Revision Date: October, 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

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 2015-2016 school year, Marshall School serves approximately 580 TK, K – 5th grade students on a traditional schedule.

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 My Math 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 5th 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 allo 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 and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	94	93	98.9	93	**2359.8**	4	17	20	58
Grade 4	98	97	99.0	97	**2411.9**	11	12	24	53
Grade 5	96	96	100.0	96	**2467.3**	6	29	26	39
All Grades	288	286	99.3	286		7	20	23	50

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	9	33	58	9	28	63	2	61	37	4	48	47
Grade 4	8	37	55	8	43	48	8	65	27	7	36	36
Grade 5	11	45	44	17	44	40	6	67	27	16	63	22
All Grades	9	38	52	11	38	50	6	64	30	9	49	35

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	94	93	98.9	93	**2375.2**	4	15	29	52
Grade 4	98	97	99.0	97	**2421.6**	5	13	31	51
Grade 5	96	96	100.0	96	**2472.1**	4	17	35	44
All Grades	288	286	99.3	286		5	15	32	49

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	10	30	60	6	38	56	8	45	47
Grade 4	6	26	68	6	43	51	6	40	54
Grade 5	7	44	49	9	38	53	4	51	45
All Grades	8	33	59	7	40	53	6	45	49

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	14	2	29	4	57	7
1			5	15	11	32	8	24	10	29	34
2	1	3	4	12	8	24	14	41	7	21	34
3			6	16	17	45	9	24	6	16	38
4			6	15	21	53	4	10	9	23	40
5	1	5	6	29	10	48	3	14	1	5	21
Total	2	1	27	16	68	39	40	23	37	21	174

Conclusions based on this data:

1. The data shows that we have the largest numbers of English Learners at the three earliest levels of Beginning, Early Intermediate and Intermediate.
2. The focus is to move all of our students at least one level a year. Our goal is that dedicated 30 minutes a day ELD time plus in class intervention will meet this expectation of every EL student moving up a level a year. The ISP, Classroom Teachers, and the Instructional Coach will monitor progress of EL students.
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		
	2012-13	2013-14	2014-15
Number of Annual Testers	196	203	174
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	196	203	174
Number Met	118	111	58
Percent Met	60.2%	54.7%	33.3%
NCLB Target	57.5	59.0	60.5
Met Target	**Yes**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	45	228	35	211	22
Number Met	32	28	34	20	17	--
Percent Met	14.6%	62.2%	14.9%	57.1%	8.1%	--
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**Yes**	**No**	**Yes**	**No**	**--**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	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. Targeted interventions during the school day and after the regular school
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		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**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 DIBELS Nonsense Word Fluency and Oral Reading Fluency and 70% of the students will pass the Essential Literacy Skills. C. 2nd - 5th grade: All student swill be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education Students, Socio-economically Disadvantaged, Hispanic Students and Foster Youth.

Data Used to Form this Goal:

School used DIBELS Benchmark data to set goals for upcoming year.
During 2014-15 school year, K and 1st grade students were tested in all three testing windows for DIBELS.
All of the 2-5 grade students were tested during the testing windows for DIBELS during 2014-15.
Grade cohort beginning of the year scores from 2014-15 year are compared with grade cohort scores for beginning of 2015-16 year for students in grades 2-5 during the 2015-16 school year.
Kindergarten and 1st grade classes used the Essential Literacy Skills test data to set goals for the upcoming year.
Language Arts Unit assessments will continue to be implemented.
Teacher created assessments will be used to monitor progress for all students.
ESGI will continue to be used to monitor progress of K and Grade 1 students.

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
- STAR360
- Language! Assessments for targeted students 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. Demo lessons and in class support will comprise at least 50 percent of this support.	Instructional Coach, Classroom Teachers	August 2015-June 2016	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 2015 - June 2016	Not applicable	None Specified		0
District adopted Language Arts pacing guides will be used to guide instruction and assessment.	Teachers K-5	August 2015 - June 2016	Not applicable	None Specified		0
TK-K through 2nd Grade Transitional Bililngual Education classes will follow District Board policy.	Teachers TK-2	August 2015 - June 2016	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 2015-June 2016	Not applicable	None Specified None Specified	None Specified	

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 needs of at risk students	Principal, ORC, COST and SST teams, RSP, Gen Ed teachers, Substitutes	September 2015-June 2016	Teacher substitutes	1000-1999: Certificated Personnel Salaries	Title I	2448.15
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 2015-June 2016	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 2015-June 2016	(Teachers and Coach)		District Funded	0
			Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	3287.
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 2015- June 2016	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. 2015- June 2016	Not applicable			0
			Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	482
				1000-1999: Certificated Personnel Salaries	Discretionary	180
Accelerated Reader and Star360 will used to support student literacy across all grades.	Teachers K-5, Library Technician	December 2015-June 2016	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 2015-June 2016	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Discretionary	10963.
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 2015-June 2016	Not applicable			0
				None Specified	None Specified	

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESSS / 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
ISP Teacher(s) to work with K- 5th grade students who are not meeting benchmarks. ISP Teacher(s) to give additional instructional support during the school day to small groups of EL students. MyOn Reading Program will support student progress in reading. AR360 will support student progress in reading.	Instructional Coach, Principal, Teachers and Intervention Service Provider(s)	August 2015 - June 2016	Intervention Service provider(s)	1000-1999: Certificated Personnel Salaries	Title I	2396.
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	4490
				1000-1999: Certificated Personnel Salaries	Discretionary	6000.

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	August 2015-June 2016	Certificated hourly	1000-1999: Certificated Personnel Salaries	Discretionary	6500.
				1000-1999: Certificated Personnel Salaries	Title I	2700.
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 2015-June 2016	Not Applicable See Goal 1, Strategy 1		District Funded	0
Language! Reading Intervention program for eligible students in General Ed, RSP and SDC Classes	Resource Teacher, SDC Teacher	August 2015-June 2016	District Funded			0
DIBELTesting three times per year for K-5 (3) subs for four days	Teachers and Instructional Coach	September 2015, January 2016, and June 2016	Substitute Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2000.
			Substitute Teachers	1000-1999: Certificated Personnel Salaries	Title I	2000.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2015 - June 2016	See Strategy 1 Teacher Substitutes	None Specified None Specified None Specified	None Specified None Specified None Specified	0
Purchase books and instructional materials to be used to support all students in literacy mastery.	AR/Library Committee, Library Technician, Instructional Coach, Praincipal	September 2015 - June 2016	Materials/Supplies	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies None Specified	LCFF - Discretionary Title I Discretionary	1250. 800. 3500. 0
Intervention and enrichment materials will be utilized during Universal Access	Principal, Coach, and Classroom Teachers	September 2015 - June 2016	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 2015-June 2016	Centralized Services			0
Student Response Systems and Active Whiteboards will be utilized to improve student engagement and achievement.	All Teachers	August 2015-June 2016	Centralized Services	None Specified		0
Teachers in classes where DHH students are mainstreamed will wear microphones to project sound. Leaders (Principal/Others) at assemblies will wear microphone.	Teachers, Staff	August 2015 - June 2016	Centralized services			0
TOSA for EL and Instructional Coach to give training and assistance to teachers to support English language development for EL students.	EL TOSA, Instructional Coach, Teachers, Principal	August 2015-June 2016		None Specified		0

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 needs of at risk students.	Principal, ORC, RSP COST, General Ed Teacher Reps and SST Teams	September 2015-June 2016	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	5000.00

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS: The school will implement a transition plan for students entering Transitional Kindergarten and Kindergarten. (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, Coach and Principal.	Principal, Instructional Coach, K Teachers	August 2015- June 2016	Not applicable			0
TK Transition TK Parents receive information on K Programs offered by our District at the TK Transition Meeting.	Principal, Instructional Coach, TOSA	December 2015	District Funded			0
Kindergarten readiness will be provided for TK and K students without pre-school experience via varied methods.	Kindergarten Teachers	August 2015-June 2016	Not applicable			0

Strategy #4

STRATEGY:
Transitions 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
Hold Vertical meetings between 5th and 6th grade teachers with middle school teachers Coach, RSP Teacher and Principal will attend meetings to continue articulation with feeder middle school	Principal, Instructional Coach, 5th Grade Teachers, RSP Teacher Middle School Personnal	January 2016 - June 2016	Teacher Substitutes		Title I	400
Middle School placement assessments will be administered to 5th grade students.	Middle School Staff	Spring, 2016	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 2015-Spring, 2016	Not Applicable			0
Resource Teacher will support transitions of 5th Grade Resource students to Middle School by meeting with Middle School Teachers and Administrators	Resource Teacher and Middle School Personnel	April 2016-June 2016	Not Applicable			

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT: The school will provide professional development to support the full implementation of the Common Core State Standards.

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	August 2015 -June 2016	Conferences and Institutes	5800: Professional/Consulting Services And Operating Expenditures	Title I	1600
				5800: Professional/Consulting Services And Operating Expenditures	Discretionary	1000
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	August 2014 - June 2016	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	August 2015- June 2016	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, Principal and Teachers K-5	August 2015-June 2016	District funded			0
Professional Development will include best practices for English Learners and Writing across the Curriculum.	Consultant(s), Instructional Coach, Teachers	August 2015-June 2016	Consultants	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	800.

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
Title I meetings, School Site Council, ELAC, and PTA will develop parent involvement. The Parent Compact will facilitate parent involvement. The Parent Involvement Policy will support parent involvement.	Principal, ORC, Teachers, Staff, Parents	August 2015 - May 2016	Not applicable			0.
Review student assessment data at parent conferences	Teachers	November 2015 and February 2016	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	Prinicpal, Teachers, Parents	September 2015 - June 2016	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 2015-June 2016	Not applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SST/IEP Meetings will be held to support parent involvement in their student's education.	Principal, Instructional Coach, Teachers K-5, Resource Teacher, School Psychologist and Parents	August 2015 - June 2016	District funded			0
			Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	3500
					LCFF - Discretionary	1500

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
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 Oxnard Scholars after school program.	Liaison	August 2015- June 2016	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	August 2015 – June 2016	Not applicable			0
Coaching is provided for student athletic teams that practice and play games after school hours.	After School Liaison Teacher, Campus Assistants	August 2015-June 2016	Hourly rate	2000-2999: Classified Personnel Salaries	Discretionary	1000
After school music clubs are available for upper grade students	After School Liaison and Teacher, Campus Assistants	October 2015-June 2016	Hourly rate	2000-2999: Classified Personnel Salaries	Discretionary	700

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 My Math Chapter Tests and Assessments. Date on student progress in Math will be derived from STAR 360. Teacher created assessments will be used. Formative assessments will contribute to data. For K and 1st Grade students ESGI will generate data on student progress.

Findings from the Analysis of this Data:

- Kindergarten – 70% at benchmark or above on Envision Math End of Year 2014-25..
- 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:

- My Math Chapter Tests and Assessments will be used.
- STAR 360 data will be used.
- 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 2016 and March 2016 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 2015-June 2016	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	5000
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1600
				1000-1999: Certificated Personnel Salaries	Discretionary	1200
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 2015-June 2016	Not applicable	None Specified		0
Implement My Math 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 2015-June 2016	Not applicable			
AR 360 will be used to monitor student progress in Math.	Teachers and Coach	September 2015 - June 2016	Not applicable	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2015 - June 2016	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 Princpal	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 2015-June 2016	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	1200
Teachers and Staff will have use of the xerox machines, laminator and Duplo copy machine for support in duplicating instructional materials.	Teachers and all Staff	August 2015-June 2016	See Goal 1, Strategy 1, Action Step 12			

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						

Strategy #2

STRATEGY:
Provide interventions and enrichment to support student progress in Math.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Service Provider(s) will provide necessary interventions for targeted services for students K-5	ISP Teacher(s), Instructional Coach, Principal	August 2015 – June 2016	See Goal #1			
Annual site license renewal for Waterford with updates	Teachers K-5 and Instructional Coach	August 2015-June 2016	License Renewal	5800: Professional/Consulting Services And Operating Expenditures	Title I	550
Teachers will provide after school tutoring in small groups in Math for targeted students.	Teachers K-5	August 2015-June 2016	Hourly Teacher Rate	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1000
Intervention materials for during school and after school intervention and tutoring will target student needs in Math acquisition.	Principal, Instructional Coach, ISP, Teachers	August 2015-June 2016	See Goal #1, Intervention Materials	4000-4999: Books And Supplies	Discretionary	7500
Staff will monitor at-risk students through the Rti process, COST, SST, grade level meetings through the analysis of data.	Teachers K-5, Instructional Coach	August 2015-June 2016	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
Student progress will be monitored using formative and summative assessments; intervention strategies will be based upon results.	Teachers K-5, Instructional Coach	August 2015-June 2016	Centralized Services	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Differentiated instruction will provide intervention and enrichment to students as needed.	Teachers and Instructional Coach	August 2015-June 2016	Centralized Services	None Specified		

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 preschool experience. Teachers will send home written K expectations and give suggestions how parents can review skills needed in K.	K Teachers, Instructional Coach	May - June 2016	Not applicable			0
Parent night meetings will be held for parents of incoming K students	K Teachers, Principal	April to June 2016	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 2015 - May 2016	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 2015 - June 2016	Not applicable			0
Staff Meetings will contain planned Professional Development in Technology and Instructional Strategies for Mathematics for all students including EL.	Principal, Coach, and Teachers	September 2015 - June 2016	Not applicable			0
Site Math Team will lead Professional Development in Mathematics.	PLC teams, Coach, Principal and Math Team	September 2015 - June 2016	See Goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Apps and computer equipment/supplies will be purchased or Math instruction. Student learning will be supported through Technology.	Principal, Instructional Coach, Media Tech, EST Grades 2-5 and Classroom Teachers	September 2015-June 2016	Computer Equipment	4000-4999: Books And Supplies	LCFF - Targeted	3000.
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	August 2015-June 2016	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	August 2015-June 2016	Computers	4000-4999: Books And Supplies	LCFF - Targeted	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	August 2015 - June 2016	Not Applicable			0
Review assessments data at parent conferences	Teachers K-5	November 2015 and February 2016	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 2015 - June 2016	Not applicable			0
Parents influence budget and school program decisions for Title III and other budgets through ELAC and School Site Council.	Parents, ELAC, School Site Council Members, Principal	August 2015-June 2016	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 2015 - May 2016	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 2015 – May 2016	Not applicable			0

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:

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
- IPT
- 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: 58% of EL students in 2014-2015 year met AMAO #1
- AMAO # 2 8.1 % of EL students with less than 5 years in 2014-15 became Fully English Proficient.

31.8% of EL students with more than 5 years in 2013-14 became Fully English Proficient.

How the School will Evaluate the Progress of this Goal:

- CELDT assessment preliminary data
- IPT assessment two times a year: Fall and Spring
- ELD continuum
- Progress Monitoring
- AR360 Reading level
- 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 tinstruction at EL students' levels as identified by CELDT.	Instructional Coach, Principal, and Teachers	August 2015 - June 2016	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 2015 - June 2016	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 2015- June 2016	Substitute Teachers	1000-1999: Certificated Personnel Salaries	Title I	400
					Title III	350
			Supplementary materials		Discretionary	3200
Students will be assessed to determine their proficiency levels (CELDT) and receive instruction according to their proficiency levels	Teachers, District Assessment Team	August 2015 - June 2016	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 2015 - June 2016	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, Extra Support Teacher (EST) Grades 2-5 and all Teachers	August 2015 - June 2016	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, EST Grades 2-5 and principal	January 2015-June 2016	Not applicable			0
Recognize student growth on CELDT via annual assembly/dinner	Principal, Instructional Coach, Parents and Teachers	Spring 2016	Food		Discretionary	700.
			Supplies	4000-4999: Books And Supplies	Discretionary	500
EL Student progress will be monitored in student monitoring conferences, data meetings and grade level meetings reviewing date from multiple measures to include AR 360, CELDT, and IPT.	Teachers K-5, Instructional Coach, Principal	August 2015-June 2016	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	August 2015-June 2016	Not Applicable		Centralized Services	0
			Teacher Hourly Rate for Teacher Tutors		Title III	2239.
					Discretionary	5500.
			Materials		Discretionary	1900.
EL students will receive help during the school day in English acquisition and core subjects as provided by ISP.	Teachers, ISP, Coach, Principal	August 2015-June 2016	ISP Teacher	1000-1999: Certificated Personnel Salaries	Discretionary	6976.
					Title III	1732.

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	August 2015-June 2016	Instructional materials and books	4000-4999: Books And Supplies	Title I	1200.
				4000-4999: Books And Supplies	Title III	1340.
				4000-4999: Books And Supplies	Discretionary	7500.
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 2015-June 2016	See Goal 1, Strategy 1, Action Step 12			
AR360 will be used to monitor all EL student progress in Language Arts and Mathematics. IPT assessments will be used to monitor all EL student progress in oral language, reading and writing.	Teachers, Instructional Coach and Principal		Not applicable		Centralized Services	0

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACESSS/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.	Principal, ISP, Instructional Coach, and Teachers	December 2015 - June 2016	See Goal #1			
Use data from multiple sources such as IPT, CELT, and AR 360 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 2015 – June 2016	See Goal #1			
Implement after school tutoring lead by classroom teachers for targeted EL students.	Principal, Coach, and Teachers	August 2015-June 2016	Hourly Certificated rate	1000-1999: Certificated Personnel Salaries	Title III	1500
					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 2015 - 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 2015-June 2016	Materials	4000-4999: Books And Supplies	Title III	500.
					Title I	4050.
					Discretionary	8500
Purchase and use appropriate aps for instruction to support English acquisition for EL students K-5.	Teachers, Instructional Coach, Media Tech, Principal.	December 2015-June 2016	Purchase of computer supplies and software.	4000-4999: Books And Supplies	Discretionary	3500.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase enrichment curriculum and software for EL students to support them in English Language Development.	Teachers, Coach, Principal	September 2015-June 2016	Purchase enrichment materials	4000-4999: Books And Supplies	Title III	500
					Discretionary	3500

Strategy #3

STRATEGY:
TRANSITIONS WILL BE PROVIDED BETWEEN PRE-SCHOOL, TRANSITIONAL KINDERGARTEN AND kINDERGARTEN

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Meetings lead by K Teachers will explain K program and expectations to K parents.	Kindergarten Teachers, Principal, Coach, K Parents	August 2015 - September 2015	Not applicable			0
TK Transitional Meeting will offer TK parents information on program options for K.	Principal, Coach and TOSA	December 2015	Not applicable			0
Collaboration and articulation between Preschool Teachers and Kindergarten Teachers will support smooth student transitions.	Preschool and K Teachers	January 2016-June 2016	Not applicable	None Specified		0

Strategy #4

STRATEGY:
TRANSITION to Middle School will be supported for our 5th 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 2016	Not applicable			0
Host informational meetings for 5th grade students and parents so they learn 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, and ELD instruction and monitoring will be given to Teachers K-5.	Principal, Instructional Coach, TOSA 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 2015- June 2016	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 RtI, to receive training for Cultural Relevancy, and to do school wide planning.	Principal,Instructional Coach, and Leadership Team	August 2015-June 2016	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	1325.64
					Discretionary	4086
Teachers K-5 will receive Professional Development focused on best practices for EL students throughout the curriculum.	Principal, Teachers	December 2015-June 2016		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 2015-June 2016	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 2015-June 2016	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 2015-June 2016	Presenter and Trainer costs	5000-5999: Services And Other Operating Expenditures	Discretionary	8000.
Materials to support implementation of strategies covered in Professional Development. These materials will include Rosetta Stone, Companion books in English and Spanish and other instructional materials.	Principal, Coach, Teachers	August 2015-June 2016	Materials, manuals and books	4000-4999: Books And Supplies	Discretionary	8000.

Strategy #6

STRATEGY:
PARENT INVOLVEMENT WILL BE ENCOURAGED THROUGH A VARIETY OF PARENT GROUPS AND PLANNED MEETINGS.

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 PTA	Committee members, Principal, Parents, Instructional Coach, and Teachers	August 2015 - June 2016	Not applicable			0
Review assessment data at parent conferences	Classroom Teachers and Parents	November 2015 February 2016	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 2015-June 2016	Not applicable			0
Parents are invited to take part in meetings – ELAC meetings, Back to School Night, Coffee with the Principal, PTA, Family Nights and Programs such as Latino Literacy and Triple P.	Principal, Parents, Instructional Coach, TOSSA and Teachers	August 2015–June 2016	Not applicable			0
Plan to honor Parent Volunteers through end of year brunch.	Principal, Coach, Teachers, Parents	August 2015-June 2016	Purchase food.	4000-4999: Books And Supplies	Discretionary	900.
			Purchase materials for event.	4000-4999: Books And Supplies	Discretionary	400.

Strategy #7

STRATEGY:
THE AFTER SCHOOL PROGRAM WILL EXTEND LEARNING EXPERIENCES FOR STUDENTS.

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 2015 - June 2016	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 2015 – May 2016	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	September 2015-June 2016	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 2015-2016
- Office referrals and suspensions will be reduced for 2015-2016 as compared to the same in 2014-2015 by minimally 10%

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:

- Review Behavior referral data shows that referrals do not follow a particular pattern. Quantity of referrals is projected to lower with full implementation of behavior agreements.
- Attendance data is monitored monthly.
- 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 will support progress of goal of lowering referrals and suspensions.
- Review and analyze behavior data to determine where additional support is needed.
- Review and analyze attendance data to identify how ORC and Staff can work to support positive attendance.
- Debrief after regularly scheduled emergency drills to review procedures and plan for improvements.
- Safety Committee Meetings will analyze effectiveness of safety plans and adjust plans to meet school needs.
- Review of OSD Crisis Intervention/Emergency Operations Plan will be used to update site 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 will be referred to COST and/or SST.	Principal, Coach, Outreach Coordinator, Teachers, School Psychologist	August 2015 - June 2016	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 Coordinator, Attendance Clerk, and Principal	August 2015-June 2016	Supplies, Certificates, Juice Bars	4000-4999: Books And Supplies	LCFF - Targeted	1109
Hold student recognition assemblies a minimum of 3xs 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 2015 February 2016 June 2016	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 2015- June 2016	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 2015 - May 2016+	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	September 2015 - June 2016	Not applicable			0.
Student discipline data will be monitored at intervals throughout the year to determine where additional behavioral supports as needed. Part of this monitoring will include refinement and revision of RTI pyramid for behavior and social-emotional issues.	Principal, Teachers, ORC, all Staff	August 2015 - June 2016	Not applicable			0.
The Safety Committee will monitor the Safety Plan and make necessary revisions and updates.	Safety Committee and Principal	August 2015 - June 2016	Not applicable			0.
All staff and students will participate in lock down drills at least twice a year.	All staff (certificated and classified)	August 2015-June 2016				
All staff and students will participate in monthly emergency drills alternating between fire and earthquake drills.	All staff (certificated and classified)	August 2015-June 2016	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 2015-June 2016	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 2015-June 2016	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 2015-June 2016	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 2015-June 2016	N/A	None Specified		0
School support staff will closely monitor student needs (based upon referral and observation) to provide students and families with resources such as Triple P.	Teachers K-5, Principal, ORC, Counselor, School Psychologist, Triple P Personnel	October 2015-June 2016	N/A	None Specified		0
Families will be connected with NFL/FRC resources as necessary.	School staff, ORC, NFL/FRC staff	August 2015-June 2016	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 2015-June 2016	Not applicable			0
TK Transitional Parent Meeting will inform TK parents of District options for K placement.	Principal and TOSA	December-January 2015-16	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	January 2016-June 2016	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 2015- June 2016	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. Staff will be trained in CHAMPS to support school wide student behavior management.	Principal, Coach, and Teachers	August 2015 - June 2016	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	August 2015 - June 2016	Not applicable		District Funded	0
Staff will receive training for disaster preparedness.	All staff	August 2015-June 2016	Not applicable		District Funded	0
Staff will receive training for RTI, Student Behavior Programs, and ways to support positive student behavior.	All staff, Principal, Student Behavior Committee	August 2015-June 2016	Not applicable		District Funded	0

Strategy #6

STRATEGY:
PARENT INVOLVEMENT WILL BE ENCOURAGED THROUGH MULTIPLE OPPORTUNITIES FOR PARENTS TO BE INVOLVED.

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 SCHOOL website.	Principal, Coach, and Media Tech	August 2014 - June 2015	Not applicable		District Funded	0
Back to School Night, Title I Meetings, PTA, Coffee with the Principal, Parent Workshops, Math, Student Performances, other programs are provided through the year	Principal, Coach, and Teachers	August 2015-June 2016	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 2015-June 2016	Not applicable		District Funded	0
Counseling will be offered for students and families based upon referrals by teachers and support staff.	Principal, ORC, Parents	August 2015-June 2016	Not applicable		District Funded	0
Parent Trainings will be offered on topics which help parents to support their student's learning.	Principal, Teachers, ORC, Community Partners and Parents	September 2015-June 2016	Purchase materials and cover other costs	4000-4999: Books And Supplies	Discretionary	2000.

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM WILL PROVIDE EXTENDED DAY LEARNING FOR STUDENTS.

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, Teacher Liaison and After School Director	August 2015-June 2016	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 2015 – June 2016	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: VISUAL AND PERFORMING 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 #5:
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 2015-June 2016	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 2015-June 2016	Assembly costs	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	2500.
All students will receive instruction in dance workshops and interactive assemblies	Teachers K-5, Principal and Coach	September 2015-June 2016	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 2015-June 2016	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 2015-June 2016	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 2015-June 2016	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 2015-June 20156	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 2015-June 2016	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 2015-June 2016	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 2015-June 2016	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 2015-June 2016	Not applicable			0
Formative assessments, student projects and student participation will be used to determine student acquisition of knowledge within the arts.	K-5 Teachers, Instructional Coach, Principal	August 2015-June 2016	Not applicable			0

Strategy #4

STRATEGY:
Transitions 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

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT: The school will provide professional development to support the full implementation of the Common Core State Standards.

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:

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 2015 - June 2016	Coach-TOSA, ORC, Principal	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	62794
			1000-1999: Certificated Personnel Salaries	Discretionary	24420
	Aug. 2015 - June 2016	Library	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	13524
		Library	2000-2999: Classified Personnel Salaries	Discretionary	13524
Computer Lab Tech	Aug. 2015 - June 2016	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.2015-June 2016	Maintenance agreement	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	10,344
Maintenance Agreement for Successmaker & Waterford	Sept.2015-June 2016	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. 2015-Jun. 2016	Prof Development	5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	15555
Outreach	Aug. 2015- June 2016	Outreach	2000-2999: Classified Personnel Salaries	Unrestricted	17596
Professional Development for ELD	Sept. 2015 - June 2016	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. 2015 - June 2016				
EL Testing	Sept. 2015 - June 2016	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	33,886.00
1000-1999: Certificated Personnel Salaries	Discretionary	27,056.00
2000-2999: Classified Personnel Salaries	Discretionary	6,000.00
4000-4999: Books And Supplies	Discretionary	39,300.00
5000-5999: Services And Other Operating	Discretionary	28,963.00
5800: Professional/Consulting Services And	Discretionary	11,700.00
	District Funded	0.00
	District Funded	0.00
	LCFF - Discretionary	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	9,940.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1,500.00
4000-4999: Books And Supplies	LCFF - Discretionary	1,250.00
5800: Professional/Consulting Services And	LCFF - Discretionary	1,050.00
	LCFF - Targeted	800.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,000.00
4000-4999: Books And Supplies	LCFF - Targeted	27,447.00
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	4,050.00
	Title I	400.00
1000-1999: Certificated Personnel Salaries	Title I	28,538.79
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	9,350.00
	Title III	4,321.00
1000-1999: Certificated Personnel Salaries	Title III	1,500.00
4000-4999: Books And Supplies	Title III	2,340.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Centralized Services	0.00
Discretionary	146,905.00
District Funded	0.00
LCFF - Discretionary	15,240.00
LCFF - Targeted	35,787.00
None Specified	0.00
Title I	51,386.00
Title III	8,161.00

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 2015-16, as compared to the percentages reclassified in 2014-145

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

X 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

X 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 during the past school year.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
Schedule meetings early in 2015-16 school year 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.

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				
Laura Pigeon		X			
Cherie Calles		X			
Suzanne Johnson		X			
Maria Lucero			X		
Mitchel Sloan				X	
Bertha Zaragoza				X	
Ana Lopez				X	
Eugenia Palomino				X	
Anabel Contreras				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)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	Bertha Zaragoza 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 10/7/2015

Attested:

Marlene Breitenbach Typed Name of School Principal	Marlene A Breitenbach Signature of School Principal	October 7, 2015 Date
Mitchel Sloan Typed Name of SSC Chairperson	Mitchel Sloan Signature of SSC Chairperson	10/7/15 Date

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 2015-16

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 2015-16

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 Titulo 1

- ✓ Acerca de los requisitos del Titulo 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 reunionés 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: Dr. Andres Duran

Revision Date: October 7,2015

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. Andres Duran

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 Christa McAuliffe, the STEAM Education School, is to be a school that partners with families and the community to celebrate our cultural diversity and guarantee that all students will become productive and ethical citizens who can contribute to our society. Our STEAM focus on science, technology, engineering, art, and mathematics fosters a culture of success and brings 21st century inquiry based learning into the classroom for all our students. It is our goal to provide a safe, nurturing, positive learning environment, which implements an engaging and rigorous common core curriculum while fostering self-esteem, leadership development and mutual respect for all students and staff. Each McAuliffe student will develop higher level thinking skills through an understanding that all living things in our marine environment have an interdependent relationship. Students will expand their creative potential through enriching STEAM activities that support this understanding at every grade level, Transitional Kindergarten through the fifth grade.

McAuliffe School is committed to the following:
o Educate confidently with a positive attitude and enthusiasm with respect for students, parents, and each other
o To inform and provide differentiated instruction to ensure that all students are given learning opportunities in all content areas using continual analysis of data throughout the year
o Communicate and collaborate as a member of a team, being open to new ideas, and reflecting on our practices to continue our growth as professionals
o Ensure all students are able to access the common core curriculum by building foundational skills that lead to college and career readiness
o Creating an environmentally responsible campus
o Attend professional development that enhances our understanding of research-based common core practices
o Participate in reciprocal collaboration to reflect, enhance, and advance instructional practices

School Profile

During the 2015-16 school year, Christa McAuliffe, the STEAM Education School will serve over 760 students in grades TK through grade five. McAuliffe as a STEAM education focus school integrates instructional concentrations in Science, Technology, Engineering, Art, Music and Mathematics. This year McAuliffe school in collaboration with teachers, parents, students and community will develop and present two STEAM strands title "Space Challenger" and "Ocean Defenders."

The McAuliffe facility is comprised of 31 classrooms, a cafeteria with a fresh salad bar daily, a full-service library, and two computer labs. All students have 1:1 iPads, which they continuously use to explore the world around them. In addition it is constantly used as a tool to communicate the latest events happening at McAuliffe.

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, parent nights.

Our Certificated staff includes:
- A Principal
- Teacher On Special Assignment (TOSA), Instructional Coach
- 31 Certificated Classroom Teachers
- Two Credentialed Extra Support Teachers (EST), grades two-five
- Four Credentialed Intervention Service Providers (ISP)
- Full-time School Counselor
- Full time Credentialed Speech Specialist
- Full time Credentialed Resource Teacher

Our Classified Staff includes:
- Three Office Staff positions

- Three and a half Custodian positions
- Seven Playground Supervisors
- Full-time Site Media Technician
- Full-time Outreach Consultant
- Six Cafeteria and Child Nutrition positions
- 12 Para-educators (varies depending on need)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	129	129	100.0	129	**2383.1**	16	13	22	48
Grade 4	100	99	99.0	99	**2445.0**	19	17	20	43
Grade 5	139	138	99.3	138	**2475.8**	9	30	26	36
All Grades	368	366	99.5	366		14	20	23	42

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	12	37	50	16	36	47	9	57	33	15	43	43
Grade 4	17	46	36	16	49	34	17	64	19	14	51	35
Grade 5	12	47	41	18	49	33	10	64	26	15	63	22
All Grades	14	43	43	17	45	38	12	61	27	15	52	33

Conclusions based on this data:

1. 99.5% of students enrolled were tested and more than 58% of students nearly met, met or exceeded ELA standards in grades third thru fifth
2. 57 % of students were at, near or above standard in reading, as compared to 62% in writing, 73% in listening, and 67% in research/inquiry
3. As grades increased, more students met ELA standards

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	129	129	100.0	129	**2403.8**	9	21	33	37
Grade 4	100	100	100.0	100	**2445.9**	14	13	40	33
Grade 5	139	138	99.3	138	**2482.7**	12	16	38	33
All Grades	368	367	99.7	367		12	17	37	35

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	20	33	47	19	36	44	14	51	35
Grade 4	19	29	52	16	47	37	16	36	48
Grade 5	19	33	49	12	49	39	11	53	36
All Grades	19	32	49	16	44	40	13	48	39

Conclusions based on this data:

1. 99.7% of students enrolled were tested and more than 66% of students nearly met, met or exceeded ELA standards in grades third thru fifth
2. 51% of students were at, near or above standard in Concepts and Procedures, as compared to 60% in Problem Solving and Modeling/Data Analysisi and 61% in Communicating Reasoning

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	14	4	57	2	29	7
1			8	23	14	40	5	14	8	23	35
2	2	6	6	19	9	29	8	26	6	19	31
3	5	13	7	18	17	43	4	10	7	18	40
4	5	29	3	18	6	35	1	6	2	12	17
5	3	14	11	52	5	24	2	10			21
Total	15	10	35	23	52	34	24	16	25	17	151

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 from 29% to 12%.
2. 56% of the students taking the CELDT test are scoring at the intermediate and Early Advanced levels.
3. As we look at student from the kinder thru 5th grade the number of students scoring Intermediate, Early Intermediate or Advance, positively increase and the number of students scoring basic or Early Intermediate decrease.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	166	166	151
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	166	166	151
Number Met	97	90	77
Percent Met	58.4%	54.2%	51.0%
NCLB Target	57.5	59.0	60.5
Met Target	**Yes**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	171	31	177	34	176	29
Number Met	50	15	38	17	32	--
Percent Met	29.2%	48.4%	21.5%	50.0%	18.2%	--
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**Yes**	**Yes**	**No**	**Yes**	**No**	**--**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1. The percentage of students who attained English proficiency last year decreased by 3.2%
2. AMAO 2 The number of students that have been in the U.S. for less than three years has decreased consistently from 29.2% in 2012-2013 to 18.2% in 2014-2015

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

2. No official data for 2014-2015 as of the time of this writing

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, and Socially Economically Disadvantaged (SED)
A. Kindergarten: All students will exit kindergarten at benchmark fluency for: first sounds, high frequency words, letter naming, phoneme segmentation, and nonsense words using the STAR 360 Early Literacy and Essential Literacy Skills assessments.
B. First Grade: All students will exit first grade At or Above Benchmark with 80% proficiency on the STAR 360 Early Literacy and Essential Literacy Skills assessments.
C. Second-Fifth Grades: 70% of all students will exit grade level with a score of At or Above Benchmark on the STAR 360 Reading Assessment.
D. Third-Fifth Grades: 70% of all students will exit grade level scoring At or Above Level on the English Language Arts (ELA) Interim Formative Assessments (IFA) online assessments
E. Students shall reach grade level in reading or reduce the gap between their reading level and grade level by 1.5 years growth

Data Used to Form this Goal:

STAR Reading Assessment

- DIBLES data (Kindergarten - fifth grades)
- Essential Literacy Skills Checklist (Kindergarten-First grades)
- Interim Formative Assessments (IFA's) online (Second-Fifth grades)

Findings from the Analysis of this Data:

Kindergarten- 50%of the students attained the DIBELS benchmark goal for End of Year.
First Grade- 54% of students attained the DIBELS benchmark goal for End of Year.
For Third Grade- 26% of all students scored At or Above Level on the English Language Arts (ELA) Interim Formative Assessments (IFA) online assessments
For Fourth Grade- 9% of all students scored At or Above Level on the English Language Arts (ELA) Interim Formative Assessments (IFA) online assessments

For Fifth Grade- 40% of all students scored At or Above Level on the English Language Arts (ELA) Interim Formative Assessments (IFA) online assessments

How the School will Evaluate the Progress of this Goal:

- Teachers will collaborate in grade level data meetings to evaluate grade level assessment data throughout the year
- Data meetings with the Instructional Coach throughout the year to inform instruction
- Progress monitoring through the use of Intervention Service Providers and EST teachers
- Analyze Star 360, DIBELS and Essential Skills three times a year and more often for students in intervention classes
- Teacher Created assessments every four to six weeks to drive instruction
- Interim Formative Assessments (IFA's) online (third-fifth)
- Performance Tasks (third-fifth)

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full implementation of State approved Language Arts Curriculum and CCSS

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 TOSA-Instructional Coach	September 2015-May 2016	Teachers	1000-1999: Certificated Personnel Salaries	Discretionary	2000
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 2015- May 2016 Staff trainings and classroom model lessons OSD ELA CCSS Units per trimester	Release time with substitutes	1000-1999: Certificated Personnel Salaries	Title I	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, TOSA Instructional Coach and teachers	August 2015-June 2016	Principal Walkthrough TOSA Collaboration			
Continue Implementation of Success-maker (SME) school wide (K-5)	Teachers and Principal	August 2015-June 2016	Computer software for intervention		District Funded	
Implement Waterford Early Reading Program	Teachers and Principal	August 2015-June 2016	Computer software for intervention		District Funded	
Transitional TK/K teachers will collaborate with District's oversight committee, principal to ensure that focus on needed	Principal and TK, Kindergarten teachers and paraeducators	Sept. 2015-May 2016 ELS K only	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
academic and social development skills are addressed in the delivery of lessons.		Principal Walkthrough				
Promote the love of reading by engaging students in reading competition through the Accelerated Reader Program, MyOn, Battle of the Books with individual and grade level and school-wide prizes and recognition	Principal, Teachers, Librarian, TOSA Instructional Coach, ISPs, and Support Teachers	September 2015-May 2016 3rd-5th graders participating in Battle of the Books	Materials	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	LCFF - Targeted LCFF - Discretionary	1500 1000
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 2nd LCFF Targeted is from LCFF-EL	Principal, Teachers, TOSA, ISPs	October 2015-May 2016 Star 360 data Essential Literacy Skills Tests	Personnel	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I LCFF - Targeted LCFF - Discretionary LCFF - Targeted Title III	56091.69 26000 10570 14000 5609.17
Implement before and after school intervention for students who are struggling academically including foster youth and ELLs 2nd LCFF Targeted is LCFF EL	Principal, Intervention Committee, TOSA Instructional Coach	October 2015-May 2016 Progress Monitoring every six weeks DIBELS data 10/15 & 1/16	Personnel Personnel	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I LCFF - Targeted	1018.31 6140

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Essential Literacy Skills Tests Star 360 data			LCFF - Targeted	6092
Library Media Technician to assist teachers in the creation and organization of instructional materials	Library Media Technician	August 2015-June 2016	District Funded		District Funded LCFF - Discretionary	21997 3977.49
Decrease the number of LTEL by sites completing the ELRTs and implement interventions as needed, ISP goal	Principal, TOSA Instructional Coach, EL TOSA and Intervention Committee	October 2015 & Feb. 2016 Analyze data for targeted standards and focus students for re-teaching ELRT intervention support	Certificated		LCFF - Targeted	1000
DIBELS testing three times per year – 6 subs for three days (grades 3-5)	Principal, Teachers and TOSA Instructional Coach	9/15, 1/16 & 5/16 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	Principal, Teachers and TOSA Instructional Coach	10/15, 2/16 & 5/16 Progress monitoring of grade level goals Teacher substitutes	District Funded		District Funded	
Subscriptions for Apps (VPP) for devices: Including but not limited to: Mobymax, TenMarks, Brainpop, Starfall, etc	Principal, Teachers, TOSA Instructional Coach and Site Media Technician	2015-2016 Subscriptions	Materials, subscriptions	4000-4999: Books And Supplies	LCFF - Targeted	5000
Purchase materials to implement CCSS units and STEAM.	Principal, Teachers and TOSA Instructional Coach	2015-2016	Materials	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	1012.51

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher OA2 to assist teachers in the creation and organization of instructional materials	Principal, OA2	2015-2016	Staff	2000-2999: Classified Personnel Salaries	Discretionary	27651.63
			Health and Welfare	3000-3999: Employee Benefits	Discretionary	35
Computer equipment, supplies and software replacement	Principal, Media Tech	2015-2016	Equipment maintenance and replacement	5000-5999: Services And Other Operating Expenditures	Discretionary	15000
Materials, supplies and warehouse charges	Principal, office manager	2015-2016	School supplies	5000-5999: Services And Other Operating Expenditures	Discretionary	35510.12
Non Capitalize equipment	Principal, Office Manager`	2015-2016`	Equipment	5000-5999: Services And Other Operating Expenditures	Discretionary	5000
Clerical extra help (iPad deployment, overtime)	Principal office Manager	2015-2016	Personnel	2000-2999: Classified Personnel Salaries	Discretionary	5506
			Health and Welfare	3000-3999: Employee Benefits	Discretionary	3.28

Strategy #2

STRATEGY:
The school will ensure opportunity and equal access for all students to interventions and enrichment opportunities

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 STEAM strands	Principal, Teachers & ISP teachers, TOSA Instructional Coach	September 2015-June 2016	See Goal 1 Strategy #1			
Use data to target specific educational needs of ELL students and provide appropriate support and/or intervention.	Teachers, Principal, ISP teachers, TOSA Instructional Coach, EL TOSA	September 2015 – June 2016 Grade Level data collected three times a year DIBELS Data Two times a year IFA data IPT assessment data	Refer to Goal #1 Strategy 1			
Implement before and after school interventions and enrichment classes for targeted students	Principal, Teachers and TOSA Instructional Coach	September 2015-June 2016	See Goal #1 Strategy 1			
MTSS, COST, and SST meetings to address the needs of students	Principal, TOSA Instructional Coach, School Counselor, School Psychologist, ORC, teachers and parents	August 2015-June 2016 Create plans of support and monitor for progress and effectiveness	See Goal 1, Strategy 1			
Increase Foster Youth attaining proficiency in ELA through intervention support as needed.	Principal, Teachers, ISP teachers, TOSA Instructional Coach and ORC	October 2015-June 2016	Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1000
Enrichment Activities such as field trips like, Santa Barbara Sea Center, aquarium of the Pacific	Principal and Teachers	October 2015-June 2016	Buses, entrance fees	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	9000

Strategy #3

STRATEGY:
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**
Provide Kindergarten Workshops and necessary support materials to parents of incoming kindergarten parents	Principal and Kindergarten teachers	August 2015-June 2016	Teachers	1000-1999: Certificated Personnel Salaries	Title I	1000
Provide Kindergarten Readiness DVD and supporting materials for transition to Kindergarten workshops at Get Ready for Kindergarten Parent Nights	Principal and Kindergarten teachers	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	June 2016	Goal 1, strategy 1		District Funded	

Strategy #4

STRATEGY:
The School will implement a transitional plan for 5th graders to 6th grade.

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. 2015, Feb. 2016 and April 2016 Assemblies				
Transition presentation to 5th grade students prior to entry into Junior High (6-8 grade)	Principal, administrative staff from feeder school	Feb 2016-June 2016				

Strategy #5

STRATEGY:
The school will provide professional development to support the full implementation of the State approved ELA curriculum and support CCSS for ELA

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2015 -May 2016 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 2015-March 2016	Refer to Goal #1 Strategy #1			
Site Based Promethean Board Training will provide strategies for creating engaging lessons using the Promethean Board	Principal, TOSA Instructional Coach and Media-Tech	September 2015-May 2016	Not Applicable			
Site Based iPad training will provide strategies for creating engaging lessons using the iPads	Principal, TOSA Instructional Coach and Media-Tech	September 2015- May 2016	Not Applicable			
Professional Development will be provided to support CCSS ELA either through the district, Ventura county or other providers, i.e. ETM, CHAMPS, Google Docs, etc. 2nd LCFF targeted is LCFF-EL	Principal, Teachers and TOSA Instructional Coach	September 2015- May 2016	Registration, travel, hotel	5800: Professional/Consulting Services And Operating Expenditures	Title I LCFF - Discretionary LCFF - Targeted LCFF - Targeted	3000 2000 1000 1000

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 meetings (quarterly) to discuss: • Parent Compact • Parent Involvement Policy	Principal	September 2015 March 2016 May 2016	Not Applicable			
ELAC, Title I and SSC meetings will be held to review academic programs, budget and goals. Baby sitting will be provided.	Principal and ORC	November 2015-May 2016	Salary	2000-2999: Classified Personnel Salaries	Title I	800
Review assessment data at parent conferences	Teachers	November 2015 March 2016	Not Applicable			
Provide students with academic agenda books for the 2015-2016 school year to support home-school communication	Principal	August 2015 Improvement in Parent Participation	Materials	4000-4999: Books And Supplies	Title I	1400
Promote Health and Fitness Days (1 per month)	PTA Parent volunteers & ORC	September 2015-May 2016 Student participation, Ed Connect, Marquis, Flyers, Website Announcements	Materials		PTA	300
Site will utilize Administrative Electronic Communication through various medias to foster communication	Principal and Site Media-Tech	August 2015-June 2016 Improvement in Communication and participation in school functions.	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents are invited to take part in meetings – Back to School Night, Coffee with the Principal, Family Nights, STEAM activity nights, school carnival	Principal and ORC	August 2015 -May 2016 Parent Participation • 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 2015-June 2016 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	Principal, Teachers, and ORC	August 2015-June 2016 Back-to-School Night Announcement, Sign-up sheets,Bi- Monthly Updates	Not Applicable			
Parent Involvement will be promote through events with the principal, PTA, ELAC, School Site Council, and informational meetings	Principal and ORC	August 2015-June 2016 Coffee with the Principal Parent Meetings	materials	0001-0999: Unrestricted: Locally Defined	Title III	500

Strategy #7

STRATEGY:
The School will support the district implementation of ASES grant

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	August 2015-June 2016	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 2015 to June 2016	Not applicable			
Provide homework support and tutoring via the After School Program	Principal and ASES Teacher Liaison	August 2015 to June 2016	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:
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:
This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, and Socially Economically Disadvantaged (SED) 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. Kindergarten- 5th Grades-50% of the grade level population will score At or Above Benchmark (80%) on IFA's, Scott Foresman tests as well as CCSS teacher created assessments
Data Used to Form this Goal:
District provided IFA's in Math, Scott Foresman assessments and Common Core Teacher Created Assessments

Findings from the Analysis of this Data:

- Kindergarten: 41% scored At or Above Benchmark on Pink Math IFA
- 1st grade: 24% scored At or Above Benchmark on Pink Math IFA
- 2nd grade: 29% scored At or Above Benchmark on Pink Math IFA
- 3rd grade: 30% scored At or Above Benchmark on Pink Math IFA
- 4th grade: 3% scored At or Above Benchmark on Pink Math IFA
- 5th grade: 31% scored At or Above Benchmark on Pink Math IFA

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.
- MTSS process
- Progress Monitoring using common assessments to collaborate on focus students
- IFA CCSS assessments
- Scott Foresman Assessments
- STAR 360 Math 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 and STAR 360 Math Assessments to ensure students are reaching proficiency on CCSS assessments.	Principal and grade level teams	October 2015-June 2016 -Progress monitoring using IFA CCSS assessments -My Math 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 2015-June 2016 IFA CCSS assessments Principal Walkthroughs Data Analysis My Math assessments	Refer to Goal #1 Strategy #1			
Continue Implementation of Successmaker school wide (TK through 5 grades)	Principal, teachers, and Site Media-tech	September 2015-June 2016	Refer to Goal 1 Strategy #1			
MTSS, COST, and SST meetings to address the needs of students	Principal, TOSA Instructional Coach, School Psychologist, School Counselor, ORC	October 2015-May 2016	Refer to Goal 1 Strategy #1			
Implement before and after school intervention for targeted students struggling in mathematics	Principal, Teachers and TOSA Instructional Coach	October 2015-May 2016	Refer to Goal 1 Strategy #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2015-June 2016	Materials	4000-4999: Books And Supplies	LCFF - Discretionary	3000
Collegian teacher collaboration, observations and data analysis in order to best address the needs of all students and at the same time a professional learning community	Principal, TOSA Instructional Coach, Teachers	Teacher substitutes for teacher release time for observations and debrief time August 2015 - June 2016	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	1000

Strategy #2

STRATEGY:
All Students in grades K-5 will have the opportunity and access Mathematics academic intervention, including the opportunity to enrich activities that will enhance learning opportunities

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 2015-May 2016	Refer to Goal #1 Strategy #1			
Use data to target specific educational needs of EL students and provide appropriate support and/or intervention.	Principal, Teachers, EL TOSA and TOSA Instructional Coach	September 2015 – June 2016 IPT Assessment data	Refer to Goal#1 Strategy #1			
Implement before and after school intervention and enrichment for targeted students	Principal, Teachers, TOSA Instructional Coach and ISP Teachers	October 2015-June 2016	Refer to Goal#1 Strategy #1			
COST and SST meetings to address the needs of students	Principal, School Psychologist, School Counselor, ORC and TOSA Instructional Coach	August 2015-June 2016	Refer to Goal#1 Strategy #1			
Increase the number of Foster Youth attaining proficiency in mathematics through intervention support as needed.	Principal, Teachers and TOSA Instructional Coach	October 2015-June 2016	Refer to Goal #1 Strategy 2			

Strategy #3

STRATEGY:
Kindergarten teachers will support in-coming kindergarten students by hosting meetings and workshops that will support parents to get their children ready for kindergarten

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	August 2015 – May 2016	Refer to Goal 1			
Ready Set Go classes for incoming kindergarten students without Pre-K experience during the summer.	Principal and Kindergarten teachers	June 2016	Refer to Goal 1			

Strategy #4

STRATEGY:
Fifth grade teachers will collaborate with receiving 6th grade schools to support 5th to 6th grade transition

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 2016-June 2016	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 2016-June 2016	Refer to Goal 1			

Strategy #5

STRATEGY:
All teachers will participate in Math CCSS professional development sponsored by the district, county or in-service.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Common Core training provided by school, district committee members and Instructional Coach	Principal, TOSA and MY Math Expert Committee	August 2015 -May 2016 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 2015-May 2016 IFA CCSS assessments My Math assessments STAR 360 Assessment	substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1000

Strategy #6

STRATEGY:
Parent will be encourage and will have the opportunity to participate in committees and informational meetings about the academic outcomes and the resources and services provided and available to the students

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title 1 Quarterly meetings • Parent Compact (revision) • Parent Involvement Policy (distribute)	Principal and ORC	September 2015 March 2016 May 2016	Refer to Goal 1			
Provide Babysitting services for ELAC, Title I and SSC meetings to review academic program, budget and goals to allow parents to attend meetings	Principal and ORC	October 2015-May 2016	Refer to Goal 1			
Review assessments data at parent conferences	Teachers	November 2015 March 2016	Refer to Goal 1			
Provide students with academic agenda books for the 2015-2016 school year to support home-school communication	Principal	August 2015	Refer to Goal 1			
Parents are invited to take part in informational meetings – Back to School Night, Coffee with the Principal, etc	Principal and ORC	August 2015-June 2016	Refer to Goal 1			

Strategy #7

STRATEGY:
Qualifying first through fifth grade students will participate in the Oxnard Scholars After School Program on a daily basis. Students will receive support with homework as well as the opportunity to participate in extracurricular activities such theater,mouse squad, computer science etc.

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 Administrator and liason	August 2015-June 2016	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 2015 to June 2016	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, and Socially Economically Disadvantaged (SED)
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
- IPT 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 EI)
- 2nd grade – 97.36% are at/above the expected ELD level (EI)
- 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 IPT, 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 2015-June 2016 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, and Teachers	September 2015-June 2016	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 and Teachers	September 2015-June 2016 Progress Monitoring • Observation and collaboration	Substitutes Substitutes	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I Title III	2900 556.83
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.	Principal, EL TOSA, TOSA Instructional Coach and Teachers	November 2015-June 2016	See Goal #1			
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.	Principal and EL TOSA	November 2015-June 2016 Classroom observations records Principal Walkthroughs	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Recognize student growth on CELDT via annual assembly	Principal and ORC	January 2016 CELDT results	Not Applicable			
Supplemental leveled materials to support EL's struggling with the CCSS materials.	Principal and Teachers	December 2015-June 2016 Differentiated Materials				

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 planning and assessment	Principal, EL TOSA, TOSA Instructional Coach and VCOE staff	September 2015-June 2016 Workshop attendance and peer observations IPT Assessments	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	Principal and Kindergarten Teachers	August 2015-June 2016	Refer to goal #1			
Ready Set Go! classes for incoming kindergarten students without pre-k experience during the summer	Principal	June 2016	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 2016- June 2016	See Goal #1			
Transition presentation to 5th grade students prior to entry to Middle School	Principal, Administrative Staff from Middle Schools	Feb 2016-June 2016	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 and site TOSA will be used to provide training in using the Supplemental materials for Avenues.	Principal and EL district and site TOSA	December 2015-April 2016	Staff development materials classroom observations			

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 and ORC	September 2015 October 2015 April 2016	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 2015-May 2016	Refer to Goal 1 Strategy #6			
Review assessment data at parent conferences	Teachers	November 2015 March 2016	Not Applicable			
Inform parents at ELAC and SSC meetings of needed growth in English Language Development as measured by the CELDT exam	Principal	October 2015-June 2016	Refreshments	4000-4999: Books And Supplies	Title III	500
Parents are invited to take part in meetings – ELAC, SSC and PTA meetings, Back to School Night	Principal and ORC	September 2015 –May 2016	Not Applicable			
Provide Parent training/workshops to support student learning 2nd LCFF is LCFF-EL	Principal, Teachers, ORC,	September 2015 –May 2016	Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1000
					LCFF - Targeted	1000

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 and ASES Teacher Liason	August 2015-June 2016	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 and ASES Teacher Liason	August 2015-June 2016	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, and Socially Economically Disadvantaged (SED)

A. Positive Behavior Plan:

- Students attendance at school will increase 10% overall as compared to June 2015
- Positive behavior support (CHAMPS) will be implemented school-wide to reduce discipline 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
- 100% 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 complied by Attendance Tech
- Review of School Safety Plan
- Students' reports on discipline
- Observation and collaboration meeting with Principal, psychologist, and ORC
- California Healthy Kids Survey

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:

- COST 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

California Healthy Kids Survey

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 and ORC	August 2015-June 2016 COST and SST notes School wide positive behavior program (CHAMPS)	Salary	2000-2999: Classified Personnel Salaries	District Funded	38280
Implement tardy/attendance incentives programs	Principal and ORC	October 2015- June 2016 • ORC/Attendance Tech Reports • Monthly A2A Reports of Attendance Letters Generated	Materials	4000-4999: Books And Supplies	LCFF - Targeted	1000
Implementation of CHAMPS school-wide with common areas of bathrooms, cafeteria and hallways being the focus	Principal, teachers, and yard supervisors	August 2015- June 2016 • review of office referrals • common area observations	Not Applicable	4000-4999: Books And Supplies	LCFF - Targeted	1000
Provide behavioral support training for parents using Parent Project and Triple P curriculum.	Principal, ORC and School Counselor	August 2015-June 2016	Not Applicable			
Provide drug, alcohol, and tobacco prevention education(e.g. Red Ribbon Week and Tobacco Bus)	Principal, ORC and Teachers	October 2015-May 2016	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 2015	Not Applicable			
Hold Regular Social Skills and discipline assemblies for students two times a year)	Principal, Counselor and ORC	September 2015 - March 2016	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	Principal and ORC	September 2015-March 2016	Not Applicable			
Provide social/emotional support for students, parents and staff by school counselor	School Counselor	August 2015-June 2016		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 who are not performing academically or are encountering challenges with social and emotional needs	Principal, TOSA Instructional Coach, ORC, School Psychologist, School Counselor, Teachers and support staff	September 2015 - June 2016	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	August 2015 - June 2016	Refer to Goal #1			
Ready Set Go! classes for incoming kindergarten students without pre-k experience during the summer	Principal	June 2016	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 Administrative Staff	Feb 2016 - June 2016	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 2016-June 2016	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.	Principal and Safety Committee	August 2015-June 2016 SIP days and Staff meeting • 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 and Yard Supervisors	August 2015-June 2016 Positive behaviors are demonstrated on the playground and on campus	See goal 4, Strategy 1			
Playground supervisors for supervision and positive behavior support.	Principal and Yard Supervisors	August 2015-June 2016 Positive behaviors are demonstrated on the playground and on campus Decrease number of office refferals	Personnel, salary	2000-2999: Classified Personnel Salaries	Discretionary	92301.67
Administer needs assessment of staff for professional development.	Principal	August 2015-June 2016	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	Principal and Safety Committee	October 2015-March 2016	Not Applicable			
Parents education meetings on safety, attendance, and school discipline procedures and policies.	Principal and Safety Committee	August 2015-June 2016	Not Applicable			
Health and Fitness Monthly activities	PTA Parent Volunteers	October 2015-June 2016	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	August 2015- June 2016	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, ASES Administrator and ASES Teacher Liason	August 2015-June 2016	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 and ASES Teacher Liason	September 2015 -May 2016	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:

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:

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, and Socially Economically Disadvantaged (SED)
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.
A. 75% of all GATE students in grades 2nd-6th will become proficient or advanced on Site-generated CCSS assessments in ELA and Math
B. 100% of all GATE students in 1st grade will be at or above grade levels as measured by DIBELS
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
E. 75% of all EL GATE students will progress one level on the CELDT assessment or be reclassified as Fluent English Proficient

Data Used to Form this Goal:

- DIBELS
- CELDT
- IPT
- STAR 360
- My Math Benchmark Tests

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

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings and individually with Principal after assessments
- GATE cluster teacher collaboration
- Star 360 data
- DIBELS data
- IFA assessment data

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	Principal, Teachers and TOSA Instructional Coach	September 2015-June 2016	See Goal #1 & #2			
GATE Program to Focus on STEAM through Universal Themes	Principal, Teachers and TOSA Instructional Coach	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 parent meetings of students entering 6th grade with Administrative staff from feeder middle schools	Principal, Teachers and Administrative staff from Middle schools	Feb 2016-June 2016	Collaboration meetings (agendas and minutes)			
Presentation to fifth grade students by middle schools	Principal, Teachers and Administrative staff from Middle schools	Feb 2016-June 2016 Assemblies				

Strategy #3

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	**Person(s) Responsible**	**Task/Date**	**Proposed Expenditure(s)**			
			Description	**Type**	**Funding Source**	**Amount**
CAG and OCC conferences	Principal, Teachers, TOSA Instructional Coach and District Personnel	July 2015-June 2016 Support from Centralized GATE program	Collaboration Meetings (Minutes and Agendas			
Tri-County GATE workshops and conference	Principal, Teachers, TOSA Instructional Coach and District Personnel	August 2015-June 2016 Support from Centralized GATE program	Collaboration Meetings (Minutes and Agendas)			

Strategy #4

STRATEGY:
The School will implement a transitional plan for 5th graders to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
GATE DAC meetings	Principal and District Personnel	August 2015-June 2016	• Minutes • Agendas			
GATE DAC Parent Education Nights	Principal and District Personnel	August 2015-June 2016	• Minutes • Agendas			

Strategy #5

STRATEGY:
The school will provide professional development to support the full implementation of the State approved ELA curriculum and support CCSS for ELA

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 2015-June 2016	Refer to Goal #1			

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:

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)	August 2015-June 2016	Coach	1000-1999: Certificated Personnel Salaries	District Funded	109685
Library Media Technician	August. 2015-June 2016	Library	2000-2999: Classified Personnel Salaries	District Funded	25221
Media Technician	August 2015-June 2016	Site Lab Tech	2000-2999: Classified Personnel Salaries	District Funded	48681
Maintenance Agreement for Copy Machine(s)	August 2015-June 2016	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	12930
Maintenance Agreement for Successmaker & Waterford	August 2015-June 2016	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Centralized Services	3795
Outreach Consultant	August 2015-June 2016	Outreach	2000-2999: Classified Personnel Salaries	District Funded	56997
Professional Development in teaching strategies for the interactive whiteboard and ipad	August 2015-June 2016	District Training	1000-1999: Certificated Personnel Salaries	Centralized Services	
Professional Development for implementation of Supplemental materials for Avenues	August 2015-June 2016	Prof Development	5000-5999: Services And Other Operating Expenditures	Centralized Services	
School Counselor	August 2015-June 2016	Counseling	1000-1999: Certificated Personnel Salaries	District Funded	107576

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
EL Testing	August 2015-June 2016	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
1000-1999: Certificated Personnel Salaries	Discretionary	3,000.00
2000-2999: Classified Personnel Salaries	Discretionary	125,459.30
3000-3999: Employee Benefits	Discretionary	38.28
5000-5999: Services And Other Operating	Discretionary	55,510.12
	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	5,977.49
0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	1,012.51
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	11,570.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1,000.00
4000-4999: Books And Supplies	LCFF - Discretionary	3,000.00
	LCFF - Targeted	3,000.00
	LCFF - Targeted	7,092.00
0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	9,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	48,140.00
4000-4999: Books And Supplies	LCFF - Targeted	8,500.00
	PTA	300.00
4000-4999: Books And Supplies	PTA	300.00
1000-1999: Certificated Personnel Salaries	Title I	63,010.00
2000-2999: Classified Personnel Salaries	Title I	800.00
4000-4999: Books And Supplies	Title I	1,600.00
5800: Professional/Consulting Services And	Title I	3,000.00
	Title III	5,609.17
0001-0999: Unrestricted: Locally Defined	Title III	500.00
1000-1999: Certificated Personnel Salaries	Title III	556.83
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	184,007.70
District Funded	146,728.00
LCFF - Discretionary	22,560.00
LCFF - Targeted	75,732.00
PTA	600.00
Title I	68,410.00
Title III	7,166.00
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.)
Explicit and rigorous implementation of ELA/ELD, Math CCSS along with STAR 360 and IPT assessments
Development/Support/offer professional Development for teachers to move along the the SAMR ladder in order for students to continue to access 21st Century Skills

Identify the major expenditures supporting these priorities.
Professional development provided by district, VCOE and others for teachers and administration on ELA/ELD, Math and CCSS
Full time Counselor to support social emotional well being of students
Purchase 1:1 iPads for all students in additon to STAR assessment 360 and MyOn to support reading

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 overwhelming amount 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/ELD, Math CCSS

What specific actions related to those strategies were eliminated or modified during the year?
Grade level meeting were increased in order to create more time to collaborate and plan

Identify barriers to full or timely implementation of the strategies identified above.
Insufficient substitute teachers to cover the needs of the district and collaboration opportunities among teachers, i.e. peer observations, PLCs.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Ongoing collaboration among administrators and district personnel in addition to attending employment recruiting fairs throughout the State.

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 and of professional development

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 (ISPs) collaborated to form groups of students and provide academic intervention and monitoring of students

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
ISPs were constantly pulled to substitute, creating and inconsistent support to students. There is a lack of reliable substitutes throughout the county.

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
X Lack of effective follow-up or coaching to support implementation
X 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
X Continuing it with the following modifications:
Hire ISPs for four days allowing Friday for them to be open to substitute and support the district lack of substitutes.

Involvement/Governance

How was the SSC involved in development of the plan?
Monthly meetings with SSC allows for discussions, feedback and revisions of the current plan.

How were advisory committees involved in providing advice to the SSC?
Reviewing, reading providing feedback and questioning and clarifying the plan.

How was the plan monitored during the school year?
Monitoring happen by constantly keeping SSC up to date with the latest development and challenges implementing the plan.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
No Changes needed at this time.

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			
Amanda Rodriguez		X			
Lydia Rojas				X	
Amy Dahm			X		
Sylvia Carrillo				X	
Dana Gonzalez				X	
Karen Hill-Scott				X	
Adriana Herrera			X		
Jackie Zaragoza				X	
Numbers of members of each category:	**1**	**3**	**2**	**4**	

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)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 10/07/2015.

Attested:

Dr. Andres Duran — Typed Name of School Principal; Signature of School Principal; 10/7/15 — Date

Melanie Morrow — Typed Name of SSC Chairperson; Signature of SSC Chairperson; 10/07/15 — Date; co-chair

In place of Melanie Morrow (sick)

Christa McAuliffe Elementary
THE STEAM School
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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 (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 acera 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:
  - o Normas de política acerca de la participación escolar,
  - o Calendario escolar y calendario de reuniones,
  - o Manuel para padres de familia y alumnos,
  - o Solicitud para registrarse como voluntario e información,
  - o Información sobre las evaluaciones académicas,
  - o 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, icono en el iPad de los estudiantes, como también un 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 puedan 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 director también mantiene dos juntas por mes donde los padres aprender los recursos adicionales que son proveídos por la escuela, distrito.

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

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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, student's iPad icon, 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 principal also holds "Coffee with Principal" in which parents can bring any suggestions, concerns or come to learn the different resources available this are held twice a month in Spanish and English.

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: September 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: 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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	104	84	80.8	84	**2345.0**	2	11	20	67
Grade 4	141	119	84.4	119	**2352.5**	3	3	9	86
Grade 5	124	101	81.5	101	**2371.3**	1	7	10	82
All Grades	369	304	82.4	304		2	6	13	79

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	5	27	68	1	33	65	2	57	40	7	37	56
Grade 4	3	22	76	1	20	79	3	45	52	2	28	71
Grade 5	2	18	80	1	17	82	1	38	61	6	30	64
All Grades	3	22	75	1	23	76	2	46	52	5	31	64

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	104	101	97.1	101	**2359.6**	3	13	16	68
Grade 4	141	137	97.2	137	**2359.7**	1	2	20	77
Grade 5	124	121	97.6	121	**2365.5**	0	2	7	91
All Grades	369	359	97.3	359		1	5	14	79

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	6	27	67	7	25	68	4	43	53
Grade 4	1	11	88	1	20	79	1	22	77
Grade 5	0	7	93	1	9	90	1	17	82
All Grades	2	14	84	3	18	80	2	26	72

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					2	13	2	13	12	75	16
1			7	10	18	27	18	27	24	36	67
2	1	1	15	18	27	32	17	20	24	29	84
3			20	27	25	34	14	19	15	20	74
4			14	15	40	43	12	13	26	28	92
5	1	1	13	18	24	34	12	17	21	30	71
Total	2	0	69	17	136	34	75	19	122	30	404

Conclusions based on this data:

1. The largest percentage of students being tested still fall into the beginning to intermediate range.
2. The increase in scores in the beginning and early intermediate stages in 4th and 5th grades reflects the scores of the ELD Academy students who were new to McKinna in the 14 - 15 school year.
3. In grades K - 3 the percentage of beginning ELs decreases from 75% in kindergarten to 20% in third grade and the percentage of early advanced increases from 0 to 27%. Although this is an improvement, more needs to be done to move students to English proficiency.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	379	379	404
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	379	379	404
Number Met	204	170	164
Percent Met	53.8%	44.9%	40.6%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	401	90	401	86	502	71
Number Met	51	26	37	17	52	17
Percent Met	12.7%	28.9%	9.2%	19.8%	10.4%	23.9%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1. McKinna students have not met the AMAOs since the 2010 - 2011 school year. Teachers continue to provide instruction to ELs using SIOP strategies. ELs receive targeted instruction in English through the Workshop for English Language Development (WELD), an intervention that is available for 100 students in grades 1 - 5 for two weeks in the summer and during the school year 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 the number of students reading on grade level. We also have 25 licenses for Fast Forward, a program for ELs that has been particularly effective in raising both reading achievement and test scores for upper grade students.

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		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1. The results are consistent with the findings at McKinna. There seems to have been a drop district-wide on the 2013-2014 tests.
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:

Language Arts:
Students will be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.

Data Used to Form this Goal:

Essential Literacy Skills Assessments (Kindergarten - 1st grades)
DIBELS data (Kindergarten – 5th grades)
IFA
Achieve3000
STAR 360

Findings from the Analysis of this Data:

- Kindergarten: 15% of students scored at or above grade level on the STAR Early Literacy Test
- 1st grade: 13% scored at or above grade level on the STAR Early Literacy Test
- 2nd grade: 14% scored at or above grade level on the STAR Reading Test
- 3rd grade: 10% scored at or above grade level on the STAR Reading Test
- 4th grade: 9% scored at or above grade level on the STAR Reading Test

- 5th grade: 13% scored at or above grade level on the STAR Reading Test

The large number of English Language Learners is one of the main reasons that McKinna Students struggle with meeting benchmark on the STAR. Approximately 50 - 60 % of all students score in the "Urgent Intervention" area on every grade level.This only underlines the importance of developing a strong ELD strand that is incorporated throughout the day in all subject areas. More detailed data analysis needs to be done to target accurately the exact areas that students are struggling. Writing seems to be an area of particular weakness and effective writing strategies including the rigorous teaching of specific reading skills like blending, segmenting, VCV words, sight words, and phonemic awareness need to be taught daily.Sight words will be a particular area of focus as 50 - 70% of any non-technical text is made up of sight words.

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 2nd, 3rd, 4th and 5th grades will monitor student progress using reports generated by Achieve 3000. and STAR360
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 2015 – June 2016	none			0.00
2.State adopted materials will be used to provide instruction with district approved supplemental material to meet CCSS.	Teachers/Principal	August 2015 – June 2016	none			0.00
3. Principal will conduct Student Monitoring Conferences three times a year and meet with grade level teams to discuss progress.	Principal	Sept, Dec 2015 and March 2016	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 from STAR 360 into OARS and DIBELS, evaluate & analyze results, & use information to inform instructional decisions.	Teachers, Coach	August 2015 – June 2016	none			0.00
5.Targeted Action: Instructional supplies will be purchased to enhance academic instruction and assist improve student achievement.	Teachers, Principal, Coach	August 2015 – June 2016	Provide materials for for curricular support (warehouse and materials and supplies)	4000-4999: Books And Supplies	Discretionary	22,144.86

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				4000-4999: Books And Supplies	Title I	5900.50
				4000-4999: Books And Supplies	LCFF - Targeted	23,091.56
6. K-2 consumables (HM and Kindergarten TBE 1st 30 days), Theme Skills tests, will be duplicated	Principal, Coach, Teachers	August 2015 – June 2016	District Graphic Services	5000-5999: Services And Other Operating Expenditures	Discretionary	2,200.00
7. During the school day,teachers in grades 2,3,4 and 5 will implement Achieve 3000 in order to improve student lexile levels, reading comprehension and writing skills.	Teachers	August 2015 - June 2016	None. Program previously purchased. See			0.00
8. Staff will focus on the development of academic language in Language Arts in English and Spanish.	Principal, Coach, Teachers	August 2015-June 2016	None. Staff has received training in Marzano vocabulary strategies in 2010 - 2011.			0.00
9. Targeted Action: Academic Incentives. $2.00 per student . Staff will continue to implement and monitor Accelerated Reader program.	Teachers	September 2015-June 2016	Reading incentives will be purchased for the AR Store to encourage reaching goals. (2.00 per student x 700) See Goal 1, Strategy 1, #9)			0.00
10. District adopted ELA pacing guides will be used to guide instruction and assessment.	Teachers, principal, coach	August 2015 – June 2016	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 2015 – June 2016	None. Teachers will create during Grade Level Meetings.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
12. Portable computer labs will be used in upper grades to assist with writing projects, research for reports and Keynote presentations in upper grades.	Teachers	August 2015 – June 2016	Refurbished Computers will be purchased for carts to replace old outdated ones.	4000-4999: Books And Supplies	LCFF - Targeted	10,000.00
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 2015 – June 2016	compensation	2000-2999: Classified Personnel Salaries	Discretionary	6,020.00
			benefits	3000-3999: Employee Benefits	Discretionary	1410.43
14. Data notebooks with state standards will be created by teachers for student use.	Teachers	August 2015 – June 2016	instructional supplies See Goal 1, #5			0.00
15. Copies will be made and classroom materials will be prepared.	Principal	August 2015– June 2016	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 (Achieve 3000, Sokikom, Ten Marks, RazKids, Kodable, BrainPop, Fast Forward)	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	15,166.00
				5000-5999: Services And Other Operating Expenditures	Title I	14,000.00
				5000-5999: Services And Other Operating Expenditures	Discretionary	2000.00
				4000-4999: Books And Supplies	LCFF - Discretionary	19534.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
17. Targeted Action: Field Trips will be taken to provide enrichment activities for students.	Teachers and Principal	August 2015 - June 2016	Admissions and transportation for field trips.	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	7000.00
18. Computer supplies and software will be purchased to support delivery of curriculum.	Teachers and Principal	August 2015 - June 2016	cartridges for printers, software, dongles, cables, bulbs for projector lamps	4000-4999: Books And Supplies	Discretionary	3,670.00
19. Computers and other technology will be purchased to replace outdated or damaged equipment.	Principal, Lab Technician	September 2015 - June 2016	laptops for teachers	4000-4999: Books And Supplies	Discretionary	8,000.00
20. Library books will be purchased (e-books and paper)	Librarian, Teachers, Principal	September 2015 - June 2016	Cost of books	4000-4999: Books And Supplies	Title I	1,000.00
21. 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
22. Myon will be used by all students in grades 1 - 5 to access fiction and non-fiction reading material.	Teachers	October 2015 - June 2016	None. District purchased for all sites.			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 and Homeless Youth attaining proficiency in ELA and Math. ISPs to work with all grade levels.Three ISPs for 135 days 4 hours per day @ $45 per hr.	ISPs	September 2015 - June 2016.	Salary (37%)	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	23,000.00
			Benefits	3000-3999: Employee Benefits	LCFF - Targeted	3,705.52
			Salary (38%)	1000-1999: Certificated Personnel Salaries	Title I	23,620.00
			Benefits	3000-3999: Employee Benefits	Title I	3646.57
			Salary (25%)	1000-1999: Certificated Personnel Salaries	Discretionary	15,540.00
			Benefits	3000-3999: Employee Benefits	Discretionary	2503.80
2. iPods and iPads will be used to increase fluency and reading comprehension	teachers	September 2015 - June 2016	None. Devices purchased previously or supplied by district.			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 2015 - June 2016	None. Purchased in 2011.	None Specified	None Specified	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2015 - June 2016	None. Salaries and benefits paid by district.			0.00
5. MTSS (SST) meetings, COST 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 2015 - June 2016	Sub Salaries ($125 x 79)	1000-1999: Certificated Personnel Salaries	Title I	9875.00
			Sub Benefits	3000-3999: Employee Benefits	Title I	1591.06
6. Offer intervention during school year. Enrichment will be provided for GATE students 2 days a week (1 primary and 1 upper) after school in order to meet specific needs.	GATE Teachers	December 2015 - June 2016	Salary 2 hrs weekly for 20 weeks. (180 per wk x 20 wks)	1000-1999: Certificated Personnel Salaries	Discretionary	3600.00
			Certificated Benefits	3000-3999: Employee Benefits	Discretionary	580.03
7. Intervention materials will be used during UA time, after school tutoring and intersession,	teachers, coach, ISPs, RSP	September 2015 - June 2016	STARS, Read Naturally, Road to the Code, CARS previously purchased, SIPPS.			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 2015 - June 2016	Site License purchased with Instructional Supplies funds. See Goal 1, Strategy 1 # 16.			0.00
9. Principal will continue to attend RtII Implementation Network Meetings at VCOE to keep up with best practices in intervention.	principal	3 times per 2015 - 2016 school year	None			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. First grade teachers will hold morning intervention classes before school using Successmaker and Waterford to improve reading and math skills.	first grade teachers	114 days 2014 - 2015 school year	Salaries for teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5175.00
			Benefits for teachers	3000-3999: Employee Benefits	LCFF - Targeted	833.80
11. Targeted Action: Offer intervention during school year. Intersession, before and after school tutoring will be held before CAASPP to prepare all students.	teachers, RSP, coach	205 days 2015 - 2016 school year	Salaries for teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3979.00
			Benefits for teachers	3000-3999: Employee Benefits	LCFF - Targeted	805.60
			Salaries for teachers	1000-1999: Certificated Personnel Salaries	Discretionary	6,435.00
			Benefits for teachers	3000-3999: Employee Benefits	Discretionary	1,036.80
12. Computer Lab Tech will be hired for 8 hours a day to provide technology support for staff.	Lab Tech	August 2015 - June 2016	None. District pays salary and benefits.			0.00
13. RSP, ISP and classroom teachers will work with at-risk students during UA times in ELA and Math.	RSP, teachers	August 2015 - June 2016	None. District pays RSP and ISP Salaries and benefits Goal 1, Strategy 2, #1			0.00
14. Classroom instruction will be supported by ESTs in grades 2 - 5.	ESTs	August 2015 - June 2016	None. District pays salaries of ESTs.			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 Meeting will be held to familiarize parents with kindergarten standards and expectations.	Principal, kindergarten teachers	May 2016	teacher salaries and benefits - 2 hrs for 6 teachers. See Goal 1, Strategy 2, # 11			0.00
			Materials and supplies. Goal 1, Strategy 1, #5			0.00
2. Pre-school teachers will meet with kindergarten teachers to discuss curriculum and expectations.	pre-school teachers and kindergarten teachers	September 2015 - June 2016	None. Meetings held during work day.			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 grade teachers will collaborate with middle school teachers on language arts placement .	5th grade teachers	June 2016	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 2016	None. During regular work hours			0.00
3. Principal will conduct parent information meeting regarding school enrollment choices for 5th grade parents.	Principal	Dec. 2015	None			0.00
4. 5th grade teachers will inform parents of enrollment choices for 2015 - 2016 school year during parent conferences.	5th grade teachers	November 2015	None	None Specified	None Specified	0.00
5. Middle School Teachers will come to McKinna to explain program options for sixth graders.	Middle School Teachers	May 2016	None			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 October by Achieve 3000.	Teachers, principal	November 2015	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 2015	None.			0.00
3. ISPs trained to implement DIBELS and other assessments.	ISPs, RSP	September 2015	None.			0.00
4. Teachers will be trained by school and district staff on new math curriculum	Teachers, Principal	August 2015 - June 2016	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 2015 - June 2016	None. PD takes place during regular work hours.			0.00
6. Teachers will attend workshops and conferences to improve professional practice.	teachers	August 2015 - June 2016	Registration and expenses for conferences not covered by the district. Subs for teachers attending conferences see Goal 1, Strategy 2.	5000-5999: Services And Other Operating Expenditures	Title I	6700.00
7. Tutorials will be posted in Edmodo 'Coach's Corner" on curricular delivery and other topics.	TOSA, computer tech, math coaches	September 2015 - June 2016	None			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Coach will train and provide ongoing support to teachers to implement STAR 360 and Myon.	TOSA, teachers	September 2015 - June 2016	None. TOSAs salary paid by the district.			
9. Consultants will work with staff to improve delivery of content and instructional practices.	Teachers, , TOSA, Principal and Consultant	October 2015 - June 2016	None. Fees included in subscriptions.			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 Quarterly Meetings including an Achieve 3000 Parent Information Night will be held 4 times during the school year.	principal, coach, ORC, consultants	September 2015,December 2015, January and April of 2016.	Handouts, Title I (Materials and Supplies) See Goal 1, Strategy 1, #5. Consultant's fees included in subscription.			0.00
2. Meetings will be held to jointly develop Parent Compact.	principal, parents	October 2015 - June 2016	Handouts, Title I (Materials and Supplies) See Goal 1, Strategy 1, #5			0.00
3. Meetings twill be held to jointly develop Safety Plan.	principal, parents	December 2015 - February 2016	Handouts, Title I, 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
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	October 2015 - June 2016	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
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 2015 - April 2016	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	117.15
6. Principal will post information about school events on school website, Twitter, Connect Ed and using the Remind app.	Principal, Lab Tech	August 2015 - June 2016	None			0.00
7. Incentives will be offered to children whose parents attend meetings.	Principal, Counselor	September 2015 - June 2016	Prizes for Treasure Box. See Goal 1, Strategy 1, #5.			0.00

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 2015 - June 2016	ASES funded position. Liaison compensation.			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 2015 - June 2016	None			0.00
3. Principal will work with ASP staff to make sure that Lesson One strategies are implemented.	Principal, Oxnard Scholars staff	August 2015 - June 2016	None			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 2016 - March 2016	None			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:
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:
This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic, Foster Youth and Homeless Youth. A. Students will attain grade level proficiency by scoring 70% or above on the K-5 publisher summative assessments. B. 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 Benchmark Tests STAR Math Tests Early STAR Literacy Test (Numeracy)

Findings from the Analysis of this Data:

Kindergarten - Most students fell into the 26 - 50 percentiles on the Early Numeracy segment of the Early Star Literacy.

- 1st grade: 43% scored at or above benchmark on the STAR Math Test
- 2nd grade: 11% scored at or above benchmark on the STAR Math Test
- 3rd grade: 24% scored at or above benchmark on the STAR Math Test
- 4th grade: 25% scored at or above benchmark on the STAR Math Test
- 5th grade: 20% scored at or above benchmark on the STAR Math Test

Third, fourth and fifth grade scores include the academy scores. There are large numbers of students who fall into the "on watch" or "intervention" categories in 4 of the five grade levels. It's important to provide immediate targeted intervention to these students to bring them up to grade level. We need to see if the overall poor performance is due to a lack of math basic skills orr as a result of limited English or both. Then we need to design an intervention program and monitor students to make sure they are making adequate progress. Kindergarten students seem to be on target for reaching benchmark if the trajectory continues to move forward.

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
- CAASPP
- IFA
- STAR 360 Math Assessments
- McGraw-Hill My Math chapter and benchmark tests

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 2015 – June 2016	None			0.00
2. Principal will conduct student monitoring conferences three times a year and meet with grade level teams to discuss student progress towards standards.	principal and teachers	September 2015 - April 2016	See Goal # 1, Strategy 1 #3			0.00
3. Instructional supplies will be purchased to improve math achievement and provide intervention.	principal, teachers, RSP, lab tech	August 2015 – June 2016	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 2015 - June 2016	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 2015 – June 2016	Binders, paper, printing costs, (included in instructional supplies) Goal 1, Strategy 1, #5			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 2015 – June 2016	None			0.00
7.Teachers will use literature from the Marilyn Burns Math Libraries to facilitate the understanding of mathematical concepts.	teachers	September 2015 – June 2016	None. Materials purchased previously.			0.00
8. Copies will be made and classroom materials will be prepared in order to support the math curriculum.	teachers, principal	August 2015– June 2016	Printing and paper costs included in instructional supplies. See Goal 1, Strategy 1, #5.			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 2015 - June 2016	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 2015 - June 2016	Applications - instructional supplies - Vol. Purchase Plan previously purchased. See Goal #1 Strategy 1 #16			0.00
3.Three ISPs will work with students during UA time to address needs.	ISPs	September 2015 - June 2016	Salaries and benefits. See Goal 1, Strategy 2, #1			0.00
4. MTSS (SST) meetings will be held to address the educational and emotional needs of students.	RSP, speech therapist, psychologist, principal, teachers, parents.	September 2015 - June 2016	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 2015 - June 2016	Materials and supplies. See Goal 1, Strategy 1 #5.			0.00
6. Intersession and after school tutoring will be held to prepare students for the CAASPP.	teachers, RSP	September 2015 - June 2016	Teacher salaries and benefits. See Goal 1, Strategy 2, # 11.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. ESTs will work with students in grades 2 - 5 to offer support to students struggling with math concepts.	ESTs, teachers	September 2015- June 2016	Salaries paid by district.			0.00
8. Ten Marks and Sokikom math programs will be used to provide extra support for students in grades 1 - 5.	principal	September 2015 - June 2016	licenses See goal 1, Strategy 1, #16.			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 2016	Materials funded by district. Meetings held during professional duty day.See Goal 1 Strategy 3, #1.			0.00
2. Pre-school teachers will collaborate with kindergarten teachers to discuss curriculum and expectations.	pre-school and kindergarten teachers	September 2015 - June 2016	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 2016	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.			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.			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 2015 - June 2016	None.			0.00
2. Targeted Action: Subscriptions and apps will be purchased that will reinforce grade level standards.	principal, teachers, coach	September 2015 - June 2016	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 2015 - June 2016	None.			0.00
4. Teachers Leaders will attend workshops on CCSS math provided by district and provide instruction and support to staff during staff meetings.	Math Team	August 2015 - June 2016	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 2015 - June 2016	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 2015 - June 2016	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, KELP and Kodable School to increase computational skills, collaboration and critical thinking.	Teachers	August 2015 - June 2016	Subscriptions and applications. See Goal I, Strategy I, #16			0.00
8. Coach will provide support to classroom teachers and model lessons when appropriate.	TOSA	August 2015 - June 2016	None. TOSA salary paid by district.			0.00
9. Math Leadership Team teacher and TOSA will attend Math Conference in Palm Springs.	Math Leadership Teacher, TOSA	November 2015	None. District pays for conference and hotel.			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, coach, teachers	September 2015, November 2015, January 2016, May 2016.	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 2015 - December 2015	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 2015 - December 2015	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	September 2015 - June 2016	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 2015 - June 2016	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 2015 - June 2016	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 2015 - June 2016	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: of all English Learners will advance one level on the CELDT
B. AMAO #2:
1. EL students who have been in language instruction educational programs for less than five years will reach English Proficient Level on the CELDT.
2. 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 and the significant sub-groups in 2nd-5th Grade will score “early advanced” or “advanced” on the 2015 CAASPP in math.
2. EL students and the significant sub-groups in 2nd-5th Grade will score “early advanced” or “advanced” on the 2015 CAASPP in Language Arts.

Data Used to Form this Goal:

CELDT
Achieve 3000 Post Test
DIBELS
AMAO Data

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 30% of McKinna students in grades 2 - 5 are reading on grade level according to the DIBELS EOY assessment. Only 24% of students who have been receiving instruction in English for 5 years or more attained English proficiency on the CELDT last year.

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
- IPT
- STAR 360 Reading Tests

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 2015– June 2016	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 2015 – June 2016	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 2015 – June 2016	None			0.00
4.Teachers in 3 – 5 grades will use Avenues. ELD Academy will use In the USA and Carousel.	Principal, Teachers	August 2015 – June 2016	None. materials supplied by district.			0.00
5.Teachers in grades 2 - 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 2015- June 2016	Subscription see Goal 1, Strategy 1, #16			0.00
6. Students in all grades will receive extra help during ELD Teaming.	Teachers, Principal, Intervention Service Providers	September 2015 – June 2016	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 2015	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 2015 - June 2016	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 2015-June 2016	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 2015 - June 2016	Classified salaries	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1500.00
				3000-3999: Employee Benefits	LCFF - Discretionary	260.85
12. ELLs progress in acquiring English will be monitored using a district assessment tool.	Principal, ISPs and Teachers	January 2015 - June 2016	None.			0.00
13. ESTs will work with English Learners to assist them in achieving grade level standards in ELA and math.	EST teachers	September 2015 - June 2016	None. Salaries paid by district.			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 for 4 hrs a day for 9 days in August before school starts.	WELD Teachers	August 2015 - January 2016	Teacher salaries $45 per hour for 320 hours.	1000-1999: Certificated Personnel Salaries	Title III	14,400.00
			Teacher benefits	3000-3999: Employee Benefits	Title III	2,248.56
			Materials and supplies	4000-4999: Books And Supplies	Title III	522.44
2. English Homework Help - 1 teacher 3 days a week one hour a day for 20 weeks.	Teachers	October 2015 - June 2016	Teacher salary	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	2700.00
			Teacher benefits	3000-3999: Employee Benefits	LCFF - Targeted	435.00
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 2015 - June 2016	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 2015 - January 2016	None. Previously purchased	None Specified	None Specified	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Bilingual Intervention Service Providers will be hired specifically to work with children in primary grades during UA time.	ISPs	August 2015 - June 2016	Salaries and Benefits. See Goal 1, Strategy 2, #1			0.00
6. Migrant students will receive extra help through specialized programs.	migrant teachers	August 2015 - June 2016	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 2015 - June 2016	Compensation for ELRT Team members 25 hours @ $45 per hr. See Goal 1, Strategy 2, #11.			0.00
8. Translation will be provided by Instructional Assistants during parent conferences and	Instructional Assistants	August 2015 - June 2016	Compensation for IAs. (See Goal 3 Strategy 1 #11)			0.00
9. Mixteco translators will work with students one day a week providing support	Mixteco translators	August 2015 - June 2016	Salaries paid by the district.			0.00
10. Fast Forward, a state approved intervention program for ELS will be used for designated students in grades 3 - 5 to provide additional support and hasten English Language Development. This will occur during UA time.	Coach, ISPs	September 2015 - June 2016	License renewal 25 licenses. See Goal 1, Strategy 1 #16			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 2015	See Goal 1			0.00
2. Pre school teachers will meet with kindergarten teachers to discuss curriculum and expectations.	pre-school and kindergarten teachers	September 2015 - June 2016	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 2016.	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 2015 - June 2016	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 2016	Subs. See Goal 1, Strategy 4, #1.			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 2016	None. Meetings take place during school hours.			0.00
3. Students will attend orientation meetings at the middle schools.	students, parents, middle school staff	March 2016	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 2015 - June 2016	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 2015 - June 2016	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 2015 - June 2016	None. Salary paid by ELS.			0.00
4. Teachers will attend Ventura CABE Conference in order to learn effective strategies for implementing instruction for ELS.	teachers	September 2015	conference registration $75 ea for 10 teachers See Goal 1, Strategy 5.			0.00
5. Principal and teacher leaders will be trained to teach others on staff to administer the IPT.	Principal and teachers	August 12, 2015 8:30 - 11:30	None. Training provided by ELS			0.00

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 2015	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 2016 - June 2016	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 2015 - June 2016	Translators' salaries and benefits. See Goal 3, Strategy 1, #11.			0.00
4. Parent Options Meetings will be held to inform parents of program choices for English Learners	principal, teachers, ELSpecialist	December 2015, January 2016	None.			0.00
5. Triple P Parenting classes will be provided in Spanish and English to assist parents with educational and behavioral problems.	principal, City Impact	January 2016, Spring 2016	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 2016	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, teachers	December 2015 - June 2016	None. Principal will coordinate..			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Childcare will be provided for parents attending meetings.	office manager, campus assistants	September 2015 - June 2016	Salary	2000-2999: Classified Personnel Salaries	Discretionary	500.00
				3000-3999: Employee Benefits	Discretionary	116.75
9. Principal will send information home in monthly bulletin as well as on Twitter, McKinna website, Connect Ed messages and the Remind app.	principal, lab tech, office manager	August 2015 -June 2016	Printing covered in Materials and Supplies. See Goal1 #5.			0.00

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 2015 - June 2016	None. Salary and benefits paid by ASP.			0.00
2. Families will participate in various activities scheduled by ASP.	ASP Staff, Students, Families	August 2015 - June 2016	None. Staff paid by ASP.			0.00
3. Spanish-speaking staff will be hired to meet student needs.	ASP Staff	August 2015 - June 2016	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:

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 Foster Youth and Homeless Youth. 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:

A. Positive Behavior Plan: Lesson One and CHAMPS 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
Attendance Records
CHKS

Findings from the Analysis of this Data:

Since we have implemented Lesson One, office referrals have decreased and suspensions are down by 85%. In 2014 - 2015 they were under 1%.

How the School will Evaluate the Progress of this Goal:
Continue to look a the numbers of suspensions and office referrals. All new teachers will be trained by principal on Lesson One skills during the 2015 -16 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. All staff will be trained in CHAMPS during 15 -16 school year.

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 .Principal will monitor the implementation of Lesson One skills and support will be given to new staff and others as needed.	Principal	August 2015– June 2016	None. Principal will train new staff on Lesson One Skills.			0.00
2. Discipline Assemblies will be held twice yearly to remind students of skills.	Principal	September 2015 and February 2016	None			0.00
3. Monthly fire and earthquake drills will be held.	Principal, Staff	September 2015 – June 2016	None			0.00
4. Safety Plan will be reviewed annually by SSC members and Safety Committee	principal, safety committee, SSC members	March 2016	None			0.00
5. Lockdown Drills will be conducted with the assistance of OPD	principal, SRO	December 2015, March 2016	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 2015– June 2016	None			0.00
7. Referrals will be made to social worker and ORC when necessary to support students and families by providing access to community services. Referral process will be through teachers, SST and COST.	Teachers, Social Worker, Principal	September 2015 – June 2016	None. Social Worker paid by district and Ventura County Dept of Social Services. ORC paid by district (See salary and benefit amount)	2000-2999: Classified Personnel Salaries	District Funded	68,294.00

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	October 2015 - June 2016	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 2015	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 2015 - June 2016	Salaries	2000-2999: Classified Personnel Salaries	Discretionary	97,871.02
			Benefits	3000-3999: Employee Benefits	Discretionary	22,282.58
11. All McKinna students and staff will participate in The Great Shakeout earthquake drill.	Students and staff	October 2015	None			0.00
12.Pre-school students will participate in all fire, earthquake and lockdown drills.	Pre-school students and staff	September 2015 - June 2016	None			0.00
13. Support staff will implement the Peacebuilders program designed in 2014 to discourage bullying and encourage good school citizenship. Program will be followed in all classrooms.	Teachers, support staff (ORC, Social Worker, Counselor.)	August 2015 - June 2016	None			0.00
14. All students will be trained on Digital Citizenship and internet safety.	Teachers	August 2015 - June 2016	None			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
15. Ventura County Public Health Department will give 4 classes on nutrition and healthy lifestyle choices.	Principal, Ventura County Public Health	January 2016 - February 2016	None			0.00
16. Teacher Liaison will assist with the integration of Lesson One skills in ASP.	Teacher Liaison	October 2015 - June 2016	None			0.00
17. City Impact will provide Triple P Parenting classes.	Principal,ORC	January 2016	None			0.00
18. Classrooms and Grounds will be kept in good repair to ensure a safe learning environment.	Custodians, facilities	August 2015 - June 2016	Facilities will supply personnel			0.00
19. All students will participate in Mix-It-Up at Lunch Day. A program that encourages students to have lunch with someone new during lunch. the purpose of this program is to increase understanding of differences.	Students, Counselor, Staff	October 27, 2015	Supplies for promotion of event. Costs for materials and supplies covered in Goal 1, Strategy 1, #5.			0.00
20. Referrals will be made to the Outreach Consultant by Teachers, Staff and Families in order to coordinate services for students.	Teacher, Staff, ORC	August 2015 - June 2016	None. Position funded by District			0.00
21. 155 fourth and fifth grade students will go to Universal Studios for Digital Citizenship Day and participate in classes on Internet Safety and Digital Citizenship sponsored by iKeepSafe and Universal Studios.	Principal will coordinate. Teachers will accompany students.	October 14, 2015	None. Transportation and admission funded by iKeepSafe and Universal Studios.			0.00
22. Walkies will be purchased for kindergarten teachers in the 400 wing to assure kindergarten students are adequately supervised during bathroom breaks.	Kindergarten teachers and Campus Assistants	September 2015 - June 2016	Cost of Walkie Talkies 4 @ $150.00 see Goal 1, Strategy 1 # 5.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
23. One campus assistant will be designated to supervise recess on kIndergarten play area and assist students in the morning and during the day.	KIndergarten Campus Assistant	August 2015 - June 2016	Salary. See Goal 4, Strategy 1, #10.			0.00

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	August 2015 -June 2016	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 2016	Cost of incentives. $500. See Goal 1, Strategy 1, #5.			0.00
3. Referrals will be made to Healthy Start social worker when necessary to support students and families.	teachers, social worker, principal	September 2015 - June 2016	None. Social worker's salary paid by district and Ventura County Dept. of Social Services.			0.00
4. Psychologist will work with specific students identified through MTSS or COST when parents give permission to provide extra support.	psychologist	September 2015 - June 2016	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 2015	None			0.00
6. All McKinna students and staff will participate in the Great Shakeout earthquake drill.	McKinna students and staff	October 15, 2015	None			0.00
7. McKinna principal and teachers will receive training on CHAMPS Behavior Intervention in order to implement theprogram.	District will provide the training for principal and teachers.	Fall of 2015	None. This is district funded.			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 2015 - June 2016 monthly	None			0.00
2. Pre-school will participate in lockdown drills	Pre-school teachers, principal, SRO	December 2015 and March 2016	None			0.00
3. Principal will participate in pre-school promotion ceremony.	Principal, pre-school teachers	June 2016	None.			0.00
4. 6 Para-educators will be hired to work in the kindergarten classrooms for the first 31/2 weeks of school and assist with helping students acclimate to school and learn routines.	Principal	August 19 - September 11, 2015	Salaries	2000-2999: Classified Personnel Salaries	LCFF - Targeted	8806.00
				3000-3999: Employee Benefits	LCFF - Targeted	1763.25

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 2016 and March 2016	None			0.00
2. Pre- school teachers will be invited to attend staff meetings and grade level meetings.	Principal and staff	August 2015- June 2016	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 2015 - June 2016	None			0.00
4. Pre-school teachers will attend workshops arranged by district for implementation of pre-school curriculum.	Pre-school teachers	August 2015 - June 2016	None			0.00
5. Staff will be trained in the implementation of the Safety Plan. Roles that each will play will be reviewed.	All staff	October 2015 - January 2016	None. Training will take place during regular school hours.			0.00
6. Office staff will be trained to administer Epipen if necessary.	Office staff.	August 2015	None. District provides training.			0.00
7. Campus assistants will be trained to administer CPR.	Campus Assistants	October 2015	None. District provides training			0.00
8. Threat Assessment Workshop will be held during staff meeting by VC Sheriff's Dept.	principal, staff	Fall 2015	None. Service provided free of charge.			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 2016	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 2016	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 2016	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 2016	None. Services are free.			0.00
5. PTA will purchase water for all students and staff to be stored with emergency supplies.	PTA	September 2016	None. PTA will purchase.			0.00
6. Notices of school events will be sent home to parents through Connect Ed, Twitter and Remind. A monthly bulletin will also be sent home notifying parents of SSC, ELAC, PTA and other meetings and events.	Principal, Office Staff	August 2015 - June 2016	Printing of bulletins See Goal 1 Strategy 1 #5.			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
3. ASES liaison will reinforce Lesson One and CHAMPS during ASP to insure consistency.	ASES liaison and Oxnard Scholars Staff.	September 2015 - June 2016	None. Salary for liaison paid by district.			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 2016	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 2016	None. Middle School pays for orientation.			0.00

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: Strand Focus
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:
Prepare students to bridge to middle school and be college and career ready through the development and implementation of the school-wide Strand Focus of Multi-media Presentations. These presentations will be in different subject areas including science, social studies and art and will be created by students to demonstrate understanding of the CCSS. Through these presentations students will become creators instead of consumers of digital content and prepare themselves to enter any of the academies at the middle schools. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.
Data Used to Form this Goal:
Student Projects in different subject areas demonstrate proficiency in creating digital presentations that show mastery of CCSS standards.
Findings from the Analysis of this Data:
Multi-media projects allow all students to demonstrate their knowledge. They are particularly valuable in leveling the playing field for ELs and students with disabilities. These multimedia presentations incorporate all of the "4 Cs" of the Common Core State Standards - creativity, collaboration, communication and critical thinking.
How the School will Evaluate the Progress of this Goal:
Students will be graded on their presentations which will be incorporated into assignments given by individual teachers and grade level teams. Presentations will be shared with the wider public on the school website and at parent meetings.

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. Students will create digital presentations including iBooks, slide shows, videos and podcasts that will demonstrate knowledge and understanding of core subject material in Language Arts, math, social studies and science.	teachers	August 2015 - June 2016	None. Students will use Keynote, iBook Author, GarageBand,and iMovie already purchased with district funding.			0.00
2. Teachers will use district created units in English Language Arts to support the implementation of the Common Core Standards.	teachers	August 2015 -June 2016	None. District provided.			0.00
3. Teachers will instruct students to use Book Creator, Educreations and other applications to demonstrate understanding and mastery of Language Arts skills like writing, editing, grammar, and spelling.	teachers	August 2015 - June 2016	None. Previously purchased.			0.00
4. Targeted Action: Provide materials for K-5 strand. Materials and apps will be purchased to support the multimedia productions.	principal, teachers, TOSA	September 2015 - June 2016	Materials and supplies for multimedia productions.($5,109.06) See Goal 1, Strategy 1 #5.			0.00
5. Green screen studios will be set up in classrooms to facilitate production of student presentations.	teachers	September 2015 - June 2016	See Goal 5, strategy 1, #4			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Teachers and principal will provide outside experts who will mentor students and provide information that will assist them in producing their multimedia productions.	teachers, principal	September 2015 - June 2016	None			0.00
7. Media Tech and IT will assist teachers by keeping equipment in working order and advising on purchase of equipment used to make presentations (microphones and other sound and video equipment.	Media Teach, IT staff	September 2015 - June 2016	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. English Learners and Special Education students will participate in making multi-media presentations.	teachers	September 2015 - June 2016	None. These presentations will be incorporated into the regular curriculum.			0.00
2. Students in the ELD Academy will participate in the production of the multi-media projects. Teachers will include Academy students in multi-media productions and there will be opportunities for them to work with students in the general education program.	teachers	October 2015 - June 2016	None.			0.00
3. English learners will use all four skills tested on the CELDT (reading, writing, listening and speaking) to create their multi-media presentations. Teachers will monitor and make corrections as necessary.	teachers	August 2015 - June 2016	None			0.00
4. Students in the TBE program will have opportunities to create projects in Spanish as well as English.	teachers	August 2015 - June 2016	None			0.00
5. Enrichment activities like Code Club and GATE Enrichment will be established. Students will create video games and presentations during this time and learn skills that will assist them when they go to middle school.	teachers for enrichment	August 2015 - June 2016	Compensation for teachers. See Goal 2, Strategy 1 #6			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. Presentations that are made by upper grade students will be shared with pre-K, TK and kIndergarten students.	Teachers	August 2015 - June 2016	None.			0.00
2. Kindergarten students will demonstrate how to create green screen and stop-action videos to students in TK and pre-K.	Teachers and students	December 2015 - June 2016	None			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 grade students will create original presentations that will prepare them to enter any of the academies because the subject matter is varied.	teachers	August 2015 - June 2016	None. All supplies are provided by the school. See Goal # 1, Strategy 1, Materials and Supplies.			0.00
2. Students in special education will be included in all activities that involve the creation of presentations in order to transition smoothly to middle school.	teachers	August 2015 - June 2016	None			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. Teachers will research online, network with other teachers and attend conferences and workshops to gain the skills needed to teach students to create effective presentations.	teachers, TOSA and principal.	August 2015 - June 2016	Registration and other related costs for conferences and workshops.See Goal 1, Strategy #5.			0.00
2. Themes for Grade Level projects will be discussed and planned at Grade Level Meetings. Teachers will share ideas and discuss what does and doesn't work.	teachers	August 2015 - June 2016	None			0.00
3. Teachers will make sure that CCSS standards are included in each multi-media production that is used for a strand focus. These standards will be listed in the production credits.	teachers	August 2015 - June 2016	None			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. Parents will help to develop the Parent Compact and parent Involvement Policy. Any suggestions on the making or sharing of student multi-media projects will be considered and included if possible.	principal, teachers, parents	September 2015 - June 2016	None. Parent input will be sought during SS, ELAC and other meetings.			0.00
2. Teachers will share student multi-media projects during conferences, Title I Meetings and other events and on the school's website with parent permission.	teachers, principal, lab tech	September 2015 - June 2016	None. Cost of materials to make projects is covered in Goal 5, Strategy 1, #4.			0.00

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. After School Program staff will teach students the skills to make Stop Action videos. This will entail writing the script, making the characters and creating the video in iMovie.	ASP Staff	August 2015 - June 2016	None			0.00
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, ASES administrator	August 2015 - June 2016	None			0.00
3.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.	McKinna ASP Liaison, ASES administrator, teachers.	October 2015 - June 2016	None. Salary paid by district.			0.00

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: will meet state goals for proficiency on the SBAC. D. 10% more Migrant Students will reach Proficient or above in the CST. Goal #2 This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic. 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 3rd through 5th Grade will score “proficient” or “advanced” on the SBAC Test 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. 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. 50 % of EL students and the significant sub-groups in 3rd-5th Grade will score “proficient” or “advanced” on the 2015 SBAC in Math. 2. 50% of EL students and the significant sub-groups in 3rd-5th Grade will score “proficient” or “advanced” on the 2015 SBAC in Language Arts. 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: Lesson One B. Emergency Preparedness: Safety Plan will be updated.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1. Site Instructional Coach (TOSA) will help organize Family Literacy Nights work with teachers to monitor best practices.	August 2015 - June 2016	Coach	1000-1999: Certificated Personnel Salaries	District Funded	68,480.00
2. Library Technician assists in maintaining the library, orders and distributes textbooks and provides materials to improve reading success.	August 2015 – June 2016	Library	1000-1999: Certificated Personnel Salaries	District Funded	43,335.00
3. Computer Lab Tech maintains equipment used in the delivery of instruction. maintains the website and troubleshoots problems related to technology in the classrooms.	August 2015-June 2016		2000-2999: Classified Personnel Salaries	District Funded	52,696.00
4. Maintenance Agreement for Copy Machine(s) used to create instructional materials and assessments	August 2015- June 2016	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	11,637.00
5. Counselor will provide services to students with parent permission through individual and group sessions.	August 2015-June 2016	Salary and benefits	2000-2999: Classified Personnel Salaries	District Funded	100,698.00
6. Professional Development for math provides instruction to teachers on best practices for the design and delivery of the CCSS.	August 2015-June 2016	Contract between OSD and presenter. Materials and supplies. Extra hours for staff to attend (when applicable)	5800: Professional/Consulting Services And Operating Expenditures	Economic Impact Aid/UCO	29730
7. Professional Development for Technology provides instruction to teachers on best practices for the design and delivery of curriculum.	August 2015-June 2016	Contract between OSD and presenter. Materials and supplies.Extra hours for staff to attend (when applicable)	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
8. Professional Development for ELD provides instruction to teachers on best practices for the design and delivery of curriculum.	August 2015-June 2016	Contract between OSD and presenter materials and supplies and Extra Hours for staff to attend (when applicable)	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
9. Migrant Education provides extra support for migrant students	August 2015 – June 2016	Salaries for teachers	1000-1999: Certificated Personnel Salaries	District Funded	0.00
		Benefits	3000-3999: Employee Benefits	District Funded	0.00
10. Liaison will be hired to work with school and After School Program	October 2015 – June 2016	Teacher compensation	1000-1999: Certificated Personnel Salaries	District Funded	3640.00
			3000-3999: Employee Benefits	District Funded	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	25,575.00
2000-2999: Classified Personnel Salaries	Discretionary	104,891.02
3000-3999: Employee Benefits	Discretionary	28,047.14
4000-4999: Books And Supplies	Discretionary	33,814.86
5000-5999: Services And Other Operating	Discretionary	5,530.00
2000-2999: Classified Personnel Salaries	District Funded	68,294.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	2,000.00
3000-3999: Employee Benefits	LCFF - Discretionary	378.00
4000-4999: Books And Supplies	LCFF - Discretionary	19,534.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	34,854.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	8,806.00
3000-3999: Employee Benefits	LCFF - Targeted	7,543.17
4000-4999: Books And Supplies	LCFF - Targeted	33,091.56
5000-5999: Services And Other Operating	LCFF - Targeted	15,166.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	7,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	34,041.00
3000-3999: Employee Benefits	Title I	5,315.50
4000-4999: Books And Supplies	Title I	6,900.50
5000-5999: Services And Other Operating	Title I	20,700.00
1000-1999: Certificated Personnel Salaries	Title III	14,400.00
3000-3999: Employee Benefits	Title III	2,248.56
4000-4999: Books And Supplies	Title III	522.44

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Discretionary	197,858.02
District Funded	68,294.00
LCFF - Discretionary	21,912.00
LCFF - Targeted	106,460.73
None Specified	0.00
Title I	66,957.00
Title III	17,171.00

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 supposed to be hired to work with students in grades K - 5 during UA time. However, due to the fact that we couldn't hire until the teaching staff was in place, we were only able to hire one ISP. There were no bi-lingual candidates for the positions that included the TBE classes. This was a tremendous blow to our intervention 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.
The English Homework Help position was filled and children attended three days a week. The concentration was on the students in primary grades. It was effective for the students that attended, but only 8 - 10 students attended. Some children (ELD Academy) were unable to attend because of transportation issues. There is no late bus.

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 for upper grades. The primary grades did not have the extra assistance that we hoped to have during UA Time.

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?
We were not able to provide the additional support that we wanted for our students. This resulted in fewer students achieving at 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?
The most dramatic improvements have been with students using Achieve 3000. The program is supposed to cause gains of 79 Lexile points. Mckinna students had an average gain of 120 lexile points. We are expanding the program this year to include 2nd grade and hope that we will eventually close the achievement gap for all students in reading.We also 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. However, this year we will be using the online version and we are hoping that in AR in conjunction with Achieve 3000 will cause substantial growth in both fiction and non-fiction reading 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
- [X] Not implemented with fidelity
- [ ] Not appropriately matched to student needs/student population
- [X] Other: Lack of personnel to provide support for students.

Based on the analysis of this practice, would you recommend:

- [ ] Eliminating it from next year's plan
- [X] 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	X				
Mary Wehner		X			
Martha Romero		X			
Fernando Hernandez		X			
Andrea Pulido		X			
Analilia Vasquez			X		
Alicia Lucas				X	
Erica Beltran				X	
Cristina Sanchez				X	
Maria Ramirez				X	
Marisol Saucedo				X	
Julio Garcia				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)s to the district governing board for approva 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 t 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 **(Chec 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 9/21/15.

Attested:

Anne Jenks		9/21/15
Typed Name of School Principal	Signature of School Principal	Date
Fernando Hernandez		9-21-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

School Parental Involvement Policy
McKinna School 2015 -2016

* * * * *

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 activites:

    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: September 30, 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 September 30, 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 Pearson 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. Staff meet regularly scheduled facilitated grade level meetings in which teachers collaborate to analyze data from Houghton Mifflin Language Arts, Pearson Mathematics and English Language Development (ELD), as well as data from STAR 360 Math and ELA, IPT 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 Pearson 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 26 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 (RTI^2) 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 2015 – 2016 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 kindergartners 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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	110	109	99.1	109	**2331.1**	1	7	22	70
Grade 4	81	81	100.0	81	**2364.5**	1	6	15	78
Grade 5	72	71	98.6	71	**2419.2**	6	10	20	65
All Grades	263	261	99.2	261		2	8	19	71

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	2	27	72	1	28	72	3	50	47	3	38	60
Grade 4	4	19	78	2	25	73	1	48	51	0	48	52
Grade 5	6	23	72	11	35	54	1	49	49	3	55	42
All Grades	3	23	74	4	29	67	2	49	49	2	46	52

Conclusions based on this data:

1. Students in 5th grade had 16% of their class meet or exceeded the standard.
2. Overall, students performed best on the Listening and Research/Inquiry than in Reading and Writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	110	109	99.1	109	**2367.0**	1	14	22	63
Grade 4	81	81	100.0	81	**2403.5**	0	7	47	46
Grade 5	72	71	98.6	71	**2399.3**	0	4	17	79
All Grades	263	261	99.2	261		0	9	28	62

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	7	27	66	3	27	71	2	48	50
Grade 4	1	26	73	2	27	70	1	31	68
Grade 5	0	14	86	0	18	82	0	34	66
All Grades	3	23	74	2	25	74	1	39	60

Conclusions based on this data:

1. Third graders performed highest in Mathematics.
2. All students performed, best on Communication Reasoning: Demonstrating Ability to Support Mathematical Conclusions.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					2	20	3	30	5	50	10
1	1	1	4	4	17	18	29	30	45	47	96
2			12	15	37	45	20	24	13	16	82
3	4	4	13	13	45	46	29	30	6	6	97
4	1	2	12	24	19	37	13	25	6	12	51
5	1	2	9	21	26	60	5	12	2	5	43
Total	7	2	50	13	146	39	99	26	77	20	379

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 numberical 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		
	2012-13	2013-14	2014-15
Number of Annual Testers	361	354	379
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	361	354	379
Number Met	174	177	163
Percent Met	48.2%	50.0%	43.0%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	352	83	360	65	416	60
Number Met	28	21	54	12	41	16
Percent Met	8.0%	25.3%	15.0%	18.5%	9.9%	26.7%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1. The percentage of students meeting AMAO 1 decreased by 7 percent.
2. The percentage of students meeting AMAO 2 (less than 5 years) decreased by 5.1 percent and decreased by 5.1 percent (5 or more years). However, this year we expect reported results to establish a baseline for our new standardized assessments.
3. The percentage of students meeting AMAO 3 is undetermined at this time.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**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:

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:
Students shall be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth as measured by AR 360.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.

Data Used to Form this Goal:

STAR 360 Reading—2nd-5th grade
STAR 360 Early Literacy—K & 1st

Findings from the Analysis of this Data:

The percentage of students attaining benchmark in Essential Skills at the end of the 14-15 year:

- Kindergarten - 76%
- 1st grade - 78%

The percentage of students attaining benchmark in DIBELS at the end of the 14-15 year:

- Kindergarten - 42%
- 1st grade - 53%
- 2nd grade - 68%
- 3rd grade - 58%
- 4th grade - 62%
- 5th grade - 34%

How the School will Evaluate the Progress of this Goal:

- STAR Reading Early Literacy (K-1)
- STAR Reading 360 (2-5)
- Interim Formative Assessments
- Teachers will meet in grade level meetings after assessment periods to analyze data
- Multi-tiered System of Supports (formally RtI2)
- Progress Monitoring

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
Focus on 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. 8/15-6/16	SIP Day materials	4000-4999: Books And Supplies	Discretionary	600
			Classroom supplies/warehouse	4000-4999: Books And Supplies	Discretionary	15000
	Principal, Coach, Teachers	Assist with facilitating professional development. 8/14-6/16	Supplies/Materials *	4000-4999: Books And Supplies	Discretionary	93223.85
	Teachers	Attend site and district professional development. Create lessons aligned with CCSS. Generate site assessments for CCSS. 8/15-6/16	Supplies/Materials *	4000-4999: Books And Supplies	LCFF - Discretionary	10710
			Supplies/Materials *	4000-4999: Books And Supplies	QEIA	89637.23
	Teachers	Classroom supplies 8/15-6/16	Supplies/Materials *	4000-4999: Books And Supplies	Title I	38991.00
	Teachers, Principal	Purchase supplies 8/15-6/16				
	Teachers, Principal	Purchase supplies 8/15-6/16	Supplies/Materials *	4000-4999: Books And Supplies	Title III	10795
	Teachers, Principal	Purchase supplies 8/15-6/16				
	Teacher, Principal	Purchase supplies 8/15-6/16	Supplies/Materials *	4000-4999: Books And Supplies	LCFF - Targeted	22148.00
Teachers will meet with grade level colleagues to examine student work samples to ensure students are mastering grade level standards after	Principal, Teachers	Principals and Teachers work together to establish a schedule. 8/15-6/16				
	Principal, Coach	Support teachers at grade level meetings. 8/15-6/16				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Teachers	Attend and participate in grade level meetings. Collaborate with all colleagues in sharing of lesson plans, data analysis, creating goals and generating CCSS assessments. 8/15-6/16				
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. Also, teachers will also, have access to online library and assessments using MyOn and Accelerated Reader.	Principal	Review of classroom schedules and classroom visits. 8/15-6/16				
	Teachers	Use MyOn and Accelerated Reader. 8/15-9/16				
The STAR 360 Reading and Early Literacy assessment will be administered at least 3 times per yer.	Teachers, Instructional Coach	Administer assessments and analyze data 8/15-6/16	10 laptops	4000-4999: Books And Supplies	QEIA	26000
	Site Technology Team, Site Technology Technician, Teachers, IT Department, Principal	Purchase computers and document cameras. 8/15-9/16	4 document cameras	4000-4999: Books And Supplies	QEIA	1400
Hold Student Monitoring Conferences with teachers three times in the year.	Principal, Coach, Teachers	Provide assessment data. Hold meetings to analyze data and determine areas of needed instruction. 9/15-6/16	22 Substitute Teachers, 3 times a year.	1000-1999: Certificated Personnel Salaries	QEIA	3674
	Coach, ISPs	Administer DIBELs/IDEL Assessment (Fall)	2 Substitute Teachers, once	1000-1999: Certificated Personnel Salaries	Title I	835
Provide consumable materials and readers for students.	Principal, Teachers	Send to publications per teacher request. 8/15-6/16	Printables	4000-4999: Books And Supplies	Discretionary	2000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Recognize students' growth on reading environmental science books in myOn and other areas of academics with school-wide challenges.	Coach	Provide incentives 8/15-6/15	Incentives	4000-4999: Books And Supplies	LCFF - Discretionary	3000
Implementation of iPADs to assist students with mastery of Common Core State Standards.	Principal, ORC, Site Technology Tecnicion, Technology Committee	Organize deployment and support parents 8/15 Purchase Apps 9/15-6/16 Math Subscription 8/15 Office machines 9/15-6/16	Classified Staff	2000-2999: Classified Personnel Salaries	Discretionary	630
			Apps for Pre-LTELs, 4th/5th Grade, Environmental Science, CCSS apps	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5000
			K-5 subscribption	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5000
			Maintenance and Service Agreeements	0000: Unrestricted	Discretionary	4445
Meet with Leadership Team to discuss the implementation of ELA units.	Principal, Leadership Team Office Staff	Coordinate and facilitate meetings 8/15-6/16 Support educational plan as lead by Leadership Team 8/15-6/16	Substitutes	1000-1999: Certificated Personnel Salaries	QEIA	2004
			Office Staff	2000-2999: Classified Personnel Salaries	QEIA	3040
The Instructional Coach will support teachers in implementing the adopted curriculum.	Instructional Coach	Assist teachers with lesson planning, curriculum, instruction, and assessment. 8/15-6/16	District Funded	1000-1999: Certificated Personnel Salaries	Centralized Services	109685
District adopted Language Arts curriculum implementation guides will be used to guide instruction and assessment.	Teachers	Teachers review, use and revise grade level implementation guides. 8/15-6/15				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Kindergarten through 3rd grade Transitional Bilingual Education classes following the district's EL Master Plan.	Teachers, Instructional Coach, ELS TOSA	Teachers to follow district guide for TBE.				
The STAR 360 for ELA will be administered to students 3 times a year (grades K-5).	Teachers	Teachers to assess and review data. 8/15-6/16				
Staff will input all formative assessment results into OARS, evaluate and analyze results and use the information to inform instructional decisions.	Teachers	Teacher to analyze data and revise instruction to meet the academic needs of students. 8/15-6/16				
Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	Provide support to students and teachers. 8/15-5/167 Purchase materials. 8/15-9/16	Site Computer Technician	2000-2999: Classified Personnel Salaries	Centralized Services	45038
			Technology Materials	4000-4999: Books And Supplies	LCFF - Targeted	1000
Site Library Technician will maintain the library to support student literacy through literacy and literary events.	Site Library Technician	Provide support to students and teachers 8/15-6/16	Site Computer Lab Technician	2000-2999: Classified Personnel Salaries	Centralized Services	29331
Teachers will have use of the laminator, Duplo copy machines in order to make necessary copies of instructional materials.	Teachers		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
Hold Student Success Team (SST) and Coordinated Services Team (CoST) meetings to collaborate on needs of at-risk students and support needed. Staff will monitor at-risk students through the Multi-Tiered System of Supports (MTSS) process, grade level meetings and analysis of data.	Principal, Teachers, CoST/SST	Hire Substitute 8/15-6/16 Create MTSS 8/15-9/16 Provide PD to teachers on MTSS 8/15-9/16	Substitute Teachers	1000-1999: Certificated Personnel Salaries	Title I	1670
Provide up to four Intervention Support Provider (ISPs) to work with 1st -5th grade students in areas of academic need.	Principal, Instructional Coach Teachers	Hire and schedule teachers to provide intervention. 8/15-6/16 Collaborate with one another on areas of need intervention and share progress data. 8/15-6/16	Certificated Teachers	1000-1999: Certificated Personnel Salaries	QEIA QEIA	25200 31028
Implement after school tutoring targeted subgroup (EL).	Principal, Instructional Coach	Hire teacher(s) to support English Learners with English language acquisition. 8/15-6/16	Certificated Staff	1000-1999: Certificated Personnel Salaries	Title I	5000
Purchase of Intervention Materials for before and after school tutoring.	Principal, Instructional Coach	Purchase materials 8/15-6/15	Materials and Suplies	4000-4999: Books And Supplies	Title I	500
WiFi30 Club (2nd grade); WiFi access to students who do not have it at home.	Teachers	Oversee club 8/15-6/16	2 tchrs; 1 hr. per wk	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1750

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student progress will be monitored using formative summative assessments.	Teachers, Instructional Coach	Data analysis 8/15-6/16				
Students will have opportunities to access technology intervention or enrichment (i.e. iPads, applications, software).	Teachers, Site Technology Technician	Provide, maintain and use regularly iPads for instruction. 8/15-6/16	Purchase Subscriptions and Applications	4000-4999: Books And Supplies	LCFF - Targeted	10000
Site Technology Technician will implement Mouse Squad (or other technology club) as an enrichment program.	Site Technology Technician	Facilitate club 8/15-6/16	Technology Tech.	2000-2999: Classified Personnel Salaries	QEIA	3000
			Materials	4000-4999: Books And Supplies	QEIA	2000
Academic incentives will be provided to motivate and engage students.	Teachers, Instructional Coach	Purchase incentives 8/15-6/16	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	3000

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
Provide incoming Parent Night Meetings: Kinder Readiness Program (2 weeks) (MTSS for Kindergartners who have no prior schooling or English language skills.)	Principal, Coach, Teachers, Site Counselor	Hire teachers to teach and coordinate parent meetings. Coach to assist facilitation of parent meetings. Site Counselor to present on the social/emotion aspects of starting a new school year. 8/15-6/16	Classified Staff	2000-2999: Classified Personnel Salaries	Title III	2000
			Publications		LCFF - Discretionary	500
	ORC	Contact, recruit and support parent attendance at meetings. 8/15-6/16	Supplies for parents		QEIA	1000

Strategy #4

STRATEGY:
The school will implement a transition plan for students from 5th 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 grade teachers, Instructional Coach	Schedule meetings 5/16				
Hold transitional meeting for Special Education students between 5th grade students.	Principal SPED Teacher, Speech Pathologist, Site Psychologist.	Schedule meetings 5/16 Provide information on SPED students to new school(s). 5/16				
Middle School placement assessment administered to 5th grade students.	Middle School Staff	Give assessment 8/15-6/16	N/A	None Specified		0

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
Assist teachers with deconstructing and understanding CCSS, creation of thematic units, and generating site-based assessment.	Principal, Coach, Teachers	Schedule Meetings. 8/15-6/16				
Provide site-based technology professional development that promotes students engagement based on CCSS.	Technology Committee, Coach, Site Technology Techician	Schedule site-based training, teachers to attend site and district offered workshops as needed. 8/15-6/16				
Offer teachers to attend CUE Conference for Professional Development on student engagement and integration of technology in the classroom.	Principal, Teachers	Coordinate Registration 8/15-6/16	7 Teachers	0000: Unrestricted	QEIA	9600
			1 Site Technology Tech	0000: Unrestricted	QEIA	1200
			6 Substitute Teachers	1000-1999: Certificated Personnel Salaries	QEIA	1503
Offer teachers and parents to attend CABE Conference for Professional Development on student engagement and integration of strategies for English Learners in the classroom.	Principal, Teachers, Parents	Coordinate Registration 8/15-6/16	7 Teachers	0000: Unrestricted	QEIA	9600
			1 Administrator	1000-1999: Certificated Personnel Salaries	QEIA	1200
			8 Substitute Teachers	1000-1999: Certificated Personnel Salaries	QEIA	1503
			Parents	0000: Unrestricted	QEIA	4800

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer teachers to attend CAG Conference for Professional Development on student engagement and integration of differentiated instruction in the classroom.	Principal, Teachers	Coordinate Registration 1/15-6/16	3 Teachers	0000: Unrestricted	QEIA	3600
			Sustitutes	1000-1999: Certificated Personnel Salaries	QEIA	1002
Instructional Coach will support teachers (in the classroom) in implementing curriculum, analyzing data and instructing in best practices.	Instructional Coach, Teachers	Meet with teachers 8/15-6/16				
Instructional Coach will present professional development to teachers to improve instructional practice in Language Arts.	Instructional Coach, Teachers	Meet with teachers 8/15-6/16				
Leadership Team will meet to discuss, plan and monitor school improvement.	Principal, Leadership Team	Meet regularly 8/15-6/16				

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
Offer Title 1 Meetings to inform parents of: • Parent Compact • Parent involvement Policy • Back to School Night • Program Improvement Status to inform parents of school goals, programs and activities.	Principal, Coach, ORC, Teachers Office Staff	Schedule Meetings 8/15-6/16 Coordinate Support for Parent Conf. 8/15-6/16 Coordinate Childcare for Parent Conf. 8/15-6/16	Classified Staff 4 Staff, 4 days 4 Staff, 4 days	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title I Title I	721 1216 336
Review assessment data, CCSS implementation plan and new progress report at parent conferences.	Teachers	Review data and CCSS implementation. 8/15-6/16				
Provide students with academic agenda for the upcoming year to support-school academic and behavior communication.	Principal, Teachers	Purchase and use agendas daily 1/16	Supplies	4000-4999: Books And Supplies	Title I	1600
Hold monthly parent meetings, including, but not limited to Title I ELAC, SSC, Mixteco-speaking to provide information about school programs.	Principal, ORC, ELAC, SSC	Organize and facilitate meetings. 8/15-6/16	See Strategy #5			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent support with Latino Family Literacy to support students mastery of reading.	Principal, Teacher, ORC	Coordinate Workshop 1/15-6/16	Office Staff	2000-2999: Classified Personnel Salaries	Title III	57
			Childcare	1000-1999: Certificated Personnel Salaries	Title III	630
The Parent compact will be developed/revised at parent meetings.	Principal, Parents, Leadership Team, SSC	Revise policy 8/15-6/16				
The Parent Involvement Policy will be developed/revised at parent meetings.	Principal, Parents, Leadership Team, SSC	Revise policy 8/15-6/16				
Hold parent professional development for site committees including, but not limited to ELAC, SSC. and building family literacy.	Principal, ORC, ELAC, SSC, District Office	Organize and facilitate meetings 8/15-6/16				

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
Provide teachers liaison to work with after school program and school site. Teacher Liaison: • Meets monthly with ASES Administrator and other Liaisons.	Principal, Teachers, ASP Director, ASP Coordinator	Collaborate with ASP staff and teachers to support struggling students 8/15-6/16				
ASES Administrator meets monthly with site Principal, Site Coordinator and Teacher Liaison to evaluate program and work on coordinating the after school program to the regular school day programs and services.	ASES Administrator, Principal, Site Coordinator, Teacher	Meet monthly 8/15-6/16				

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:
Students shall obtain grade level proficiency by scoring 70% or higher on the K-5 publisher summative assessments.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.

Data Used to Form this Goal:

- STAR 360 Math Assessment
- Benchmarks from McGraw-Hill Curriculum
- My Math (McGraw-Hill) Chapter Tests

Findings from the Analysis of this Data:

The percentage of students attaining benchmark on the Envisions End of Year test for the 14-15 year:

- Kindergarten - 77%
- 1st grade - 56%
- 2nd grade - 42%
- 3rd grade - 42%
- 4th grade - 50%
- 5th grade - 51%

How the School will Evaluate the Progress of this Goal:

- McGraw-Hill My Math chapter tests
- McGraw -Hill My Math benchmark tests
- Interim Formative Assessments
- Teachers will meet in grade level meetings after assessment periods to analyze data
- MTSS
- Progress Monitoring

Strategy #1

STRATEGY:
TEACINGAND LEARNING:The school will ensure the full implementation ofthe 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
Focus on Essential Standards of the CA Common Core Standards.	Principal	Provide time during staff meetings and SIP day to focus on CCSS. Topics of professional development is to be based n teacher request/need. 8/15-6/16				
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 8/15-6/16				
Implementation of systematic instruction of math using district adopted curriculum materials.	Teachers	Review of classroom schedules and classroom visits. 8/15-6/16 Order transitional materials as needed. 8/15-9/16				
Hold Student Monitoring Conferences with teachers three times in the year.	Principal, Coach, Teacher	Provide assessment data. 9/15-6/16 Hold meetings to analyze data and determine areas of needed instruction. 9/15-6/16	See Goal #1			0
The Instructional Coach will support teachers in implementing the adopted curriculum.	Instructional Coach, Teachers	Coach to meet with teachers upon request. 8/15-6/16	See Goal #1			0
McGraw-Hill My Math chapter and benchmark assessments will be administered.	Teachers	Teachers administer assessment. 8/15-6/16				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The STAR 360 Math will be administered at least three times a year.	Teachers	Teachers administer assessment. 8/15-6/16				
Staff will input all formative assessments results into OARS, evaluate and analyze results and instructional decisions.	Teachers, Instructional Coach	After teachers have administered assessment, they will input scannable and non-scannable items. 8/15-6/16	See Goal #1			0
Principal will conduct data conferences with teachers least twice a year to discuss assessment results.	Teachers, Principal, Instrucional Coach, Teacher Submstitutes	Coordinate subs. 8/15-6/16 Gather data. 9/15-6/16	Certificated Salaries: See Goals #1			0
Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	Create a process for staff to report technology malfunctioning/support request. 8/15-6/16 Meet with teachers to discuss technology. 8/15-9/16 Maintain Collaborating Lab equipment. 8/15-9/16	Classified Salaries: See Goal #1			0
Materials and supplies will be purchased to support the core instructional program.	All Staff	Staff to provide input to Leadership Team and/or Principal on needed items that support the learning of math. 8/15-6/16	Materials and Supplies: See Goals #1			0
Teachers will have use of the laminator, Duplo copy machines and Xerox copy machines in order to make necessary copies of instructional materials.	Teachers, Office Staff	Office staff to request support for service needed on equipment. 8/15-6/16 Teachers to use equipment when needed. 8/15-9/16	Maintenance Agreement: See Goal #1			0
Extra clerical support will be provided to support the school with translations at conferences, meetings and with preparing the opening and closing of the school.	All Staff	8/15-6/16	Classified Salaries: See Goal #1			0

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
Intervention Service Provider will provide necessary interventions for targeted services for students in grades K-5.	Principal, ISP	Hire ISPs 10/15-6/16 Teachers to work with ISPs in providing services to students below benchmark.	See Goal #1 See Goal #1			0 0
Implementation of Universal Access (K-5) targeted to all groups to reinforce standards-based instruction.	Teachers, Instructional Coach, ISP	Hire and schedule teachers to provide intervention. 9/15-6/16	See Goal #1			0
Intervention and enrichment materials will be utilized during Universal Access.	Teachers K-5, Instructional Coach, ISP Teachers	Teachers to checkout needed resources. 9/15-6/16	See Goal #1			0
Implementation of Before and After School tutoring in Math for targeted students, including Foster Youth.	Principal, Coach	Hire teacher(s) to teach students falling below benchmark. 8/15-6/16	See Goal #1			0
Student progress will be monitored using formative and summative assessments, including STAR 360. Intervention strategies will be based on results.	Teachers, Instructional Coach	Teachers will input and review data. 9/15-6/16	See Goal #1			0
Staff will monitor at-risk students through the MTSS process, grade level meetings and analysis of data.	Teachers, Instruction Coach, Principal	Leadership Team to create a MTSS. 9/15-6/16 Teachers to collaborate on analysis of data.	See Goal #1			0
Students will have opportunities to access technology for intervention or enrichment (i.e. iPads, applications, software).	Teachers K-5, Site Technology Technician	Purchase apps. 9/15-6/16 PD for parents. 9/15-6/16 PD for teachers. 9/15-6/16	See Goal #1			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Technology Technician will implement Mouse Squad-like program as a Technology enrichment.	Site Technology Technician	Create a plan for students. 9/15-6/16	See Goal #1			0
Academic incentives will be provided to motivate and engage students.	Teachers K-5, Principal, Instructional Coach	Determine criteria for academic incentives. 9/15-6/15	See Goal #1			0

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
Kindergarten readiness will be provided for students without pre-school experience via the Ready, Set, Go program.	Teachers	Prepare and offer workshops for parents.	6 Teachers (2 days, 2 hrs)	1000-1999: Certificated Personnel Salaries	Title I	1080
			Materials	4000-4999: Books And Supplies	Title I	1500
			Copies	4000-4999: Books And Supplies	Title I	250
Parent workshop will be provided for families of in-coming Kindergarten students.	Principal, Instructional Coach, Teachers	Provide classes for students entering Kindergarten	3 Teachers (5 days, 2 hrs)	1000-1999: Certificated Personnel Salaries	Title I	1350
			Materials	4000-4999: Books And Supplies	Title I	600
			Copies	4000-4999: Books And Supplies	Title I	200

Strategy #4

STRATEGY:
The school will implement a transition plan for students in 5th moving 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.	Teachers, Instructional Coach	Schedule meetings 5/16	See Goal #1			0
Hold transnational meetings for Special Education students between 5th grade students.	Principal SPED Teacher, Speech Pathologist, Site Psychologist.	Schedule meetings 5/16 Provide information on SPED students to new school(s). 5/16	See Goal #1			0
Middle School placement assessment administered to 5th grade students.	Principal SPED Teacher, Speech Pathologist, Site Psychologist.	Schedule meetings 5/16 Provide information on SPED students to new school(s). 5/16	See Goal #1			0

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
Assist teachers with deconstructing and understanding CCSS, creation of thematic units, and generating site-based assessment.	Principal, Instructional Coach, Teachers	Schedule Meetings. 8/15-6/16				
Staff development for mathematics will focus on deconstructing the standards and aligning instruction and assessment with a clear lesson objective.	Coach Teachers	Assist with facilitating professional development. 8/15-6/16 Attend site and district professional development. Create lessons aligned with CCSS. Generate site assessments for CCS. 8/15-6/16				

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
Offer Title 1 Meetings to inform parents of: • Parent Compact • Parent involvement Policy • Back to School Night • Program Improvement Status to inform parents of school goals, programs and activities.	Principal, Coach, ORC, Teachers Office Staff	Schedule Meetings 8/15-6/16 Coordinate Support for Parent Conf. 8/15-6/16 Coordinate Childcare for Parent Conf. 8/15-6/16	See Goal #1			0
Review assessment data, CCSS implementation plan and new progress report at parent conferences.	Teachera	Review data and CCSS implementation. 8/15-6/16	See Goal #1			0
Provide students with academic agenda for the upcoming year to support-school academic and behavior communication.	Principal, Teachers	Purchase and use agendas daily 1/16	See Goal #1			0
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. 8/15-6/16	See Goal #1			0
Provide parent support with Latino Family Literacy to support students mastery of reading.	Principal, Teacher, ORC	Coordinate Workshop 1/15-6/16	See Goal #1			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Family Math Night(s) for parents to support students mastery of math Common Core State Standards.	Teachers	Coordinate event 8/15-6/16	15 Teachers; 2 hours		QEIA	1050
			3 Translators/Office Staff; 2 hours		QEIA	114
			2 Staff; 2 hours		QEIA	42
			Snacks		QEIA	100
The Parent Compact will be developed/revised at parent meetings.	Principal, Leadership Team, SSC, Parents	Share with parents 8/15-9/16	See Goal #1			0
The Parent Involvement Policy will be developed/revised at parent meetings.	Principal, Leadership Team, SSC, Parents	Share at monthly meetings. 8/15-9/16	See Goal #1			0

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
Teacher Liaison: • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed	Teacher liaison , ASP Staff, Teachers	Collaborate with ASP staff and teachers to support struggling students				
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	Attend monthly meetings				

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:
EL students will progress at least one level or demonstrate progress in each of the four domains (speaking, listening, reading and writing) as measured by the CELDT.
A. AMAO #1: 100% of all English Learners will advance one level on the CELDT.
B. AMAO #2: 25% 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: Students scoring proficient on the STAR 360 reading and math assessments will increase by 10% between Fall and Spring.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.

Data Used to Form this Goal:

- CELDT
- AMAO data
- Interim Formative Assessments

Findings from the Analysis of this Data:

CELDT data

- AMAO #1 - 379 students were tested and 163 met the AMAO #1 Goal; a decrease of 14 students from the previous year.
- AMAO #2 - a. less than 5 years - 9.9% met the the goal.

b. more than 5 years - 26.7% met the goal.

How the School will Evaluate the Progress of this Goal:

- STAR Reading Early Literacy (K-1)
- STAR Reading 360 (2-5) and Math 360 (K-5)
- Teachers will meet in grade level meetings after assessment periods to analyze data
- MTSS
- Progress Monitoring
- IPT

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
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. 8/15-6/16				
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. 8/15-6/16				
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 appropriates strategies for teaching ELs. 8/15-6/16				
English Language Review Team (ELRT) to monitor catch-up plans for all 4th-5th 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. 8/15-6/16	Certificated Staff	1000-1999: Certificated Personnel Salaries	Title III	750
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. 8/15-6/16				
Recognize student growth on CELDT via annual assembly.	Principal, ORC	Provide certificates 3/16	Certificates	4000-4999: Books And Supplies	Title III	100

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 8/15-6/16				

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
Hold Student Success Team (SSt) and Coordinated Services Team (CoSt) meetings to collaborate on needs of at-risk students and support needed.	ORC, Teachers, Principal, Site Psychologist, RSP Teacher, Speech Pathologist, Site Counselor	Teachers identify students. 8/15-9/16 ORC coordinates meetings. 8/15-9/16 Entire CoST/SST Team determine needs and strategies for students.	See Goal #1			0
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 8/15-6/16	Teachers; 2 days	1000-1999: Certificated Personnel Salaries	QEIA	328
Hold Long-Term English Learner (LTEL) meetings to prevent students from becoming identified as LTELs.	Principal, Coach, Teachers	Hire substitutes 8/15-6/16	Teachers; 2 days	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	328

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
Provide incoming Parent Night Meetings: Kinder Readiness Program (2 weeks) and DVD; Ready, Set, Go (intervention for Kindergartners who have no prior schooling or English language skills including, Mixteco-speaking students).	Principal, Coach, Teachers, Site Counselor	Hire teachers to teach and coordinate parent meetings. Coach to assist facilitation of parent meetings. Site Counselor to present on the social/emotion aspects of starting a new school year. 8/15-6/16	See Goals #1 & #2			0
	ORC	Contact, recruit and support parent attendance at meetings. 8/15-6/16				

Strategy #4

STRATEGY:
The school will implement a transition plan for students in 5th moving 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 grade teachers, Instructional Coach	Schedule meetings 5/16				
Hold transitional meeting for Special education students between 5th and 6th grade students.	Principal Schedule meetings 5/16	SPED Teacher, Speech Pathologist, Site Psychologist. Provide information on SPED students to new school(s). 5/16				
Meeting for Mixteco-speaking Parents of 5th graders.	ORC, Principal	Coordinate and Facilitate meetings				

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
CABE Ventura County	Principal, Teachers	Register and attend CABE Conference 1/15-6/16	1 Teacher	5800: Professional/Consulting Services And Operating Expenditures	Title III	200
CABE Conference	Principal, Teachers	Register and attend conference 1/15-6/16	5 Teachers	5800: Professional/Consulting Services And Operating Expenditures	QEIA	6000
			1 Administrator	5800: Professional/Consulting Services And Operating Expenditures	QEIA	1200
Staff will attend of district provided professional development as needed (ELPD, SIOP).	Teachers	Attend PD 8/15-6/16				
EL TOSA will provide instructional support to teachers and grade level teams.	Teachers K-5, EL Services personnel	Teachers to request support from TOSA; TOSA to provide PD and/other support when needed 8/15-6/16				
Staff will input all formative assessment results into OARS, evaluate and analyze results and use the information to inform instructional decisions.	Teachers K-5, Instructional Coach	Input score and review student progress 8/15-6/16				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will meet in grade level teams regularly (in after school grade level meetings) to analyze data, monitor student progress and plan for the regular instructional program as well as interventions, with an emphasis on EL students.	Teachers K-5	Staff to meet and review data and student needs 8/15-6/16				

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
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 8/15-6/16	Childcare; 2 workers Snacks	2000-2999: Classified Personnel Salaries	Title III	250 200
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 8/15-6/16	See Goal #1			
Parent options meeting will be held to inform ELL parents of instructional programs	Principal, EL Services personnel, Teachers	Hold meetings 8/15-6/16				
Reclassification meetings will be held with parents.	Principal	Hold fall and spring parent meeting 8/15-6/16				
Parent workshops will be provided regarding subjects specific to EL students.	Principal, Teachers, instructional Coach	Hold meetings 8/15-6/16				

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
Teacher Liaison: • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed	Teacher Liaison, ASP Staff, Teachers K-5	Attend Monthly Meetings 9/15-6/16				
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	Attend Monthly Meetings 9/15-6/16				

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, Foster Youth and Homeless 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:

- MTSS
- Review and analyze behavior data
- Review and analyze attendance data
- Debrief after regularly scheduled drills
- Safety Committee meetings
- California Healthy Kids Survey

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
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) 8/15-6/16	Substitutes	1000-1999: Certificated Personnel Salaries	QEIA	450
		Develop and implement school wide behavior expectations 8/15-6/16	Support Staff	2000-2999: Classified Personnel Salaries	QEIA	300
		Create incentives program for positive behavior 8/15-6/16	Incentatives	4000-4999: Books And Supplies	QEIA	3088
		Train new Playground Aides 8/15-6/16	On-site Training	4000-4999: Books And Supplies	QEIA	2500
		Purchase CHAMPs Playground books 8/15	Books	4000-4999: Books And Supplies	QEIA	100
		Purchase CHAMPs/Character Materials 8/15-9/16	Materials	4000-4999: Books And Supplies	QEIA	2000
Implement tardy/attendance incentives program	ORC	Continue incentives program for tardies/attendance 8/15-6/16	Materials	4000-4999: Books And Supplies	QEIA	3000
Implementaion of district provided: groups with City Impact, Ventura County Health, counselors	ORC, Site Counselor	Coordinate services based on student need 8/15-6/16				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the School Comprehensive Safety Plan.	School Comprehensive Safety Plan Committee, Principal, Teachers, Staff	Purchase materials 8/15-9/16	Supplies and materials	4000-4999: Books And Supplies	QEIA	1000
Provide supervision before/after school and during whole school recess.	Principal and Playground Aides	Hire staff to supervise 8/15-9/16	5 Playground Aides	1000-1999: Certificated Personnel Salaries	Discretionary	48037.50
Staff will fully implement CHAMPs in all grade levels using all components of the program for Positive Behavior Support.	All Staff	Train new staff 8/15-9/16 Implement CHAMPs in all classrooms, cafeteria, and recesses 8/15-9/16 Purchase materials 8/15-6/16	Classified Staff Certificated Staff Materials	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF - Targeted LCFF - Targeted LCFF - Targeted	200 200 1000
School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.	School Counselor	Refer families to local agencies 8/15-6/16 Meet with students in small or individual groups 8/15-6/16				
Student discipline data will be monitored at intervals throughout the year to determine who will receive referral from the ORC or support from the School Counselor.	Principal, Teachers K-5, ORC, School Counselor	Refer families to local agencies 8/15-6/16 Meet with students in small or individual groups 8/15-6/16				
Staff will begin to create and follow an MTSS pyramid for behavior and social-emotional issues.	Principal, Leadership Team, and All Staff	Research MTSS 8/15-6/16 Begin to create an MTSS plan 8/15-6/16				
All staff and students will participate in monthly fire drills and bi-monthly earthquake drills.	All staff (Certificated and Classified)	Coordinate drills 8/15-6/16				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff and students will participate in lockdown drills at least twice a year.	All staff (Certificated and Classified)	Coordinate drills 8/15-6/16				
A schoolwide evacuation drill will be conducted annually.	All staff (Certificated and Classified)	Coordinate dril 8/15-6/16 Communicate with parents 8/15-6/16 Purchase materials	Materials	4000-4999: Books And Supplies	LCFF - Targeted	1000
The Leadership Team will monitor the Safety Plan and make revisions as necessary.	Leadership Team	Review plan				
Student attendance will be monitored. Incentives for good attendance will be provided to individual students and classes.	Teachers K-5, Principal, ORC, Attendance Technician	Support all students and families will be provided.				
Campus Supervisors will monitor students before school, at lunch and recesses.	Campus Supervisors	Supervise students before, during and after school.	1 Campus Supervisor	2000-2999: Classified Personnel Salaries	QEIA	
Outreach Coordinator will provide non-academic resources to families to support students well-being and academic growth.	Outreach Coordinator	Provide support to families 8/15-6/16	Site Outreach Coordinator	2000-2999: Classified Personnel Salaries	Centralized Services	67285
School Counselor will provide social support to children.	School Counselor	Provide small group/individual counseling.	Site Counselor	2000-2999: Classified Personnel Salaries	Centralized Services	0

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
Provide drug, alcohol, and tobacco prevention education(e.g. Red Ribbon Week)	ORC	Coordinate events 8/15-6/16	Purchase Materials	4000-4999: Books And Supplies	QEIA	1500

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
The Preschool will participate in all fire, earthquake and lockdown drills.	All Staff and Students					

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
Staff from the Middle School to meet with 5th grade students in order to inform them of rules, expectations and academic and social opportunities at the Middle School.	Principal, Instructional Coach, Middle School Staff	Arrange visits/presentations Spring 2016				

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
All staff will participate in CHAMPS training for Positive Behavior Support.	Leadership Team, All Staff	Revise and update current Emergency Plan. Select items needing to be purchased 8/15-5/16	PD registration	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	200
	Principal, Teachers, Staff	Training and practice drills for various emergencies 8/15-6/16 Purchase safety materials 10/15-6/15				
Staff will participate in training for Disaster Preparedness including an all school evacuation.	All Staff	Prepare staff, parents and students for an all school evacuation Spring 2016				

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
Communicate Comprehensive School Safety Plan with Parents.	Principal, Counselor, ORC	Share information at meeting(s) 8/15-6/15				
Parents will be informed of CHAMPS goals and objectives at ELAC, SSC, PTA, Coffee w/ Principal meetings and special presentations.	Principal, Teachers K-5, Parents	Share information at meeting(s) 8/15-6/16				
Parent workshops will be offered regarding social skills, behavior and discipline.	Principal, Parents, ORC, Counselor,	Offer workshops 8/15-6/16	See Goal #1			0
Outreach and support will be provided for students and families who experience hardships.	Principal, ORC, Parents	Contact and support families	See Goal #1			0
Counseling will be offered for students and families in need.	Principal, ORC, Counselor, Parents	Counselor meets with families in need	See Goal #1			0

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
Provide emergency training for ASES Staff.	Principal, Liaison, ASES Coordinator	Coordinate drills. 8/15-6/15	See Goal #1			0
Teacher Liaison: • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed	Teacher liaison , ASP Staff, Teachers K-5	Teacher to meet with ASES staff regularly. 8/15-9/16	See Goal #1			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	Attend meetings. 8/15-9/16	See Goal #1			0

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:
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 that includes classroom instruction, after school enrichment, and all school exposure to the focus strand. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.
Data Used to Form this Goal:
Assessments are still being created for the assessment of this goal.
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
Teachers provided collaboration time to complete Environmental Science Units.	Principal, Instructional Coach, Teachers	Schedule substitute, plan and implement environmental science lesson plans 6/15-8/16	Subs for all teachers; 3 days	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	12275
Secure Focus Strand Materials and secure items for students to collaborate on research in the technology lab as it pertains to environmental science.	Principal, Instructional Coach, Teachers	Purchase curriculum and materials not purchased in 2014-15. 6/15-8/16	FOSS-UC Berkeley	4000-4999: Books And Supplies	LCFF - Targeted	8000
	Site Technology Committee, Site Technology Technician, Teachers, Principal, IT Department	Purchase materials for collaboration research lab. 6/15-9/16	Consumable materials	4000-4999: Books And Supplies	LCFF - Targeted	3000
			Lab materials, including technology	4000-4999: Books And Supplies	QEIA	15000
Jr. Science Club (4th and 5th)	Principal, Instructional Coach, Teachers	Hire teachers 6/15-8/16 Plan and teach lessons 6/15-8/16	4 teachers, 12 hours	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3360
			Materials and supplies	4000-4999: Books And Supplies	LCFF - Targeted	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
Provide Jr. Science Camp for GATE students to access differentiated instruction.	Principal, Coach, Teachers	Hire Teachers 9/14-6/15 Plan and oversee club 9/14-6/15	2 teachers, 12 hours	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1680
			Materials and consumables	4000-4999: Books And Supplies	LCFF - Targeted	500
Engage all students in enrichment activities related to Environmental Science (i.e.assemblies, field trips, additional support staff).	Instructional Coach, Principal	Collect quotes and submit to School Board for approval. 8/16-2/15	Science Assemblies (s)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	4500

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
Schedule World Oceans Day (Week) (June) to showcase student work and expose students and parents to outside resources pertaining to environmental science.	Coach Teachers Office Staff, Translators, and Playground Aides	Coordinate Assembly (1/15) Field Trips (K-5) (2/15) Provide support (6/15)	K-5th grade assemblies	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	4500
			1 Field trip per class	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	7184
			2 Office Staff, 2 Translators, 2 Playground Aides	4000-4999: Books And Supplies	QEIA	422
Schedule family events which showcase student work related to the Academic Strand Focus.	Teachers	Coordinate display for parents				
Inform parents of upcoming activities and promote the Academic Strand Focus via the school website, brochures, flyers, etc.	Site Technology Technician	Update website				
Recruit parent and community support in relation to the Academic Strand Focus.	Teachers, Principal	Contact parents				

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 English Language Arts
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.
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.
C. 2nd – 6th Grades: A 10% growth in proficiency levels on site and district-generated Common Core State Standards assessment(s).
This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SPED, and Hispanic.

Goal #2 Mathematics
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 thaand or equal to ten.
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.
C. 2nd – 6th Grades: A 10% growth in proficiency levels on site and district-generated Common Core State Standards assessment(s).
This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SPED, and Hispanic.

Goal #3 English Language Learners
A. All students will have an increase of one proficiency band on the CELDT.
B. Students will have a 10% growth in proficiency levels on site and district-generated Common Core State Standards assessment(s).

Goal #4 School Safety
A. 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

B. Emergency Preparedness:
- Safety and Disaster Plan will be revised
- All staff and students will respons 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.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA)	8/14-6/15	Coach	1000-1999: Certificated Personnel Salaries	Title I	109685
Counselor	8/15-6/15	Small group and individual student counselor	2000-2999: Classified Personnel Salaries	Title I	100698
Computer Lab Tech	8/13-6/14	Site Lab Tech	2000-2999: Classified Personnel Salaries	Title I	45038
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Economic Impact Aid	
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Unrestricted	
Maintenance Agreement for Copy Machine(s)	8/13-6/14	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	14870
Outreach Resource Specialist	8/15-6/16	Parent outreach and attendance support to familes	2000-2999: Classified Personnel Salaries	Unrestricted	72568
Site Library Technician	8/15-8/16	Site Technology Technician	2000-2999: Classified Personnel Salaries		29331

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	Centralized Services	109,685.00
2000-2999: Classified Personnel Salaries	Centralized Services	141,654.00
5000-5999: Services And Other Operating	Centralized Services	14,870.00
0000: Unrestricted	Discretionary	4,445.00
1000-1999: Certificated Personnel Salaries	Discretionary	48,037.50
2000-2999: Classified Personnel Salaries	Discretionary	630.00
4000-4999: Books And Supplies	Discretionary	110,823.85
5800: Professional/Consulting Services And	Discretionary	200.00
	LCFF - Discretionary	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1,750.00
4000-4999: Books And Supplies	LCFF - Discretionary	16,710.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	27,843.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	200.00
4000-4999: Books And Supplies	LCFF - Targeted	47,648.00
5800: Professional/Consulting Services And	LCFF - Targeted	16,184.00
	QEIA	32,028.00
	QEIA	1,306.00
0000: Unrestricted	QEIA	28,800.00
1000-1999: Certificated Personnel Salaries	QEIA	36,864.00
2000-2999: Classified Personnel Salaries	QEIA	6,340.00
4000-4999: Books And Supplies	QEIA	147,647.23
5800: Professional/Consulting Services And	QEIA	7,200.00
1000-1999: Certificated Personnel Salaries	Title I	9,935.00
2000-2999: Classified Personnel Salaries	Title I	2,273.00
4000-4999: Books And Supplies	Title I	43,641.00
1000-1999: Certificated Personnel Salaries	Title III	1,380.00
2000-2999: Classified Personnel Salaries	Title III	2,307.00
4000-4999: Books And Supplies	Title III	10,895.00
5800: Professional/Consulting Services And	Title III	200.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Centralized Services	266,209.00
Discretionary	164,136.35
LCFF - Discretionary	18,960.00
LCFF - Targeted	91,875.00
QEIA	260,185.23
Title I	55,849.00
Title III	14,782.00

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 2015-16 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 too 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
- [X] Lack of effective follow-up or coaching to support implementation
- [X] Not implemented with fidelity
- [X] Not appropriately matched to student needs/student population
- [ ] Other:

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 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, Chair		X			
Rosemary Avila, Secretary				X	
Rosa Castillo				X	
Bernadette Rodriguez				X	
Maria Guerrero				X	
Ana Alvarez				X	
Maria Banuelos			X		
Andrea Fagan-Ortiz		X			
Maria Aldaba		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.

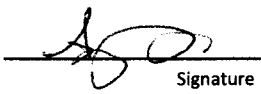
Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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 September 30, 2015.

Attested:

Typed Name	Signature	Date
Mary Arias Elisondo Typed Name of School Principal	M. Arias Elisondo Signature of School Principal	9/30/15 Date
Cynthia Morales Typed Name of SSC Chairperson	Cynthia Morales Signature of SSC Chairperson	9/30/15 Date

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 acera 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.

The Single Plan for Student Achievement

School: Emilie Ritchen Elementary School

CDS Code: 56725386110738

District: Oxnard School District

Principal: Bertha M. Anguiano

Revision Date: September 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: 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 September 28, 2015.

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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 and staff.

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 and activities
- Interventions for students identified through data

Enrichment Activities for students identified as GATE

- After-school program, run jointly between the Oxnard School District and City of Oxnard, Oxnard Scholars
- A fully-functional computer lab, totaling 40 computers hosting Accelerated Reader,

SuccessMaker, Waterford, Rosetta Stone, and Brain Pop
One-on-one Electronic Devices

Opportunities for Parent 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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	118	118	100.0	118	**2345.4**	4	8	25	62
Grade 4	82	82	100.0	82	**2400.6**	5	18	16	61
Grade 5	103	95	92.2	95	**2433.3**	2	20	21	57
All Grades	303	295	97.4	295		4	15	21	60

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	6	31	63	3	31	65	5	53	42	4	39	57
Grade 4	12	30	57	2	43	55	9	55	37	5	35	39
Grade 5	4	36	60	7	42	51	6	49	44	14	57	29
All Grades	7	33	60	4	38	58	6	52	41	7	44	43

Conclusions based on this data:

1. Based on the percent of students that scored below standard in the area of producing clear and purposeful writing, we will incorporate the use of thinking maps and organizing in the writing process.
2. Based on the percent of students that scored below standard in the area of producing clear and purposeful writing, we will develop writing standards for each grade level and collect samples of that standard from each student.
3. Based on the percent of students that scored below basic in the area of demonstrating understanding of literary and non-fictional test, we will provide more opportunities for students to engage in a variety of reading genre.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	118	118	100.0	118	**2355.5**	1	4	28	67
Grade 4	82	82	100.0	82	**2417.6**	1	17	35	46
Grade 5	103	95	92.2	95	**2424.0**	2	4	24	69
All Grades	303	295	97.4	295		1	8	29	62

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	2	25	74	2	33	65	3	41	57
Grade 4	12	27	61	5	33	62	4	38	59
Grade 5	4	15	81	4	24	72	1	38	61
All Grades	5	22	73	3	30	66	2	39	59

Conclusions based on this data:

1. Based on the small number of student meeting or exceeding standards, we will provide more opportunities for students to justify their answers orally and in writing.
2. Based on the small number of students meeting or exceeding standards, we will provide more opportunities for students to solve multi-step problems and explore the technological tools embedded within the test and provide practice using those throughout the school year.
3. Based on the large number of student not meeting standards in math we will provide more direct instruction on breaking down steps and conceptualizing what the question is asking for. The students will then be provided with practice verbalizing the steps to follow to solve the problem.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					2	33			4	67	6
1			1	2	17	37	11	24	17	37	46
2	1	2	10	17	23	40	19	33	5	9	58
3	2	4	6	12	24	46	13	25	7	13	52
4			3	9	20	57	8	23	4	11	35
5			15	39	17	45	2	5	4	11	38
Total	3	1	35	15	103	44	53	23	41	17	235

Conclusions based on this data:

1. The largest % of our students in grades 2 - 5 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, such increased reading comprehension, academic vocabulary and writing.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	265	267	235
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	265	267	235
Number Met	131	103	107
Percent Met	49.4%	38.6%	45.5%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	269	65	257	72	272	42
Number Met	29	24	24	14	21	15
Percent Met	10.8%	36.9%	9.3%	19.4%	7.7%	35.7%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1. There was growth made in AMAO1 toward the NCLB Target of 60.5% from 38.6% in 13-14 to 45.5% in 14-15 of students who met this goal.
2. Ritchen has not met AMAO 1, AMAO2 or AMAO 3 for at least three years. Greater focus needs to be set to increase EL student achievement overall.
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		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**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:

Language Arts:

All students will be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth.
This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Forster Youth and Homeless.

Data Used to Form this Goal:

- TK Essential Literacy Skills Progress Report
- K-1 Essential Skills
- Core Curriculum Assessments
- CELDT
- IFA
- AR/STAR Reading reports

Findings from the Analysis of this Data:

A.
TK students meeting progress report goals:
91.8% recognize 20/26 upper and lower case letters
87.7% recognize 20/26 letter sounds
83.6% can recognize rhyming words
36.7% can read 9 Kindergarten High Frequency Words

B.
Kindergarten Students:
90.9% at benchmark for First Sound Fluency
96.9% at benchmark for Letter Naming Fluency
77.2% at benchmark for Phoneme Segmentation and Nonsense Word Fluency

C.
First Grade Students:
85.2% at Nonsense Word Fluency and Oral Reading Fluency

D.
CELDT:
1st Grade: 78.5% moved 1 or more levels
2nd Grade: 54% moved 1 or more levels
3rd Grade: 42.1% moved up one or more levels
4th Grade: 43.3% moved up one or more levels
5th Grade: 43.3% moved up one or more levels
Overall:51.7% of students moved up one level or more

E.
IFA's:
3rd Grade: 7.3% of students moved out of Intensive in the multiple choice section, 15.3% of students were added to Intensive students in Language, 23.7% of students moved out of Intensive in Reading Informational Text and 30.3 % of students moved out of Intensive in Reading Literature.
4th Grade: 7.6% of students were added to Intensive in the multiple choice section, 26.9% of students moved into Intensive in Language, 6% of students moved into Intensive in Reading Informational Text, and 16% moved into Intensive in Writing.
5th Grade: 26.8% of students moved out of Intensive in the multiple choice section, 59.4% of the students moved out of Intensive in Language, 50.2% of students moved into Intensive in Reading Informational Text and 6.3% of students moved out of Intensive in writing.
**The movement in and out of the Intensive category seems like odd results. Explanations for this could be that the items and concepts tested were not the same between the winter and spring IFA's. Results would vary greatly depending on what standards were covered prior to testing.

F.
Students that have attained Benchmark or above on the AR/STAR
2nd: 31%
3rd: N/A not tested
4th: 48%
5th: 26%
98 students moved up more than 1 year in reading level based on AR/STAR
Growth by grade level:
Grade 2: 1.7 to 2.3
Grade 3: 2.0-2.6
Grade 4: 2.7-3.5
Grade 5: 3.3-4.3

How the School will Evaluate the Progress of this Goal:

- STAR 360 Reading Early Literacy (K-1)
- STAR 360 Reading (2-5)
- Essential Skills (K-1)
- Progress Monitoring
- Multi-tiered System of Supports (MTSS)
- Teachers will meet in grade level meetings after assessment periods to analyze data

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 teams to collaborate and discuss data and student needs.	Grade level Leadership team member, Principal, Coach, Teachers	September 2015 through June 2016 2 x monthly	Teacher Extra hours	1000-1999: Certificated Personnel Salaries	Discretionary	5780.75
B. Provide materials to support implementation of curriculum.	Teachers, Principals	August 2015 through June 2016	Warehouse materials and supplies	4000-4999: Books And Supplies	Discretionary	30000
C. The Instructional Coach (TOSA) will support teachers in implementing the adopted curriculum.	Coach, Teachers	August 2015 through June 2016	Certificated Salary	1000-1999: Certificated Personnel Salaries	District Funded	112054
D. CCSS Standards Plus supplemental materials 2nd - 5th grade will be used to support the full implementation of the ELA CCSS.	Teachers	August 2015 through June 2016	Supplemental Materials	4000-4999: Books And Supplies	Title I	1526.77
				4000-4999: Books And Supplies	Discretionary	3000
E. Teachers will have vertical meetings between grade levels for discussion of implementation of CCSS, student progress and available interventions.	Teachers, Principal, and Coach	September 2015 through June 2016 2 times a year in the fall and spring (in lieu of grade level meetings on these dates)	Centralized Services	None Specified	District Funded	0
F. Subscriptions and Apps for iPads will be purchased to support implementation of curriculum and CCSS.	Principal, Teachers, Coach and Site Technology Tech	August 2015 through June 2016 Load subscriptions/software	Subscriptions	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	7000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Classified Salary: Site Tech	2000-2999: Classified Personnel Salaries	District Funded	44714
G. Conduct Student Monitoring Conferences to determine student progress and identify students who may be at risk and plan interventions.	Principal, Coach, Teachers	Fall 2015 and Spring 2016 10 days of floater teacher substitutes	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	1826.71
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 Team , SiteTech	August 2015 through June 2016 Purchase 3 projectors and 14 computers to replace non-functioning ones	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	13000
J. AR/STAR 360 Renaissance Learning Reading Monitoring program will be used to assess students three times a year.	Teachers, Substitutes, Coach	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
K. Extra clerical support will be provided to support the school.	All staff	August 2015 through June 2016	Classified Personnel	2000-2999: Classified Personnel Salaries	Discretionary	12274.06

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
L. Materials and supplies will be purchased to supplement the district adopted ELA program and CCSS Standards.	Principal, Coach, Teachers	August 2015 through June 2016	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	25430.09

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. ISPs will be hired to provide intervention in reading and math to first through third grade students, including Foster and Homeless Youth and English Learners.	Coach, Principal, Teachers, ISP	September 2015 through June 2016	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	35747.71
				1000-1999: Certificated Personnel Salaries	Title III	11286
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	15628.83
B. An ISP will be hired to provide intervention and enrichment in reading and math to second through fifth grade students including Foster and Homeless Youth and English Learners.	Principal, Coach, Teachers, ISP	September 2015 through June 2016	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	15258.86
			LCFF Targeted: Enrichment and Intervention	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	12484.11
C. Materials and supplies needed for intervention will be provided.	Principal, Coach, Teachers, ISP	August 2015 through June 2016	Materials and Supplies	4000-4999: Books And Supplies	Title I	5604.91
D. DIBELS Assessments will be given to students who are at risk of retention.	Principal, Coach, Teachers, ISP	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0

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 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	August 2015 through June 2016	Academic Incentives	4000-4999: Books And Supplies	LCFF - Targeted	1000
			Assemblies/Incentives	0000: Unrestricted	PTA	0
			Centralized Services	2000-2999: Classified Personnel Salaries	District Funded	30575
F. Extra Support Teacher will provide support to all teachers in 2nd-5th in the implementation of Science, PE, Language Arts and Math.	Coach, Teachers, Principal	August 2015 through June 2016	Certificated Salary	1000-1999: Certificated Personnel Salaries	District Funded	0
G. 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 2015 through June 2016- Hire 1 substitute per day	Centralized Services	None Specified	District Funded	0
H. SST meetings will be held at least one day a month to address the needs of at risk students.	Principal, ORC, COST/SST Team	August 2015 through June 2016-Hire 1 substitute per day	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	1826.71
I. IEP Meetings will be held as needed for annual and tri-annual reviews of special education student progress throughout the year for compliance and to meet student needs.	Special Ed. Teachers, General Ed. Teachers, Psych, Speech Thearapist, Principal	August 2015 through June 2016 - Hire 2 substitutes per day, one for Sped teacher and one for Gen Ed. teacher	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	3653.43
J. Special Ed Team members will meet every fourth Wednesday 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	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
K. Identify students, including Foster Youth, Homeless and EL and offer 4-6 week tutoring sessions before/after school.	Teacher Tutors, Coach, Principal	Three times per year: Fall 2015, Winter and Spring 2016	Teacher Extra help	1000-1999: Certificated Personnel Salaries	Title I	8093.05
L. All students will have access to MyOn software in order to access books on their iPads at their appropriate reading level.	Teachers, Principal, and Coach	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
M. Conduct Student Monitoring Conferences two times per year to determine student progress in language arts and identify students who may be at risk and plan interventions.	Teachers, Principal, and Coach	August 2015 through June 2016	See Goal#1 Strategy#1G			

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. Hold 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 2015 for incoming TK/K students	Teacher Extra Help	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1323.79
B. Provide Ready, Set, Go! TK/Kinder Readiness Program for students who have no prior school experience	DO, Principal	June through July 2015	Centralized Services	None Specified	District Funded	0
C. Hold TK Program Options Parent Meeting	Principal, TK/Kindergarten teachers, ELS Personnel	December 2015/January 2016	Centralized Services	None Specified	District Funded	0
D. Collaboration meetings will be held between site Pre-K, K, and TK teachers.	PreK, TK and K Teachers	June 2016	PreK teacher extra help	2000-2999: Classified Personnel Salaries	Discretionary	61
			TK and K teacher extra help	1000-1999: Certificated Personnel Salaries	Discretionary	312.16

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students transition to 6th grade.

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 2016 One evening and 1 during the day	Teacher Extra Help, 1 hour per 3 teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	156
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 2016 through June 2016	Centralized Services	None Specified	District Funded	0
C. Offer parents choice of 6th grade placement during Academy Open Enrollment.	DO, Principal	Spring 2016	Centralized Services	None Specified	District Funded	0

Strategy #5

STRATEGY:
The school will provide professional development to support the schools' academic focus strand of Science and Technology.

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 2015 through June 2016	Centralized Services	None Specified	District Funded	0
B. Provide Professional Development including implementation of iPads for reading instruction.	Principal , Site Tech., Coach	October 2015 through June 2016	Cost of Conferences	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	1000
			Travel and Meals	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	1000
C. Provide opportunity for Principal and 4-6 teachers to attend science conferences, including membership, travel and related materials.	Principal, Leadership Team,	August 2015 through June 2016	Cost for Conferences, membership and travel for participants	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	3000
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 2016	Cost for Conference, membership, travel and related materials for 4 @ $1500 ea	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	4500
			Certificated Substitute	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	160
E. Coach will provide PD based on teacher/coach identified need.	Coach, teacher, Principal	August 2015 through June 2016	See Goal #1 Strategy #1C			

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/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 2015 through June 2016	Copies and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	500
B. Hold meetings to jointly develop Parent Compact.	Principal, Teachers, Parents, ELAC and SSC	September 2015 through June 2016	Centralized Services	None Specified	District Funded	0
C. Hold meetings to jointly develop Parent Involvement Policy.	Principal, Teachers, Parents, ELAC and SSC	September 2015 through June 2016	Centralized Services	None Specified	District Funded	0
D. Hold Parent/Teacher Conferences	Tk-5 teachers	November 2015, February 2016	Centralized Services	None Specified	District Funded	0
E. Invite parents to Awards Assemblies every trimester and Celebration of learning Awards Assemblies.	Principal, Coach, PTA, Parents	November 2015 through June 2016	Goal #1 Strategy #2E			
F. Encourage parents to attend SST/IEP Meetings.	Teachers, ORC, Counselor, RSP, Psychologist, Principal	August 2015 through June 2016	Goal #1 Strategy #2J			
G. Conduct an Annual Survey to help identify parent needs to support their children.	Principal, Office staff	January 2016	Centralized Services	None Specified	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
H. Parent workshops focused on parenting skills will be conducted by ORC and School Counselor.	ORC, Counselor, Parents	October 2015 through June 2016 Baby Sitting	Counselor Salary	1000-1999: Certificated Personnel Salaries	District Funded	122054
			ORC Salary	2000-2999: Classified Personnel Salaries	District Funded	68294
			Extra Hours for ORC	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	616
			Classified Salaries including babysitting	2000-2999: Classified Personnel Salaries	LCFF - Targeted	500
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	August 2015 through June 2016	Classified Extra hours or overtime	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	614.66

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: • 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 2015 through June 2016	Centralized Services	None Specified	District Funded	0
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 and ASP coordinator	September 2015 through June 2016	Centralized Services	None Specified	District Funded	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:
Mathematics: Students will obtain grade level proficiency by scoring 70% or higher on the K-5 publisher summative assessments. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless.
Data Used to Form this Goal:
TK Math and Essential Literacy Skills Progress Report EnVisions Math OARS progress monitoring IFA Assessments STAR 360 Math My Math Benchmark Assessments

Findings from the Analysis of this Data:

A.
TK Progress Report:
69.3% of students count to 30
87.7% of students count up to 20 objects
73.4% of students recognize #'s up tp 20
83.6% of students recognize 4 basic shapes
93.8% of students continue a pattern
B.
Kindergarten Report Cards:
92% of students can count, recognize, represent numbers up to 30
94.3% of students can count and tell number of objects up to 30
88.6% of students can use concrete objects to answer addition and subtraction problems (for two numbers less than 10)
C.
1st Grade Report Cards:
85.5% of students can extend counting
69.0% of students understand place value
49.4% of students can add numbers to a sum of 20 and know the corresponding subtraction facts
D.
IFA's
3rd Grade: 20% of students moved out of the Intensive Category
4th Grade: 1% of students moved out of the Intensive Category
5th Grade: 2% of students moved into the Intensive Category
**the percentage reported may not have enabled us to meet our goal because the winter and spring testing did not test the same standards and if the teachers had taught a particular standard at the time of testing.
4th-5th Grade Basic Skills Test
Performance Tasks
2nd and 5th grade analysis of data will be provided after students take their assessments in January and March 2016.

How the School will Evaluate the Progress of this Goal:

TK Progress Reports
McGraw-Hill My Math Chapter tests
McGraw-Hill my Math Benchmark tests
Interim Formative Assessments
Multiple Tiered System of Supports (MTSS)
Teachers will meet in grade level meetings after assessment periods to identify student strengths and weaknesses
Progress Monitoring

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 teams to collaborate and discuss math data and student needs.	Principal, Coach, Grade Level Leadership, Teachers	September 2015 through June 2016 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.	Teachers, Principal	September 2015 through June 2016 Ongoing as assessments needed: teaching materials and supplies	See Goal #1 Strategy #1B			
C. The Math Expert Team will support teachers in implementing the adopted curriculum.	Instructional Coach, Teachers	September 2015 through June 2016	See Goal #1 Strategy #1C			
D. Supplemental materials will be used to support the full implementation of the Math CCSS.	Teachers	August 2015 through June 2016	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 for discussion of implementation of Math CCSS, new math curriculum, student progress and available interventions.	Teachers, Principal, and Coach	September 2015 through June 2016 2 times a year in the fall and spring (in lieu of grade level collaborative meetings)	Centralized Services	None Specified	District Funded	0
F. Subscriptions and Apps for iPads will be purchased to support implementation of Math CCSS.	Principal, Teachers, Coach, and Lab Tech	November 2015 through June 2016	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 2015 through June 2016	See Goal #1 Strategy #1M			
J. Materials and supplies will be purchased to support the core instructional program.	All staff	August 2015 through June 2016	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. ISPs will be hired to provide intervention in reading and math to first through third grade students, including Foster and Homeless Youth and English Learners.	Principals, Coach, Teacher and ISP	August 2015 through June 2016	Goal #1 Strategy #2A			
B. An ISP to provide intervention in reading and math and provide enrichment to students in second through fifth grade, including Foster and Homeless Youth and ELs.	Principals, Coach, Teacher and ISP	August 2015 through June 2016	Goal #1 Strategy #2B			
C. Materials and Supplies needed for math intervention will be provided to the ISP's.	Principal, Teachers, Coach, ISP	August 2015 through June 2016	Goal #1 Strategy #2C			
D. Provide time for grade levels to develop and review goals that focus on student areas of need during after school grade level meetings.	Principal, Coach, Teachers	Meetings scheduled 3 times a month, teachers determine subject they need to discuss.	Teacher Salary	None Specified	District Funded	0
E. Ensure access to consumable and supplemental materials needed to implement project based math learning opportunities.	Principal, coach, teachers	August 2015 through June 2016	Materials and Supplies	None Specified	District Funded	0
F. 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 2015 through June 2016 - Hire 1 substitute per day	Goal #1 Strategy #2G			
G. 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 2015 through June 2016 - Hire 1 substitute per day	Goal #1 Strategy #2H			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
H. IEP Meetings will be held as needed for annual and tri-annual reviews of special education student progress throughout the year for compliance and to meet student needs.	Special Ed. Teachers, Psych, Speech Therapist, Principal	September 2015 through June 2016- 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 fourth Wednesday 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	Teacher Salaries	None Specified	District Funded	0
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	Fall 2015 and Spring 2016	Goal #1 Strategy #1M			
K. Provide Publications needed for progress monitoring, assessments, interventions, tutoring, and teaching.	Teachers, Principal, and Coach	August 2015 through June 2016	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	June 2016	Goal #1 Strategy #3A			
B. Hold TK Program Options Parent meeting.	Principal, TK/Kindergarten teachers, ELS Personnel	December 2015/January 2016	Centralized Services	None Specified	District Funded	0
C. Provide Ready, Set, Go! TK/K Readiness Program for students who have no prior school experience.	DO, Principal	June/July 2016	Centralized Services	None Specified	District Funded	0

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 in another school setting.	Principal, Parents, Teachers, DO personnel	Parent Meetings - May/June 2016 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 2016	Centralized Services	None Specified	District Funded	0
C. Offer parents choice of 6th grade placement during Academy Open Enrollment.	DO personnel, Principal	Spring 2016	Centralized Services	None Specified	District Funded	0

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 2015 through June 2016	Centralized Services	None Specified	District Funded	0
B. Provide technology PD to include implementation of iPads for student math instruction.	Principal, Lab Tech., Coach	August 2015 through June 2016	Goal #1 Strategy #5B			
C. Provide opportunity for Principal and 4-6 teachers to attend new Math Curriculum Training.	Principal, Math Expert Team	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
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 2016	Goal #1 Strategy #5D			
E. Coach and Math Expert Team will provide PD based on teacher/coach identified need to improve instructional practice in Math.	Coach, Teacher, Principal	August 2015 through June 2016	Centralized Services	None Specified	District Funded	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
A. Hold quarterly Title I/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 2015 through June 2016	Goal #1 Strategy #6A			
B. Hold Meetings to jointly develop Parent Compact.	Principal, Teachers, ELAC and SSC	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
C. Hold meetings to jointly develop Parent Involvement Policy.	Principal, ELAC,SSC	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
D, Hold Parent/Teacher Conferences.	TK-5th teachers	November 2015, February 2016	Centralized Services	None Specified	District Funded	0
E. Invite parents to Awards Assemblies every trimester and Celebration of Learning Awards Assemblies.	Principal, Coach, PTA, Parents	November 2015 through June 2016	Goal #1 Strategy #6E			
F. Encourage parents to attend SST/IEP Meetings	Principal, ORC, Special Ed Team	August 2015 through June 2016	Goal 1 strategy #2J			
G. Conduct an Annual Survey to help identify parent needs to support their children.	Principal, Office Staff	January 2016	Goal #1 Strategy #6G			
H. Parent workshops focused on parenting skills will be conducted by ORC and School Counselor.	ORC, Counselor, Parents	October 2015 through June 2016	Goal #1 Strategy #6H			
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	August 2015 through June 2016	Goal #1 Strategy #6I			

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: • 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	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
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	August 2015 through June 2016	Centralized Services	None Specified	District Funded	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: 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 more than five years will reach English proficiency level on CELDT.
C. AMAO #3: Student scoring proficient on the STAR 360 reading and math assessments will increase by 10% between fall and Spring.
D. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, GATE, Hispanic, Foster Youth and Homeless.

Data Used to Form this Goal:

- CELDT
- AMAO Data
- CMA/CAPA
- Interim Formative Assessments
- AR/STAR

Findings from the Analysis of this Data:

A. AMAO #1

- 1ST Grade – 78.5% of EL students increased at least one level on the CELDT
- 2nd grade: 54% of EL students increased at least one level on the CELDT.
- 3rd grade: 42.1% of EL students increase at least one level on the CELDT
- 4th grade: 43.3% of EL students increased at least one level on the CELDT
- 5th grade: 43.3% of EL students increased at least one level on the CELDT

Overall: 51.7% of EL students increased at least one level on the CELDT

B. AMAO #2: Ritchen will increase our reclassification rate during the 2015-2016 school year

How the School will Evaluate the Progress of this Goal:

- AR 360 Reading Early Literacy (K-1)
- AR 360 Reading 360 (2-5) and Math 360 (K-5)
- Teachers will meet in grade level meetings after assessment periods to identify student strengths and weaknesses
- Multi-tiered System of Supports (MTSS)
- Progress Monitoring
- IPT

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 2015 through June 2016	Centralized Services	None Specified	District Funded	0
B. Teachers will Implement ELD teaming daily.	K-5th Teachers	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
C. Teachers will implement the district-adopted ELD curriculum.	K-5th Teachers	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
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 2015 through June 2016	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 2016 10 hours of teacher extra help	LCFF Targeted: decrease the number of LTEL at site	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	601
G. Extra clerical support will be provided to support the needs of the school.	All Staff	August 2015 through June 2016	See Goal #1 Strategy #1M			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
H. Student Language development will be monitored through implementation of IPT Assessments 2 times during the year.	Tk-5th Teachers, Coach, Principal	Fall 2015 and Spring 2016	Centralized Services	None Specified	District Funded	0
I. Materials and supplies will be purchased to support the core instructional program.	All Staff	August 2015 through June 2016	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. An ISP will provide interventions to first through third grade EL students in reading and math.	Teachers, Coach, Principal, ISP	August 2015 through June 2016	Goal #1 Strategy #1A			
B. An ISP will provide intervention and enrichment to second through fifth grade EL students in reading and math	Teachers, Coach, Principal, ISP	August 2015 through June 2016	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 2015 through June 2016	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 2015 through June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	2913.50
E. EL students who require additional support will be identified and provided with intervention.	Principal, Teacher Tutors, Coach	August 2015 through June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4384.12
F. Subscriptions and Apps for ELs will be purchased to focus on foundational skills needed to access the CCSS.	TK-5 Teachers, Principal, Coach	August 2015 through June 2016	Goal #1 Strategy #1F			
G. Academic incentives will be provided to motivate and engage students.	Teachers, PTA, Principal, Librarian	August 2015 through June 2016	Goal #1 Strategy #2E			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
H. Offer all ELs a 5 day week long Science and Technology Camp during Winter Vacation.	Principal, Coach, EST, Teachers	January 4 - 8, 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3902.00
			Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - Targeted	593.53
			Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	4298.32

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 2015	Goal #1 Strategy 3A			
B. Provide Ready, Set, Go! TK/Kinder Readiness Program for students who have no prior school experience.	DO, Principal	June/July 2016	Centralized Services	None Specified	District Funded	0
C. Hold TK Program Options Parent Meeting.	Principal, ELS Personnel	December 2015/January 2016	Centralized Services	None Specified	District Funded	0

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 2016 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 2016	Centralized Services	None Specified	District Funded	0
C. Offer parents choice of 6th grade placement during Open Enrollment.	DO, Principal	Spring 2016	Centralized Services	None Specified	District Funded	0

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 provided training in ELD/CCSS.	TK-5 Teachers, DO	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
B. EL Specialist will provide instructional support to teachers and grade level teams as needed.	Teachers K-6, EL TOSA	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
C. District will provide SIOP/Shelter Instruction training and support to all sites.	District, TOSA	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
D. Teachers will participate in district provided IPT Assessment training.	Teachers, Coach	August 2015 through June 2016	Centralized Services	None Specified	District Funded	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
A. Hold monthly ELAC meetings to collect input for the SSC and give information on programs and interventions for EL students.	Principal, ELAC Board, Parents, ORC	Monthly September 2015 through Junes 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	1000
B. Offer Classified Extra help for translation and parent support at meetings and conferences.	Principal, classified staff	September 2015 through June 2016	Goal #1 Strategy #6I			
C. Conduct an annual needs assessment to identify topics of interest or needs of EL parents and students.	Principal, Parents, ORC	November 2015	Centralized Services	None Specified	District Funded	0
D. Parent Option Meetings will be held to inform EL parents of instructional programs.	Principal, EL services personnel, teachers	August 2015 through June 2016 As needed	Centralized Services	None Specified	District Funded	0
E. Reclassification Meetings will be held with parents.	Principal, EL TOSA, Coach	Fall 2015 and Spring 2016	Centralized Services	None Specified	District Funded	0
F. Hold meetings to jointly develop Parent Compact	Principal, Teachers, Parents, ELAC and SSC	September 2015	Centralized Services	None Specified	District Funded	0
G. Hold meetings to jointly develop Parent Involvement Policy	Principal, Teachers, Parents, ELAC and SSC	September 2015	Centralized Services	None Specified	District Funded	0
H. Hold quarterly Title I/Coffee with the Principal meetings in which parents learn how they can assist their child at home.	Principal, Parents, ORC	September 2015 through June 2016	Goal #1 Strategy #6A			
I. Offer Parent/teacher Conferences to discuss student progress.	TK-5 teachers	November 2015, February 2016	Centralized Services	None Specified	District Funded	0

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 2015 through June 2016	Goal #1 Strategy #6E			
K. Encourage parents to attend SST/IEP meetings	ORC, Special Ed Team	August 2015 through June 2016	Goal #1 Strategy #2J			
L.Parent workshops focused on parenting skills will be conducted by ORC and School Counselor.	ORC, Counselor, Parents	October 2015 through June 2016	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	August 2015 through June 2016	Goal #1 Strategy #6I			
N. Send Connect Ed messages to keep parents informed.	Principal, Office Staff	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0

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: • 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	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
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	August 2015 through June 2016	Centralized Services	None Specified	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:

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 as evidence of 96% of monthly attendance rate.
- All students will be supported in building positive peer relations as evidence of a reduction of office referrals.

B. Emergency Preparedness

- All staff and students will participate in regular safety drills.

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 Referals
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 as measured by the amount of office referrals received. Teachers Increased concern for student behaviors and the negative impact this is having on their ability to teach and other students in the room to learn. Parent concerns about student wellbeing and safety Continue training for CHAMPS Staffing changes require review of Safety Plan
How the School will Evaluate the Progress of this Goal:
Multi-tiered System of Supports (MTSS) Review and monitor behavior data Review and monitor attendance data Debrief after regularly scheduled drills 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 2015 through June 2016	Centralized Services	None Specified	District Funded	0
B. Incentives will be provided to increase or reward attendance.	ORC, Attendance Clerk, Counselor, Principal	September 2015 through June 2016	LCFF Targeted: Attendance incentives	4000-4999: Books And Supplies	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 2015 through June 2016	LCFF Targeted: Positive student behavior program materials and supplies	4000-4999: Books And Supplies	LCFF - Targeted	1000.00
D. Continue with Campus Supervision to ensure safety of students.	Principal	August 2015 through June 2016	salaries for Hire 6 playground aides - Playground, cafeteria and safety supervision	2000-2999: Classified Personnel Salaries	Discretionary	81860
E. Establish, implement, and monitor school wide expectations by use of CHAMPS to promote a safe, nurturing learning environment.	Principal, Teachers, CHAMPS team	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
F. Recognize positive behavior during trimester award assemblies focusing on monthly character trait with use of incentives.	Teachers, Counselor, ORC, Principal	November 2015 and June 2016	Goal #4 Strategy #1C			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
G. Develop and implement a Tier I school-wide positive behavior support and progressive discipline matrix	Principal, Counselor, ORC, Psychologist, Teachers	August 2015 through June 2016 Summer 2015: Development	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Discretionary	780.40
H. All staff and students will participate in monthly emergency preparedness drills -fire, earthquake, and lock down drills.	All staff Certificated and Classified	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
I. A schoolwide evacuation drill will be conducted annually.	All staff Certificated and classified	One day between August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
J. The Safety/Disaster Committee will monitor the Safety Plan and make revisions as necessary.	TK-5 Teachers	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
K. Ensure Confidentiality of documents and information.	Principal, School office manager, Special Ed team	August 2015 through June 2016	Contract for shredding services-Sred-it (Cintas)	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	300
L. Purchase and monitor use of recess and PE equipment.	Principal and Campus Supervisors	August 2015 through June 2016	Purchase variety of balls, jump ropes, hoolas and crates for storage	4000-4999: Books And Supplies	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	August 2015 through June 2016	Facilities cost for repainting curbs and grounds, putting up signs	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	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 RtI/SST consultation meetings to discuss additional assistance for students with chronic misbehavior once a month.	Principal, ORC, COST/SST Team, Counselor	September 2015 through June 2016	Teacher substitutes	1000-1999: Certificated Personnel Salaries	Title I	1826.71
B. Implement a school-wide referral process of on site counseling services.	Principal, Counselor, ORC, COST/SST Team, Teachers, Coach	August 2015 through June 2016	Goal #1 Strategy #6H			
C. Students and families requiring additional assitance with behavior and family issues may be referred to Triple P.	Teachers, Counselor, ORC, Principal	August 2015 through June 2016	Goal #1 Strategy #6H			
D. Implement Second Step Curriculum to instill social/emotional skills with students identified as needing additional support.	Counselor	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
E. Run different student groups for intervention/enrichment of social/emotional and leadership skills.	ORC, Counselor	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0

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, DO	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
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, Counselor	August 2015 through June 2016	Teacher substitute to release CHAMPS team member	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	548.02
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 2015 through June 2016	Centralized Services	None Specified	District Funded	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
A. Parents of students with continued behavior problems and needing additional behavior support will be referred to Triple P or Parent Project classes.	SST/COST Team, ORC, Counselor	August 2015 through June 2016	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 2015 through June 2016	Centralized Services	None Specified	District Funded	0
C. Outreach and support will be provided for student and families that are experiencing hardship.	Principal, ORC, Parents	August 2015 through June 2016	Goal #1 Strategy #2G			
D. Counseling will be offered for students and families in need.	Principal, Counselor, ORC, Parents	August 2015 through June 2016	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
A. Teacher Liaison: • 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 2015 through June 2016	Centralized Services	None Specified	District Funded	0
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.	Principal, Teacher Liaison, City Staff and ASP Coordinator	September 2015 through June 2016	Centralized Services	None Specified	District Funded	0

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: Academic Strand Focus
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:
All students will engage in learning opportunities to expand their experience with the school-wide Strand focus of Science and Technology.
Data Used to Form this Goal:
First year of implementation.
Findings from the Analysis of this Data:
No data available.
How the School will Evaluate the Progress of this Goal:
Assessments from Integrated theme units FOSS Science Assessments

Strategy #1

STRATEGY:
Teaching and Learning: The school will ensure implementation of the Academic Focus Strand of Science and Technology.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Implementation of Foss Curricular materials and Next Generation Science Standards (NGSS).	Principal, Coach, EST, Teachers	August 2015 through June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	0
B. Purchase additional Foss kits to support grade level science units strand focus.	Coach, Teachers,	August 2015 through June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	2558.34
C. Incorporate the three district created English/Language Arts units into three integrated units with the focus on Science and Technology.	Coach, Teachers	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
D. Extra Support teacher will support general education teachers to provide science lessons and labs to their students in grades 2-5.	EST, Principal, Coach, Teachers	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
E. Subscriptions and Apps for iPads will be purchased to support implementation of curriculum and Science and Technology Strand Focus.	Principal, Teachers, Coach and Site Tech	August 2015 through June 2016	See Goal #1 Strategy #1F			
F. Purchase computer supplies and hardware to support Technology Strand Focus in the classroom.	Principal, Leadership Team, Site Tech	August 2015 through June 2016	See Goal #1 Strategy #1I			
G. Reinforce the mathematical practices through Science and Technology projects developed and designed in grade level groups.	Grade level leadership team member, Principal, Coach, Teachers	September 2015 through June 2016	See Goal #1 Strategy #1A			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
H. Enhance English Learners' listening, speaking, reading and writing skills through project based learning experiences focused on both Science and Technology.	Teachers	August 2015 through June 2016	Goal #1 Strategy #1H			

Strategy #2

STRATEGY:
The School will ensure opportunities and educational access in Science and Technology for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Engage all students in enrichment activities related to Science and Technology (i.e. assemblies, field trips, additional support staff).	Principal, Teachers, PTA, ISP	August 2015 through June 2016	Consulting Services	5800: Professional/Consulting Services And Operating Expenditures	PTA	0
B. Acquire necessary materials to support the Academic Strand Focus.	Principal, Coach, Site Tech	August 2015 through June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	1856
C. Offer all ELs a 5 day week long Science and Technology Camp during Winter Vacation.	Principal, Teachers, Caoch	January 4-8, 2016	See Goal #3 Strategy #2H			

Strategy #5

STRATEGY:
The school will provide professional development to support the schools' academic focus strand of Science and Technology.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide professional development for all staff for implementation of FOSS Kits.	Principal, Coach, Teachers	SIP Day 10-30-15	Consulting Services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	0
B. Provide opportunity for staff to attend the Science Conference, including membership and travel.	Principal, Leadership Team	August 2015 through June 2016	See Goal#1 Strategy#5C			
C. Provide opportunity for staff to attend the technology conferences (i.e. CUE, EdCamps), including membership and travel.	Principal, Leadership Team	August through June 2016	See Goal#1 Strategy#5D			
D. The Instructional Coach will support staff in creating, enhancing, and implementing the integrated units.	Teachers, Coach, Principal	August 2015 through June 2016	Goal #1 Strategy #1C			

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement in the Academic Strand Focus.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Schedule Family Science and Technology Nights to showcase student work related to the Academic Strand Focus.	Principal, Teachers, Coach	August 2015 through June 2016	Certificated extra hours	1000-1999: Certificated Personnel Salaries	Discretionary	520
			Classified extra help	2000-2999: Classified Personnel Salaries	Discretionary	100
B. Inform parents of upcoming activities and promote the Academic Strand Focus via the school website, brochure, flyers, and Connect Eds.	Principal, teachers	August 2015 through June 2016	Materials and supplies	4000-4999: Books And Supplies	LCFF - Targeted	100
C. Incorporate parent input to plan Academic Strand Focus activities and events.	Principal	August 2015 through June 2016	No expense for meetings	None Specified	District Funded	0
D. Illicit parent and community support during the family nights.	Principal, PTA	August 2015 through June 2016	No expense	None Specified	PTA	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
A. Teacher Liaison: • 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	August 2015 through June 2016	Centralized Services	None Specified	District Funded	0
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 and ASP coordinator	August 2015 through June 2016	Centralized Services	None Specified	District Funded	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:
E. Kindergarten - 100% students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency. F. 1st Grade - 100% students will exit 1st grade at benchmark on Nonsense Word Fluency and Oral Reading Fluency. G. 2nd – 6th Grades: 1009 %of students and the significant sub-groups in 2nd-6th Grade will score “proficient” or “advanced” on the 2013 STAR in Language Arts. H. 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.

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

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	7,393.31
2000-2999: Classified Personnel Salaries	Discretionary	94,295.06
4000-4999: Books And Supplies	Discretionary	61,430.09
5000-5999: Services And Other Operating	Discretionary	1,950.00
5800: Professional/Consulting Services And	Discretionary	300.00
1000-1999: Certificated Personnel Salaries	District Funded	234,108.00
2000-2999: Classified Personnel Salaries	District Funded	143,583.00
5000-5999: Services And Other Operating	District Funded	12,930.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	708.02
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1,230.66
4000-4999: Books And Supplies	LCFF - Discretionary	7,854.32
5000-5999: Services And Other Operating	LCFF - Discretionary	10,967.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	56,652.21
2000-2999: Classified Personnel Salaries	LCFF - Targeted	1,093.53
4000-4999: Books And Supplies	LCFF - Targeted	20,062.34
5800: Professional/Consulting Services And	LCFF - Targeted	7,000.00
0000: Unrestricted	PTA	0.00
5800: Professional/Consulting Services And	PTA	0.00
None Specified	PTA	0.00
1000-1999: Certificated Personnel Salaries	Title I	52,974.32
4000-4999: Books And Supplies	Title I	7,131.68
1000-1999: Certificated Personnel Salaries	Title III	11,286.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Discretionary	165,368.46
District Funded	390,621.00
LCFF - Discretionary	20,760.00
LCFF - Targeted	84,808.08
Title I	60,106.00
Title III	11,286.00

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
- [X] Lack of effective follow-up or coaching to support implementation
- [X] 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
- [X] 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				
Paulina Plata				X	
Sonia Lucas				X	
Jacqueline Hernandez				X	
Marcia Aguilera				X	
Pedro Flores				X	
Michelle Sandoval			X		
Tammy Smith		X			
Denise Evans		X			
John Ramirez		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)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	Ana Garcia. 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 September 28, 2015..

Attested:

Bertha M. Anguiano Typed Name of School Principal	B Anguiano Signature of School Principal	9/28/15 Date
Jacqueline Hernandez Typed Name of SSC Chairperson	Jacqueline Hernandez Signature of SSC Chairperson	9/28/15 Date

Emilie Ritchen 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 Ritchen 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.
  - o Appointments of PTA Board Members at PTA meetings.
- ✓ Participation of a parent on the Superintendent's Parent Advisory Council.
  - o 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 Ritchen 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 compresible 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 Titulo 1

- ✓ Acerca de los requisitos del Titulo 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:
  - o Póliza de Involucramiento de Padres
  - o Calendario de la Escuela/Reuniones
  - o Guía de Padres/Estudiantes
  - o Aplicaciones / Información acerca de Voluntarios
  - o Información de Evaluación
  - o 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 tratara 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 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 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 reunionés y a través del Boletín mensual.
  - o 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.
  - o 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 ingles y español.

The Single Plan for Student Achievement

School: Rose Avenue Elementary School-The School of Science and Wellness

CDS Code: 56725386055370

District: Oxnard School District

Principal: Dr. Shannon Coletti

Revision Date: September 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 family and school.

Mission: Rose Avenue Elementary-The School of Science and Wellness, strives to achieve exemplary academic performance in Common Core State Standards, Science and Wellness curriculum and rigor in all academia.

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, one computer lab, with a full time computer technician, a science lab, 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 My Math from McGraw Hill, in addition to implementing PALS-Teacher Directed Instruction K-3, PASAPORTES K-1 TBE, and SIPPs 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 , Parent Square, Coffee with the Principal and PTA meetings.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	114	113	99.1	113	**2334.5**	1	6	20	73
Grade 4	93	93	100.0	93	**2365.9**	0	8	18	74
Grade 5	107	106	99.1	106	**2419.9**	2	12	24	62
All Grades	314	312	99.4	312		1	9	21	70

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	0	28	72	3	26	72	2	50	48	1	41	58
Grade 4	1	34	65	1	27	72	2	47	51	0	40	60
Grade 5	5	31	64	5	33	62	5	49	46	7	51	42
All Grades	2	31	67	3	29	69	3	49	48	3	44	54

Conclusions based on this data:

1. Test scores were reported for the 2014-2015 school year through CAASSP.
2. An action plan has been implemented to make adequate growth for the 2015-2016 school year.
3. CCSS will be implemented with fidelity and rigor every day to support all students.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	114	114	100.0	114	**2365.5**	0	12	33	54
Grade 4	93	93	100.0	93	**2415.1**	1	12	39	48
Grade 5	107	107	100.0	107	**2427.9**	1	7	27	65
All Grades	314	314	100.0	314		1	10	33	56

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	5	31	64	0	40	60	3	40	57
Grade 4	5	30	65	3	40	57	3	39	58
Grade 5	1	24	75	3	27	70	2	26	72
All Grades	4	28	68	2	36	62	3	35	62

Conclusions based on this data:

1. Test scores were reported for the 2014-2015 school through CAASSP.
2. An action plan has been implemented to make adequate growth for the 2015-2016 school year.
3. CCSS will be implemented with fidelity and rigor every day to support all students.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	9	3	27	5	45	2	18	11
1	1	1	6	5	48	40	33	28	32	27	120
2	2	2	14	15	31	32	33	34	16	17	96
3	1	1	15	15	44	45	25	26	12	12	97
4	1	2	16	27	29	49	7	12	6	10	59
5	4	6	21	31	35	51	6	9	2	3	68
Total	9	2	73	16	190	42	109	24	70	16	451

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		
	2012-13	2013-14	2014-15
Number of Annual Testers	466	466	451
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	466	466	451
Number Met	253	248	241
Percent Met	54.3%	53.2%	53.4%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	442	114	468	114	490	84
Number Met	56	32	52	47	55	27
Percent Met	12.7%	28.1%	11.1%	41.2%	11.2%	32.1%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	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		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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 2014-15.
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 2015-16.

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: Students shall be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth.

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:

- IDEL (Kindergarten and 1st grades)
- HM Performance Task
- Essential Literacy Skills Benchmakss for Kindergarten and 1st grades
- Accelerated Reader
- Interim Formative Assessments (IFA's) Grades K-5)

Findings from the Analysis of this Data:

The percentage of students attaining benchmark in Essential Skills at the end of the 14-15 year:

- Kindergarten - Of the students tested for the 2014-2015 school year 60. 5% met the end of the year benchmark in Spanish and 73.3% met end of year benchmark in English.
- 1st grade - Of the students tested for the 2014-2015 school year 96.4% met the end of the year benchmark in Spanish and 50.9 met the end of the year benchmark in English.

The percentage of students attaining benchmark in the Interim Formative Assessments at the end of the 14-15 school year:

- 3rd grade - Of the students tested for the 2014-2015 school year in ELA CCSS Interim Formative Assessments 4.7% met benchmark
- 4th grade - Of the students tested for the 2014-2015 school year in ELA CCSS Interim Formative Assessments no students met the benchmark
- 5th grade - Of the students tested for the 2014-2015 school year in ELA CCSS Interim Formative Assessments 11.6% met the benchmark

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings bi-monthly and after assessment periods.
- MTSS
- SMART Goals
- IDEL
- Accelerated Reader
- Interim Formative Assessments (IFA's) online
- STAR Reading Early Literacy (K-1)
- STAR Reading 360 (2-5)
- Essential Skills (Kindergarten and 1st grades)
- DIBELS assessment (K-5)
- Interim Formative Assessments
- Progress Monitoring

Strategy #1

STRATEGY:
Rose Avenue Elementary-The School of Science and Wellness, will utilize the adopted Language Arts curriculum and develop Common Core State Standard Integrated Units. All Students will reach high standards, at a minimum attaining proficiency or better in Reading and Mathematics, by 2015-2016. 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
Schedule grade-level collaboration meetings bi-monthly, with the use of floating substitute teachers,as well as grade level meetings after school 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 2015-June 2016 August 2015-June 2016 August 2015-June 2016	Substitute cost	1000-1999: Certificated Personnel Salaries	Title I	20,100.00
Teaming in Language Arts daily (grades 3-5) U/A teaming K- 5 daily.	Teachers for their specific grades.		Not Applicable	None Specified		
Academic Incentives to improve educational program	Principal, Assistant Principal, Coach, ORC and teachers	August 2015-June 2016		4000-4999: Books And Supplies	LCFF - Targeted	1,514.00
Provide materials for K-5 to support strand focus.	Principal Assistant Principal Teachers	August 2015-June 2016	Resource 0790	4000-4999: Books And Supplies	LCFF - Targeted	20,000.00

Strategy #2

STRATEGY:
The school will ensure opportunity and equal access for the students.

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 2015-June 2016		5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	10,000.00
District Migrant Education: Summer School to provide support for migrant students		June 2015-July 2016	Not Applicable		District Funded	
Strategic Focus Groups (K-5)	Coach, Principal, Teachers	September 2015-June 2016		None Specified		
Before and after school intensive intervention: Kinder through Fifth grades	Coach, Principal, Teachers	September 2015-June 2016		1000-1999: Certificated Personnel Salaries	Title I	12,620.00
Foster Youth Interventions	Principal Assistant Principal Teachers	September 2015-June 2016		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-1/4 times per week Groups monitored for 6-8 weeks	Instructional Coach Principal	August 2015-June 2016		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
Implementation of Universal Access (K-5) targeted to all groups to reinforce standards-based instruction.	Teachers K-5, Instructional Coach, ISP Teachers, EST 2-3, EST 4-5.	August 2015-June 2016				
Intervention and enrichment materials will be utilized during Universal Access.	Teachers K-5, Instructional Coach, ISP Teachers, EST 2-5.	August 2015-June 2016	Materials and Supplies	4000-4999: Books And Supplies	Title I	
Implementation of Before and After School tutoring in Language Arts for targeted students, including Foster Youth.	K-5 Teachers	August 2015-June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	
				1000-1999: Certificated Personnel Salaries	Discretionary	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will monitor at-risk students through the MTSS process, grade level meetings and analysis of data.	Teachers K-5, Instructional Coach, Principal and Assistant Principal.	August 2016-June 2016	District Funded			
Students will have opportunities to access technology for intervention or enrichment (i.e. iPods, iPads, applications, software).	Teachers K-5, Site technology Technician	August 2015-June 2016	Subscriptions and applications			0
Students will participate in field trips and enrichment activities.	Teachers, K-5	August 2015-June 2016	Transportation costs	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	
			Admission Fees	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	

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
Provide Parent workshops for Kindergarten grade parents to familiarize them with curriculum to acclimate to school.	Teachers, Principal, Assistant Principal, Instructional coach	May/June 2016		None Specified		
Ready, Set, Go! For incoming Kindergarten students without pre-k education	Teachers Principal Assistant Principal	May/June 2016	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, Assitant Principal, and TK/K teachers	Sept 2015-June 2016	N/A	None Specified		

Strategy #4

STRATEGY:
The school will implement a transitional plan for 5th grade students to 6th grade.

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 Assistant Principal	March 2016 -June 2016		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 2015-June 2016	Not Applicable			
Transition meetings will be held for Special Education Students in grade 5 who will enter Middle schools.	RSP Teacher, Special Education Teachers	April-June 2016	District Funded	None Specified		

Strategy #5

STRATEGY:
Professional Development-The school will provide professional development to support the full implementation of the state approved ELA curriculum and support CCSS for ELA.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Rose Avenue will provide professional development to support the full implementation of the state approved ELA curriculum and support CCSS for ELA. Including: SIOP, Common Core Standards, Avenues, My Math, Technology for Promethean Board, OARS, and iPad,, Step Up Writing, CABE, Indigenous Conference, SIPPS, 6-Minute Solution, Academic Vocabulary Tool kit, PALS, Pasaporte,	Principal Coach Assistant Principal District EL TOSA Rose Ave Math Expert Team	August 2015-June2016		None Specified	District Funded	
Subscriptions and Apps for devices to support student instruction.	Principal	August 2015-June 2016	refer to Goal #1			

Strategy #6

STRATEGY:
Community Support and 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 Title I quarterly meetings to discuss and implement Parent compact and Parent involvement Policy,	Principal Assistant Principal	September 2015 January 2016 April 2016	Not Applicable	None Specified		
Provide students (3-5 grade) with academic agendas for the 2015-2016 school year to support Home-School communication.	3-5 Teachers,Principal, and Assistant Principal	August 2015-June 2016		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 2015-June 2016	Not Applicable			
Monthly parent meetings: ELAC, SSC, and PTA.	Principal, Assistant Principal, ELAC Officers, SSC officers, and PTA parents	September 2015-June 2016	babysitting		Title I	1,000.00
Monthly communication through ConEd, Parent Square daily, sent out to parents with Educational topics, safety, and school procedures.	Principal Assistant Principal	September 2015-June 2016	Not Applicable			
Parent Compact will be developed/revised at parent meetings	Principal, Assistant Principal, Leadership Team, SSC, Parents	August 2015-June 2016	District Funded	None Specified		0
Parent/Teacher conferences will held to inform families of student progress.	Teachers K-5	November 2015, February 2016	District Funded	None Specified		

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM-Rose Avenue will support the districts implementation of the ASES grant.

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 2015-June 2016		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 Teacher Liaison ASP Site Director	September 2015-May 2016	Not Applicable			
Provide homework support and tutoring focusing on fluency and math facts via the Oxnard Scholars After School Program	ASP staff, Teacher Liaison	August 2015-June 2016	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:

Math: Students should be at grade level or reduce the distance between their math level and grade level by 1.5 years growth.

This goal pertains to all students including the following subgroups: English Learners, Migrant, Special Education Students, SED, Hispanic and Foster Youth.

Data Used to Form this Goal:

- My Math Benchmark test (all grades)
- Excel Math Program
- Timed math fact test
- STAR 360 Chapter Tests

Findings from the Analysis of this Data:

- Kindergarten: 80%of the students will attain proficiency in the Math End of Year Benchmark.
- 1st grade: 80% of students will attain proficiency in the benchmark for End of Year Math benchmark.
- 2nd-5th grade data will be available in 2015 based on the administration the STAR 360 Math

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade levels bi-monthly and after assessment periods
- MTSS
- Progress Monitoring
- SMART Goals
- STAR 360 Math
- My Math Benchmark Tests

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
Implement UA intervention-Students receive small group math re-teach	ISP Coach Principal Assistant Principal EST	September 2015-June 2016	Not Applicable			
Foster Youth Intervention	Principal Assistant Principal Teachers	August 2015-June 2016	Refer to goal #1 Strategy 2			
Purchase subscriptions and Apps for devices to enhance the educational opportunities for students	Principal	August 2015-June 2016	Refer to Goal #1			
First-Fifth Grade Excel Math Homework Program will be used	Principal Assistant Principal Teachers After school Program	August 2015-June 2016				
Kinder-Fifth Grade District Adopted My Math Program	Principal Assistant Principal Teachers Math Expert Staff Trainers After School Program	August 2015-June 2016				

Strategy #2

STRATEGY:
Rose Avenue will provide opportunity and equal access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ISP- Kindergarten-1st grade Paraprofessional-Kinder EST 2nd-5th grade will provide Push In and Pull out programs-using SIPPS	K-5th Grade Teachers ISP's Coach Principal Assistant Principal	September 2015-June 2016	Refer to Goal 1, strategy 1	None Specified		
District Migrant Education: Summer School to provide interventions for migrant kids.	Migrant Teacher	June 2015-July 2016	Refer to Goal 1	None Specified	District Funded	
Math Triumphs (Special Education grade 3-5), Excel for grades 1-5 will be used	Special Ed Teacher Principal Assistant Principal	Sept 2015- June 2016	N/A	None Specified	District Funded	
Follow MTSS to monitor student success and provide appropriate interventions.	Principal, Academic Coach	August 2015-June 2016		None Specified		
Provide technology as a tool for teachers to deliver Core Curriculum	Principal, Computer Technician	September 2015-June 2016		None Specified		
After school math tutoring for at-risk students (1-5) will be offered	Principal, teaachers	September 2015-June 2016		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 2015-June 2016	Substitutes	None Specified	District Funded	

Strategy #3

STRATEGY:
Rose Avenue will provide access and opportunity for all in-coming kindergarten transition students.

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 2016	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 2015-June 2016		None Specified		

Strategy #4

STRATEGY:
Rose Avenue will provide opportunity for 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 2015-June 2016	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 form feeder middle schools	March 2016June 2016	None Specified			

Strategy #5

STRATEGY:
Rose Avenue will provide professional development.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
My Math grade level specific P.D.	Teachers Principal Math Expert Team Staff Trainers	August 2015-June 2016		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:
Rose Avenue will support and provide parent involvement opportunities.

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 2015 January 2016 April 2016		None Specified		
Provide Triple P and Parent Project classes for parents of At-risk students	ORC, Counselor	September 2015-June 2016		None Specified		
Hold monthly meetings: ELAC, SSC, and PTA	Principal, parents	August 2015-June 2016		None Specified		
Parent Square	Principal Assistant Principal Teachers Counselor	August 2015-2016				

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM-Rose Avenue will support the districts implementation of the ASES Grant.

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 2015-May 2016	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 2015-May 2016	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 2016 school year establishing a baseline.

Data Used to Form this Goal:

- DIBELS data (Kindergarten and 1st grades)
- Smarter Balance Field Test
- CELDT
- Individual Performance Test (IPT)
- 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
- MTSS
- Progress Monitoring
- SMART Goals
- Interim Formative Assessments (IFA's)
- IPT

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 2015-June 2016	Observation and collaboration	None Specified	District Funded	
Instructional Coach to support the English Language Learners	Principal, Coach	August 2015-June 2016		None Specified	District Funded	
EL- ISP Strategically instructing EL learners	Principal	October 2015-June 2016	Refer to Goal #1 Strategy 1			
Decrease LTEL/Complete ELRT/Implement Intervention	Principal Assistant Principal ELRT Team	August 2015-June 2016		1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,000.00
Subscriptions and Apps for devices to enhance student learning	Principal, Computer Technician	August 2015-June 2016	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 2015-June 2016		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 2015-June 2016	None Specified			

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL 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 2015-June 2016	refer to goal #1 Strategy 2			
1st-5th grade ELD/Science teaming for 1 hour a day	Teachers, Principal	September 2015-June 2016	Not Applicable			
Migrant education tutoring for migrant ELL's	Principal, teachers	September 2015-June 2016		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**
• Migrant –School Readiness Program (MESRP) Increase Educational Opportunities and Field Trips	Principal	July 2015-June 2016	N/A	None Specified	District Funded	
Provide TK/K workshops and necessary materials to parents of incoming students	Principal, teachers	August 2015-June 2016	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 2015-June 2016				
5th to 6th grade informational assemblies and field trip to Intermediate feeder schools.	Principal, Administrative staff from Intermediate Feeder schools	March 2016-June 2016	None Specified			
Vertical team meetings between 5th grade teachers and 6th grade teachers form the Intermediate feeder schools.	Principal, teachers	March 2016 -June 2016	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 2015-June 2016		None Specified	District Funded	
Rosetta Stone to support ELL students	Principal, Coach, EL TOSA	September 2015-June 2016		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 2015-June 2016		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 2015-June 2016		None Specified		
Inform parents at ELAC meetings the needed growth in ELD as measured by CELDT and IPT 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 2015-June 2016		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 the ASES staff with ELL students during the after school program	Principal, ASES Administrator	August 2015-June 2016	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 2015 -June 2016	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 through meetings, notes, connect ed.	Principal Assistant Principal Counselor	August 2015-June 2016	Counseling, SARB meetings, parent conferences	None Specified	District Funded	
Create and schedule enrichment Activities (field trips)	Principal	September 2015 -June 2016		5000-5999: Services And Other Operating Expenditures	Discretionary	7,620.00
Implement and provide academic Incentives for all students	ORC, Principal	September 2015-June 2016	Refer to Goal 1			
Implement and provide attendance Incentives: • School wide attendance program. • Parent mediation meetings. • Attendance Club. • A2A program (Attention to attendance)	Principal and ORC	September 2015 -June 2016		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 Olweus Committee Teachers	September 2015-June 2016			District Funded	
Hold Positive behavior assemblies tied into academic reading program	Principal, Assistant Principal	September 2015-June 2016		None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide drug, tobacco, and alcohol prevention education (Red Ribbon Week, Tobacco Bus etc.)	ORC, teachers, principal	September 2015-June 2016			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 2015-June 2016	Social emotional support		District Funded	
Establish and implement Comprehensive Safe School Plan • 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 2015-June 2016				
Hold regular Student Study Team and Coordination of Service team meetings to support at-risk students	ORC, Principal, teachers, parents	September 2015-June 2016	Substitutes		District Funded	
Provide Social Emotional support for students and parents through groups and meetings	Counselor	November 2015-June 2016			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 2015-June 2016	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 2015-June 2016		None Specified		
Schedule and coordinate Smoking Prevention/Tobacco Bus with 5th grade teachers.	Principal Assistant principal	September 2015-June 2016			District Funded	
Schedule and Coordinate TDAP Clinic	Principal Assistant Principal Attendance Technician	September 2015-June 2016			District Funded	
Hold monthly Friday Night Live Kids events.	Principal Assistant principal	September 2015-June 2016		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 2015-June 2016			District Funded	
Review, discuss and implement the Generation Ready program requirements to be implemented.	Principal Assistant principal	August 2015-June 2016			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 2015-June 2016		2000-2999: Classified Personnel Salaries	District Funded	
Identify and involve parents to participate on ELAC meetings	Principal, ELAC Committee	September 2015-June 2016	Not Applicable			
Identify and involve parents to participate on SSC	Principal, SSC Committee	September 2015-June 2016	Not Applicable			
Identify and involve parents to participate on PTA	Principal, PTA Committee/Officers	September 2015-June 2016	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. • Attend monthly coordination meetings at District and on site.	Principal District Administrator	September 2015-June 2016	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 Teacher Liaison	September 2015-June 2016	Refer to goal 1		District Funded	

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: Science and Wellness Strand Focus
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:
Science and Wellness. For the 2015-2016 school year, the school site will incorporate integrated science units which will improve student achievement school wide and anti-bully assignments that correlate with Olweus and Champs programs.
Data Used to Form this Goal:
Integrated Science Units Science Field Trips Discipline Referrals Suspension Rate Olweus Anti-Bullying Program Champs Classroom Management Program Recycling and Zero Waste Program Vegetable and Fruit Monthly Cooking Cart Annual Science and Wellness Carnival
Findings from the Analysis of this Data:
School wide achievement in all areas has occured.
How the School will Evaluate the Progress of this Goal:
Weekly, monthly, quarterly and annual progress monitoring and evaluation.

Strategy #1

STRATEGY:
Implement integrated science units three times a week

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor and Report-out units taught	Principal Asst. Principal Leadership Team	Monthly				

Strategy #2

STRATEGY:
Science Field Trips- 2 field trips per grade level annually

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Brochure which highlights annual Science field trips	Principal Asst. Principal Leadership Team All Rose Ave. Stakeholders	Annually				
Conduct annual science field trips	Principal Asst. Principal Leadership Team	Annually				

Strategy #3

STRATEGY:
Lower the amount of Discipline Referrals

Action/Date	**Person(s) Responsible**	**Task/Date**	**Proposed Expenditure(s)**			
			Description	**Type**	**Funding Source**	**Amount**
Weekly School-wide Olweus Anti-Bully Lessons	Principal Asst. Principal Teachers and Classified Staff					
Model Olweus principles	All Rose Ave. Stakeholders	Daily				
Implement Champs program	All Rose Ave. Stakeholders	Daily				
Assemblies, Marches, School Video and Bully Stopper Program as part of the Olweus Anti-Bullying Program	Principal Asst. Principal Teachers and Staff Members Academic Coach Outreach Specialist					

Strategy #4

STRATEGY:
The school will implement a transitional plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Integrate Champs program	All Rose Ave. Stakeholders	Daily				
Integrate Olweus Anti-Bully program	All Rose Ave. Stakeholders	Weekly				

Strategy #5

STRATEGY:
Professional Development-The school will provide professional development to support the full implementation of the state approved ELA curriculum and support CCSS for ELA.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Daily separation of liquids and food waste in the cafeteria	Students					
Teach all students to participate in the Recycling and Zero Waste Program	Principal Asst. Principal Teachers					

Strategy #6

STRATEGY:
Monthly Vegetable and Fruit of the Month

Action/Date	**Person(s) Responsible**	**Task/Date**	**Proposed Expenditure(s)**			
			Description	**Type**	**Funding Source**	**Amount**
Cooking cart will visit the classrooms monthly and introduce a vegetable and fruit for the students to taste	Child Nutrition Service Cafeteria Staff Rose Ave. Teachers and Staff					

Strategy #7

STRATEGY:
Annual Science and Wellness Carnival

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Rose Ave. holds an annual Science and Wellness Carnival which includes outside agencies, food booths and community partners	Principal					

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.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA)	August 2015-June 2016	Coach	1000-1999: Certificated Personnel Salaries	District Funded	
		Coach	1000-1999: Certificated Personnel Salaries	District Funded	
Library Technician	August 2015-June 2016	Library	2000-2999: Classified Personnel Salaries	District Funded	
		Library	2000-2999: Classified Personnel Salaries	District Funded	
Computer Lab Tech	August 2015-June 2016	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 2015-June 2016	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 2015-June 2016	Maintenance Agreement		Title I	5,000.00
				LCFF - Targeted	5,000.00
				Discretionary	3,000.00
Professional Development for L.A.	August 2015-June 2016		None Specified	Title I	7,300.00
				Discretionary	3,000.00
Outreach Specialist	August 2015-June 2016	Outreach	2000-2999: Classified Personnel Salaries	District Funded	
Professional Development for ELD	July 1 2015-June 2016	Prof Development	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	12,000.00
Migrant Education	July1, 2015-June 2016			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
EL Testing	July 1, 2015-June 2016	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?

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
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:
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-The School of Science and Wellness has developed a school wide action plan to support all students, including ELL's for the upcoming 2015-2016 school year.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
As the data is being reported for the first time in the delivery from CAASSP, Rose Avenue has developed an action plan to make sure adequate educational progress is made.

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, conduct Universal Access school wide, implement STAR 360 school wide, review and monitor IPT as well as IFA's.

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		
Laura Ambriz		X			
Elizabeth Favila		X			
Virginia Delgado				X	
Yvonne Hernandez				X	
Joaquin Moreno				X	
Mayra Rivera				X	
Jo Ann Olivares			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)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: Gloria Torres.
	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 . *10/8/2015*

Attested:

Dr. Shannon Coletti	Dr. Coletti	10-8-15
Typed Name of School Principal	Signature of School Principal	Date
	Yvonne Moreno	10-8-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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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 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, 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 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.
- ✓ Rose Ave 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.
- ✓ Rose Ave School will make the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Rose Ave School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Rose Ave School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Rose Ave convenes annual and regular meetings to inform parents of the following (babysitting, flexible meeting times will be addressed):

- ✓ Rose Ave School participates in Title I,
- ✓ Requirements of Title I,
- ✓ Parent 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, Rose Ave 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 –

- ✓ 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
- ✓ Se anima 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
- ✓ 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 está 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 Rose Ave 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 Rose Ave 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 Rose Ave 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 Rose Ave 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

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La escuela Rose Ave 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,
- ✓ 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 acera 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 Rose Ave 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.

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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: Sierra Linda Elementary School

CDS Code: 56725386055388

District: Oxnard School District

Principal: Sally Wennes

Revision Date: September 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: 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

At Sierra Linda, 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, meeting the needs of English Language Learners and GATE students, providing student with social-emotional support and developing our Academic Strand Focus in order to prepare students to be college or career ready.

The staff at Sierra Linda is constantly at work ensuring that our instructional program benefits the students and meets their needs. Teachers meet in grade level teams regularly in order to plan together. They analyze data to drive instruction, use adopted materials and 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 Academic Strand Focus of Health and Art. 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.

Sierra Linda 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 embedded throughout all subjects and taught during designated ELD instructional time. These students are closely monitored during grade level meetings, student monitoring conferences and through the MTSS process. 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 Accelerated Math and Math Facts in A Flash programs provides additional opportunities for students to constantly revisit critical math skills. Primary students use 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, and will be offered workshops to help them hone their knowledge of iPads as well.

We have instituted an instructional and intervention program, using the MTSS model, which revolves around ensuring that students are readers. All students receive differentiated instruction in reading in all grades levels four days a week. 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 STAR Reading 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 five years. Teachers focus on comprehension skills and strategies during regular classroom instruction.

Our MTSS 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, counselor, 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 Sierra Linda, 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 and Counselor offer 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. Parent workshops will be presented on a variety of topics, including: parenting skills, technology, curricular materials and assessment.

At Sierra Linda, 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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	123	122	99.2	122	**2352.0**	3	12	21	63
Grade 4	103	103	100.0	103	**2389.2**	5	11	21	63
Grade 5	96	93	96.9	93	**2421.9**	2	14	23	61
All Grades	322	318	98.8	318		3	12	22	63

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	5	31	63	3	39	57	3	53	43	5	43	51
Grade 4	5	38	57	5	41	54	3	54	43	7	41	52
Grade 5	5	32	62	4	32	63	0	54	46	6	51	43
All Grades	5	34	61	4	38	58	2	54	44	6	45	49

Conclusions based on this data:

1. Grade levels were consistent with performance during this baseline year, and we need to work as a staff to identify specific areas of strength/weakness.
2. Comprehension and Writing are the primary areas of focus based on this data. As a result, our extra support teachers are supporting classroom teachers with this as a focus area.
3. Teachers will need to ensure that both literary and non-fiction texts are used in the classroom and explored in great detail.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	123	123	100.0	123	**2362.8**	2	14	24	60
Grade 4	103	103	100.0	103	**2411.1**	1	11	42	47
Grade 5	96	94	97.9	94	**2421.7**	2	4	21	72
All Grades	322	320	99.4	320		2	10	29	59

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	5	27	68	6	42	52	7	39	54
Grade 4	3	31	66	2	34	64	2	39	59
Grade 5	2	16	82	5	18	77	1	32	67
All Grades	3	25	72	4	33	63	4	37	59

Conclusions based on this data:

1. Much discussion of targeted math instruction will be taking place, with a particular focus on grade 5 CCSS.
2. This year represents baseline data. New curriculum is being used for 2015-2016 which is aligned to CCSS. Teachers will be trained in best ways to utilize their new curriculum.
3. Concepts and Procedures is a relative weakness in all grade levels. A push for basic facts mastery is taking place this year, school wide, to ensure that students have these skills.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					3	50	2	33	1	17	6
1	2	3	8	11	28	40	18	26	14	20	70
2			5	8	23	38	21	35	11	18	60
3	3	4	14	18	33	42	16	21	12	15	78
4			16	32	21	42	7	14	6	12	50
5	2	5	18	49	11	30	4	11	2	5	37
Total	7	2	61	20	119	40	68	23	46	15	301

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 therefore not exposed to as much English as those in the upper grades.
2. Students are being reclassified, and the numbers of English Learners at 4th and 5th grades are lower as a result.
3. Intermediate and Early Intermediate levels of students are much higher than other levels. This will be a focus area for instruction with our teachers in data meetings and planning sessions. Close monitoring of ELD targeted time and support from site TOSA and EL TOSA will be available for direct ELD instruction guidance.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	276	251	301
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	276	251	301
Number Met	132	138	151
Percent Met	47.8%	55.0%	50.2%
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	276	56	248	54	326	45
Number Met	47	17	42	19	48	18
Percent Met	17.0%	30.4%	16.9%	35.2%	14.7%	40.0%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1. Students did not meet any of the AMAO targets in 20142015, 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. We will be focusing our efforts in grade level data and planning meetings on ELD instruction in order to work in targeted ways to improve this goal.
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. This discussion will take place at this year's grade level data meetings and ELD focused meetings. Close monitoring of ELD targeted time and support from site TOSA and EL TOSA will be available for direct ELD instruction guidance.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**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. The district has almost three times as many students who have less than 5 years of EL instruction. This is a very different percentage than the school site, as we have more younger students and therefore more that have less than 5 years of instruction. It is critical that we use this opportunity of early learning to jump in with targeted support from the very beginning to move these students to the next levels.

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:
Students shall be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.

Data Used to Form this Goal:

- Essential Literacy Skills Benchmarks (Kindergarten and 1st grades)
- Early Literacy Skills Assessments (Kindergarten and 1st grades)
- STAR 360 Reading Assessments (Grades 2-5)
- Interim Formative Assessments (grades K-5)

Findings from the Analysis of this Data:

The percentage of students at/above benchmark at the end of the 2014-15 school year:
Early Literacy Skills:

- Kindergarten: 63%
- 1st Grade: 56%

STAR Reading Assessment:

- 2nd Grade: 14%

- 3rd Grade: 23%
- 4th Grade: 33%
- 5th Grade: 28%

How the School will Evaluate the Progress of this Goal:

- STAR Reading Early Literacy (K-1)
- STAR Reading 360 (2-5)
- Essential Skills (Kindergarten and 1st grades)
- Interim Formative Assessments
- Teachers will meet in grade level meetings after assessment periods to analyze data
- MTSS
- Progress Monitoring

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 2015-June 2016	Certificated Salaries: TOSA salary	1000-1999: Certificated Personnel Salaries	District Funded	107,246.00
Implementation of systematic instruction of Language Arts using district adopted curriculum materials.	Teachers TK-5	August 2015-June 2016	Implementation of instruction. No funding needed.	None Specified		
District adopted Language Arts curriculum implementation guides will be used to guide instruction and assessment.	Teachers TK-5	August 2015-June 2016	Implementation of instruction. No funding needed.	None Specified		
Implementation of Kindergarten through 3rd grade Transitional Bilingual Education classes following the district's EL Master Plan.	TBE Teachers K-3	August 2015-June 2016	Implementation of instruction. No funding needed.	None Specified		
The STAR 360 Reading and Early Literacy assessment will be administered four times a year.	Teachers K-5 Instructional Coach	August 2015-June 2016	Renaissance Learning Software - District Funded	None Specified	District Funded	
The Interim Formative Assessments for ELA will be administered to students 3 times a year (grades 3-5).	Teachers 3-5 Instructional Coach	August 2015-June 2016	OARS Software - District Funded	None Specified	District Funded	
Staff will input all formative assessment results into OARS, evaluate and analyze results and use the information to inform instructional decisions.	Teachers TK-5 Instructional Coach	August 2015-June 2016	OARS Software - District Funded	None Specified	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2015-June 2016	Certificated Salaries for substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	9,996.89
				1000-1999: Certificated Personnel Salaries	QEIA	14,139.30
Implementation of systematic instruction on writing process (K-5) based on writing standards.	Teachers TK-5 Instructional Coach	August 2015-June 2016	Implementation of instruction. No funding needed.	None Specified		
Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	August 2015-June 2016	Classified Salaries: Technology Technician	2000-2999: Classified Personnel Salaries	District Funded	54,827.00
Monitor and Support Accelerated Reader and MyOn programs.	Teachers K-5 Instructional Coach Library Technician Principal	August 2015-June 2016	Classified Salaries: Library Technician	2000-2999: Classified Personnel Salaries	District Funded	28,184.00
Materials and supplies will be purchased to support the core instructional program.	All staff	August 2015-June 2016	Materials and Supplies	4000-4999: Books And Supplies	Title I	32,138.75
				4000-4999: Books And Supplies	LCFF - Targeted	36,724.68
				4000-4999: Books And Supplies	Discretionary	50,332.21
				4000-4999: Books And Supplies	QEIA	36,347.81
				4000-4999: Books And Supplies	Title III	3,464.30

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Copies of support publication booklets (I Love Reading/Phonics Library, grade level specific publications)	5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
				5000-5999: Services And Other Operating Expenditures	Discretionary	10,000.00
			Computer Supplies	4000-4999: Books And Supplies	QEIA	10,000.00
				4000-4999: Books And Supplies	Title I	5,000
				4000-4999: Books And Supplies	Discretionary	5,000.00
Teachers will have use of the laminator, Duplo copy machines and Xerox copy machines in order to make necessary copies of instructional materials.	Teachers TK-5	August 2015-June 2016	Maintenance Agreement for Duplo machines	5000-5999: Services And Other Operating Expenditures	District Funded	13,577.00
Extra clerical support will be provided to support the school.	Teachers TK-5 Clerical staff	August 2015-June 2016	Classified Salaries for extra help and overtime	2000-2999: Classified Personnel Salaries	Discretionary	14,302.09
Implementation of Universal Access (K-5) targeted to all groups to reinforce standards-based instruction. (4.9 hrs daily/4 days a week)	Teachers TK-5 Instructional Coach ISP Teachers Extra Support Teachers	August 2015-June 2016	Implementation of instruction. No funding needed.	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Order subscriptions and applications for use with technology (VPP for App purchases);	Teachers TK-5 Principal	August 2015-June 2016	Technology Support	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	5,000.00

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 Providers will provide necessary interventions for targeted services for students in grades K-5. (4.9 hrs/day, 4 days/week)	ISP Teachers	September 2015-June 2016	Certificated Salaries for 2 ISPs for ELA Support	1000-1999: Certificated Personnel Salaries	Title I	13,924.48
				1000-1999: Certificated Personnel Salaries	Title III	6,552.70
				1000-1999: Certificated Personnel Salaries	QEIA	20,476.89
Implementation of Universal Access (K-5) targeted to all groups to reinforce standards-based instruction.	Teachers K-5 Instructional Coach ISP Teachers	September 2015-June 2016	Implementation of instruction. No funding needed.	None Specified		
Intervention and enrichment materials will be utilized during Universal Access.	Teachers TK-5 Instructional Coach ISP Teachers	September 2015-June 2016	Materials and Supplies - See Goal 1, Strategy 1 for budget indication			
Waterford will be used and maintained for Kindergarten and 1st grade students	Teachers TK-1 Site Technology Technician	August 2015-June 2016	Site Technician Salary - See Goal 1, Strategy 1 for budget indication			
Implementation of Before and After School Tutoring in Language Arts for targeted students, including Foster Youth.	Teachers TK-5	September 2015-August 2016	Certificated Salaries - Extra Help for Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	19,495.85

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 2015-June 2016	Monitoring of instruction. No funding needed.			
Monitor at-risk students through the MTSS process, grade level meetings, and data analysis	Teachers TK-5 Instructional Coach Principal	August 2015-June 2016	Monitoring of instruction. No funding needed.			
Students will have opportunities to access technology for intervention or enrichment (i.e. iPads, applications, software).	Teachers TK-5 Site Technology Technician	August 2015-June 2016	Subscriptions and Applications to support instruction	5000-5999: Services And Other Operating Expenditures	Discretionary	2,000.00
				5000-5999: Services And Other Operating Expenditures	QEIA	4,000.00
Students will participate in field trips and enrichment activities.	Teachers TK-5	August 2015-June 2016	Transportation and admission costs for field trips at $10/student	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	7,000.00
Academic incentives will be provided to motivate and engage students.	Teachers TK-5 Instructional Coach Principal	August 2015-June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	1,500.00

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 2016	District Funded (Neighborhoods for Learning)			
Collaboration between site Kindergarten Teachers and site Pre-school Teachers regarding reading readiness, instruction, and kindergarten expectations.	PreSchool Teachers Kindergarten Teachers	August 2015-June 2016	Articulation of instruction. No funding needed.			
Parent workshop will be provided for families of in-coming Kindergarten students.	Principal Instructional Coach Kindergarten Teachers	May-June, 2016	Parent Outreach - Teacher extra hours	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	500.00
				2000-2999: Classified Personnel Salaries	Discretionary	500.00

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.	5th & 6th grade teachers, Instructional Coach	February 2016 - June 2016	Articulation of program. No funding needed.			
Transition meetings will be held for Special Education Students in grade 5 who will enter Middle schools.	RSP and SDC Teachers	April - June 2016	District Funded Substitutes for release days			

Strategy #5

STRATEGY:
The school will provide professional development to support ELA adopted curriculum and Common Core State Standards.

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 TK-5	August 2015-June 2016	Professional Development through District or During Staff Meeting and Grade Level Meetings. District funded for non calendar days.		District Funded	
Instructional Coach will support teachers (in the classroom) in implementing curriculum, analyzing data and instructing in best practices.	Instructional Coach Teachers TK-5	August 2015-June 2016	Instructional Coach Salary - see Goal 1, strategy 1 for budget indication.			
Instructional Coach will present professional development to teachers to improve instructional practice in Language Arts.	Instructional Coach Teachers TK-5	August 2015-June 2016	Instructional Coach Salary - see Goal 1, strategy 1 for budget indication.			
Teachers will meet in grade level teams at least twice a month to analyze data, monitor student progress and plan for the instructional program and interventions.	Instructional Coach Teachers TK-5	August 2015-June 2016	Grade level meeting discussions - no funding needed.			
Leadership Team will meet to discuss, plan and monitor school improvement.	Principal Teachers Instructional Coach	August 2015-June 2016	Cost for extra hours for Leadership meetings before school	1000-1999: Certificated Personnel Salaries	QEIA	1500.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conference costs to provide professional development and technology support for teachers	Teachers TK-5 Instructional Coach Principal	August 2015-June 2016	Conference Costs	5800: Professional/Consulting Services And Operating Expenditures	QEIA	10,000.00
				5000-5999: Services And Other Operating Expenditures	QEIA	5,000.00

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	September 2015-June 2016	Babysitting Costs	2000-2999: Classified Personnel Salaries	Title I	616.77
The Parent Compact will be developed/revised at parent meetings.	Principal SSC Members Leadership Team Parents	August 2015-June 2016	Parent Meeting - no funding needed			
The Parent Involvement Policy will be developed/revised at parent meetings.	Principal SSC Members Leadership Team Parents	August 2015-June 2016	Parent Meeting - no funding needed			
Parent workshops which focus on parenting skills will be conducted by City Impact and supported by the OutReach Consultant (ORC)	ORC Parents	August 2015-June 2016	Classified Salaries - ORC	2000-2999: Classified Personnel Salaries	District Funded	70,996.00
Parent/Teacher conferences will be held to inform families of student progress.	Teachers TK-5	November 2015 February 2016	Parent Teacher Conferences - no funding needed			
Coffee with the Principal meetings will be held monthly so parents can learn how they can assist their child at home in Language Arts and learn about school goals	Principal Parents	September 2015-June 2016	Materials and Supplies - See Goal 1, Strategy 1 for budget indication			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SST/IEP meetings will be held to plan individual student support	Teachers TK-5 Support Staff Principal Substitute Teachers	August 2015-June 2016	Substitute Costs for release for teachers for meetings - see Goal 1, Strategy 1 for budget indication for substitute teachers.			
Parent workshops/meetings which focus on Common Core Standards, textbook adoptions, technology and report cards will be provided to assist parents in supporting their children at home.	Principal Instructional Coach Site Technology Technician Teachers TK-5	September 2015-June 2016	Extra Certificated Hours for evening meetings	1000-1999: Certificated Personnel Salaries	QEIA	1,500.00
			Babysitting Costs	2000-2999: Classified Personnel Salaries	LCFF - Targeted	499.58

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: • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed	Teacher Liaison ASP Staff Grade 1-5 Teachers	September 2015-June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	ASES	3,600.00
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 2015-June 2016	Coordinated ASES Meeting - no funding needed			

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:
Students shall obtain grade level proficiency by scoring 70% or higher on the K-5 publisher summative assessments.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.

Data Used to Form this Goal:

-STAR Math Assessements (grades K-5)

Findings from the Analysis of this Data:

The percentage of students at/above benchmark on the STAR Math Assessment:

- Kindergarten - not given
- 1st grade - 40%
- 2nd grade - 18%
- 3rd grade - 38%
- 4th grade - 41%
- 5th grade - 44%

How the School will Evaluate the Progress of this Goal:

- McGraw-Hill My Math chapter tests
- McGraw -Hill My Math benchmark tests
- Interim Formative Assessments
- Teachers will meet in grade level meetings after assessment periods to analyze data
- MTSS
- Progress Monitoring

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 2015-June 2016	TOSA Salary - See Goal 1, Strategy 1 for budget indication			
Implementation of systematic instruction of Math using district adopted curriculum materials.	Teachers TK-5	August 2015-June 2016	Implementation of instruction. No funding needed.			
District adopted Math curriculum implementation guides will be used to guide instruction and assessment.	Teachers TK-5	August 2015-June 2016	Implementation of instruction. No funding needed.			
Implementation of Kindergarten through 3rd grade Transitional Bilingual Education classes following the district's EL Master Plan.	Teachers K-3	August 2015-June 2016	Implementation of instruction. No funding needed.			
McGraw-Hill My Math chapter and benchmark assessments will be administered.	Teachers TK-5	August 2015-June 2016	Implementation of instruction. No funding needed.			
The STAR 360 Math and Early Literacy assessment will be administered at least 4 times a year.	Teachers K-5 Instructional Coach	August 2015-June 2016	Renaissance Learning Software - District funded		District Funded	
The Interim Formative Assessments for math will be administered to students 3 times a year (grades 3-5).	Teachers Grades 3-5 Instructional Coach	August 2015-June 2016	OARS Software - District funded		District Funded	

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.	Teachers TK-5 Instructional Coach	August 2015-June 2016	OARS Software - District funded		District Funded	
Principal will conduct data conferences with teachers at least twice a year to discuss assessment results.	Teachers TK-5 Principal Instructional Coach Substitute Teachers	August 2015-June 2016	Substitute Costs - See Goal 1, Strategy 1 for budget indication			
Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	August 2015-June 2016	Classified Salary - District Funded - See Goal 1, Strategy 1 for budget indication			
Materials and supplies will be purchased to support the core instructional program.	All staff	August 2015-June 2016	Materials and Supplies - See Goal 1, Strategy 1 for budget indication			
Extra clerical support will be provided to support the school.	All staff	August 2015-June 2016	Classified extra hours - See Goal 1, Strategy 1 for budget indication			
Order subscriptions that support Mathematics (Accelerated Math, Math Facts in a Flash) and applications for use with technology (VPP for App purchases);	Principal Instructional Coach Teachers K-5	August 2015-June 2016	Subscriptions - See Goal 1, Strategy 1 for budget indication			

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
Implementation of Before and After School tutoring in Math for targeted students, including Foster Youth.	Teachers TK-5	September 2015-June 2016	Certificated Extra Help Salaries - See Goal 1, Strategy 2 for budget indication			
Purchase of Intervention Materials for before and after school tutoring.	Principal Teachers TK-5	September 2015-June 2016	Materials and Supplies - See Goal 1, Strategy 1 for budget indication			
Student progress will be monitored using formative and summative assessments. Intervention strategies will be based on results.	Teachers TK-5 Instructional Coach	August 2015-June 2016	Monitoring of instruction. No funding needed.			
Staff will monitor at-risk students through the MTSS process, grade level meetings and analysis of data.	Teachers TK-5 Instructional Coach Principal	August 2015-June 2016	Monitoring of instruction. No funding needed.			
Math Facts in a Flash will be used to support students with basic math computational skills.	Teachers TK-5	August 2015-June 2016	Subscriptions- See Goal 2, Strategy 1 for budget indication			

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. iPads, applications, software).	Teachers TK-5 Site Technology Technician Instructional Coach	August 2015-June 2016	Technology Hardware - District funded Renaissance Software - District funded Subscriptions/Apps - see Goal 1, Strategy 1 for budget indication			
Students will participate in field trips and enrichment activities.	Teachers TK-5	August 2015-June 2016	Field Trips - See Goal 1, Strategy 2 for budget indication			
Academic incentives will be provided to motivate and engage students.	Teachers TK-5 Principal Instructional Coach	August 2015-June 2016	Materials and Supplies - see Goal 1, Strategy 1 for budget indication.			

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 2015-August 2015	District funded (Neighborhood for Learning)			
Parent workshop will be provided for families of in-coming Kindergarten students	Principal Instructional Coach Kindergarten Teachers	May-June, 2016	Parent Outreach/Teacher Extra Hours - See Goal 1, Strategy 3 for budget indication.			
Collaboration between site Kindergarten Teacher and site Pre-school Teachers regarding math readiness and instruction.	PreSchool Teachers TK and Kindergarten Teachers	August 2015-June 2016	Articulation of instruction - no budget needed.			

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.	5th and 6th Grade Teachers Instructional Coach	August 2015-June 2016	Articulation of program. No funding needed.			
Transition meetings will be held for Special Education Students in grade 5 who will enter Middle schools.	RSP and SDC Teachers	April-June, 2016	Substitutes for release days - District funded.			

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 TK-5 Instructional Coach Principal	August 2015-June 2016	Professional Development through District or during staff meeting and grade level meetings. District funded for non-calendar days.			
Instructional Coach will support teachers (in the classroom) in implementing curriculum, analyzing data and instructing in best practices.	Instructional Coach Teachers TK-5	August 2015-June 2016	TOSA Salary - see Goal 1, Strategy 1 for budget indication.			
Instructional Coach will present professional development to teachers to improve instructional practice in Math.	Instructional Coach Teachers TK-5	August 2015-June 2016	TOSA Salary - see Goal 1, Strategy 1 for budget indication.			
Teachers will meet in grade level teams at least 2 times a month to analyze data, monitor student progress and plan for the regular instructional program as well as interventions.	Instructional Coach Teachers TK-5	August 2015-June 2016	Grade level meeting discussions - no funding needed			
Leadership Team will meet to discuss, plan and monitor school improvement.	Principal Instructional Coach Leadership Team	August 2015-June 2016	Extra Hours for Teachers for Leadership - See Goal 1, Strategy 5 for budget indication.			

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 2015-June 2016	Babysitting costs - See Goal 1, Strategy 6 for budget indication			
The Parent Compact will be developed/revised at parent meetings.	Principal Parents SSC Members Leadership Team	August 2015-June 2016	Parent Meeting - no funding needed			
The Parent Involvement Policy will be developed/revised at parent meetings.	Principal Parents SSC Members Leadership Team	August 2015-June 2016	Parent Meeting - no funding needed			
Parent workshops which focus on parenting skills will be conducted by City Impact and supported by the OutReach Consultant (ORC).	ORC Parents	August 2015-June 2016	ORC Salary - See Goal 1, Strategy 6 for budget indication.			
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 TK-5	November 2015 February 2016	Parent Teacher Conferences - no funding needed.			
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	September 2015-June 2016	Materials and Supplies - See Goal 1, Strategy 1 for budget indication.			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SST/IEP meetings will be held to plan individual student support.	Teachers TK-5 Support Staff Principal Substitute Teachers	August 2015-June 2016	Substitute Costs for teacher release for meetings regarding student progress - See Goal 1, Strategy 6 for budget indication			
Parent workshops which focus on Common Core Standards, textbook adoptions, technology and report cards will be provided to assist parents in supporting their children at home.	Principal TOSA Teachers	August 2015-June 2016	Extra Classified Hours for evening meetings - See Goal 1, Strategy 1 for budget indication Babysitting - see Goal 1, Strategy 6 for budget indication Extra hours for TOSA/Teachers for evening meetings - See Goal 1, Strategy 6 for budget indication			

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: • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed	Teacher Liaison ASES Administrator Teachers - Grade 1-5	August 2015-June 2016	Certificated Salaries - See Goal 1, Strategy 7 for budget indication			
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.	Teacher Liaison ASES Administrator Principal Site Coordinator	August 2015-June 2016	Coordinated ASES Meeting - no funding needed.			

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:
EL students will progress at least one level or demonstrate progress in each of the four domains (speaking, listening, reading and writing) as measured by the CELDT.
A. AMAO #1: 100% of all English Learners will advance one level on the CELDT.
B. AMAO #2: 25% 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: Students scoring proficient on the STAR 360 reading and math assessments will increase by 10% between Fall and Spring.

Data Used to Form this Goal:

- CELDT
- AMAO data
- Interim Formative Assessments

Findings from the Analysis of this Data:

CELDT data

- AMAO #1 - 50.2%
- AMAO #2 - a. less than 5 years - 14.6%

b. more than 5 years - 40%

How the School will Evaluate the Progress of this Goal:

- STAR Reading Early Literacy (K-1)
- STAR Reading 360 (2-5) and Math 360 (K-5)
- Teachers will meet in grade level meetings after assessment periods to analyze data
- MTSS
- Progress Monitoring
- IPT

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 the District EL Master Plan.	Teachers TK-5 Instructional Coach	August 2015-June 2016	Implementation of instruction. No funding needed.			
Teachers will implement the district-adopted ELD curriculum.	Teachers TK-5	August 2015-June 2016	Implementation of instruction. No funding needed.			
Students will be assessed to determine their language proficiency levels with CELDT and IPT. The data will be used to group students. Instruction will be provided in designated ELD time.	Teachers K-5 Instructional Coach District Assessment Team, ISP teachers	August 2015-June 2016	Implementation of assessment. No funding needed from site. IPT Assessment - District funded			
EL student progress will be monitored in student monitoring conferences, data meetings and grade level meetings.	Teachers K-5 Instructional Coach Substitute Teachers	August 2015-June 2016	Substitute Costs - See Goal 1, Strategy 1 for budget indication			
Teachers will use SIOP strategies to teach academic subjects	Teachers TK-5	August 2015-June 2016	Monitoring of instruction. No funding needed.			
The Instructional Coach will support teachers in instructing the ELD standards, implementing SIOP strategies and monitoring EL student progress.	Instructional Coach	August 2015-June 2016	TOSA Salary - See Goal 1, Strategy 1 for budget indication			
Waterford and Rosetta Stone will be used to facilitate the acquisition of English	Teachers TK-5 Site Technology Technician Instructional Coach	August 2015-June 2016	Software - District funded licensing			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials and supplies will be purchased to support the core instructional program.	All staff	August 2015-June 2016	Materials and Supplies - See Goal 1, Strategy 1 for budget indication			

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 - grades 4/5 Instructional Coach	August 2015-June 2016	Certificated Extra Help - See Goal 1, Strategy 2 for budget indication			
District summer school will be offered to targeted EL students for both Language Arts and Math.	Teachers TK-5	June-August, 2016	Summer School - District funded			
Intervention Service Provider will provide necessary interventions for targeted services.	ISP Teachers Instructional Coach	September 2015-June 2016	ISP Certificated Salaries - See Goal 1, Strategy 2 for budget indication			
Intervention materials will be utilized to support EL students during ELD instruction and tutoring.	Principal Teachers TK-5 Instructional Coach	August 2015-June 2016	Materials and Supplies - See Goal 1, Strategy 1 for budget indication.			

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-August, 2016	District Funded (Neighborhood for Learning)			
Parent workshop will be provided for families of in-coming Kindergarten students	Principal Instructional Coach Kindergarten Teachers	May-June, 2016	Parent Outreach/Teacher extra hours - See Goal 1, Strategy 3 for budget indication.			
Collaboration between site Kindergarten Teachers and site Pre-school Teachers.	PreSchool Teachers Kindergarten Teachers	August 2015-June 2016	Articulation of Instruction - no funding needed.			

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.	5/6 Grade Teachers Instructional Coach	August 2015-June 2016	Articulation of program. No funding needed.			
Transition meetings will be held for Special Education Students in grade 5 who will enter Middle schools.	RSP and SDC Teachers	April-June, 2016	Substitutes for release days - District funded.			

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 TK-5	August 2015-June 2016	Professional Development through District or during staff meetings or grade level meetings. District funded for non calendar days.			
EL TOSA will provide instructional support to teachers and grade level teams.	Teachers TK-5 EL Support Services Personnel	August 2015-June 2016	EL TOSA - District funded			
Staff will input all formative assessment results into OARS, evaluate and analyze results and use the information to inform instructional decisions.	Teachers TK-5 Instructional Coach	August 2015-June 2016	OARS Software - District funded			
Teachers will meet in grade level teams at least 2 times a month (in grade level meetings) to analyze data, monitor student progress and plan for the regular instructional program as well as interventions, with an emphasis on EL students.	Teachers TK-5 Instructional Coach	August 2015-June 2016	Monitoring of instruction during grade level meetings. No funding needed.			

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 implementation of programs and necessary materials specifically for ELs.	Principal ELAC Board Parents SSC Members	September 2015-June 2016	Parent Meeting - no funding needed			
Parent options meeting will be held to inform ELL parents of instructional programs	Principal EL Services Personnel Teachers	August 2015-June, 2016	Parent Meeting - no funding needed			
Reclassification meetings will be held with parents.	Principal	August 2015-June 2016	Parent Meeting - no funding needed			
Parent workshops will be provided regarding subjects specific to EL students.	Principal Instructional Coach	August 2015-June 2016	Parent ELAC Meetings - no funding needed			

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: • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed	Teacher Liaison Teachers Grades 1-5 ASP Staff	August 2015-June 2016	Certificated Salary - See Goal 1, Strategy 7			
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 SiteCoordinator Teacher Liaison	August 2015-June 2016	Coordinated ASES meeting - no funding needed.			

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, Foster Youth and Homeless 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:

- MTSS feedback from committee members
- Review and analyze behavior data
- Review and analyze attendance data
- Debrief after regularly scheduled drills
- Safety Committee meetings - verbal feedback based on observations of safety drills and procedures

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 participate in CHAMPS training and implement the program for Positive Behavior Support.	All staff	August 2015-June 2016	District funded			
Staff will fully implement Lesson One in all grade levels using all components of the program for Positive Behavior Support.	All staff	August 2015-June 2016	Continue program implementation - no funding needed.			
School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.	School Counselor	August 2015-June 2016	Classified Salary	2000-2999: Classified Personnel Salaries	District Funded	97,744.00
Student discipline data will be monitored at intervals throughout the year. Frequent student referrals may warrant counselor intervention and parent and/or teacher support.	Principal Teachers TK-5 ORC Counselor	August 2015-June 2016	Classified Salaries - See Goal 1, Strategy 5 (ORC) Classified Salaries - See Goal 4, Strategy 1 (Counselor)			
Staff will follow the MTSS pyramid for behavior and social-emotional issues.	All staff	August 2015-June 2016	CoST Meetings - no funding needed. Implementation of instruction. No funding needed.			
All staff and students will participate in monthly fire drills and bi-monthly earthquake drills.	All staff	August 2015-June 2016	Drills on site - no funding needed			
All staff and students will participate in lockdown drills at least twice a year.	All staff	August 2015-June 2016	Drills on site - no funding needed.			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A schoolwide evacuation drill will be conducted annually.	All staff	August 2015-June 2016	Drills on site - no funding needed.			
The Safety Committee will monitor the Safety Plan and make revisions as necessary.	Teachers TK-5	August 2015-June 2016	Safety Committee meeting - no funding needed.			
Student attendance will be monitored. Incentives for good attendance will be provided to individual students and classes. Support to all students and families will be provided.	Teachers Principal Attendance Tech ORC	August 2015-June 2016	Materials and Supplies - Attendance Incentives	4000-4999: Books And Supplies	LCFF - Targeted	1000.00
Campus Supervisors will monitor students before school, at lunch and recesses.	Campus Supervisors	August 2015-June 2016	Classified Salaries	2000-2999: Classified Personnel Salaries	Discretionary	101,676.45

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 TK-5 Principal Counselor School Psychologist ORC	August 2015-June 2016	District Funded ORC salary - see Goal 1, Strategy 5 for budget indication. Counselor salary - see Goal 4, Strategy 1 for budget indication			
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 2015-June 2016	District Funded (Mental Health Grant Funds) District Funded ORC salary - see Goal 1, Strategy 5 for budget indication. Counselor salary - see Goal 4, Strategy 1 for budget indication			

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 2015-June 2016	Site drills - no funding needed			

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 Middle School.	Principal Instructional Coach Middle School Staff	April - June, 2016	Articulation of program - no funding needed			

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**
All staff will participate in CHAMPS training for Positive Behavior Support.	All Staff	August 2015-June 2016	District funded			
Staff will participate in Lesson One training for Positive Behavior Support.	Counselor Teachers TK-5	August 2015-June 2016	District funded - Counselor salary - See Goal 4, Strategy 1 for budget indication			
Staff will participate in training for Disaster Preparedness.	All staff	August 2015-June 2016	Training during staff meeting - no funding needed			

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 and CHAMPS goals and objectives at ELAC, SSC, PTA, Coffee w/Principal meetings and special presentations.	Principal Teachers TK-5 Parents	August 2015-June 2016	Parent Meeting - no funding needed			
Parent workshops will be offered regarding social skills, behavior and discipline.	Principal ORC Counselor Triple P Personnel	August 2015-June 2016	District Funded salaries: ORC- See Goal 1, Strategy 5 for budget indication. Counselor - See Goal 4, Strategy 1 for budget indication.			
Outreach and support will be provided for students and families who experience hardships.	Principal ORC Parents	August 2015-June 2016	District Funded salary - ORC- See Goal 1, Strategy 5 for budget indication.			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counseling will be offered for students and families in need.	Principal ORC Counselor Parents	August 2015-June 2016	District Funded salaries: ORC- See Goal 1, Strategy 5 for budget indication. Counselor - See Goal 4, Strategy 1 for budget indication.			
Parent Project Parenting classes will be offered.	Principal Counselor ORC	August 2015-June 2016	District Funded salaries: ORC- See Goal 1, Strategy 5 for budget indication. Counselor - See Goal 4, Strategy 1 for budget indication.			

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: • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed	Teacher liaison ASP Staff Teachers TK-5	August 2015-June 2016	Teacher Liaison Salary - See Goal 1, Strategy 7 for budget indication			
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 2015-June 2016	Coordinated ASES Meeting - no funding needed			

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: Academic Strand Focus
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:
All students will engage in learning opportunities to expand their experience with health and art. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.
Data Used to Form this Goal:
This is the first year for this goal, and therefore we will be collecting baseline data.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
• Classroom observation • Performance Task assessment outcomes • Physical Fitness Testing

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure implementation of the Academic Focus Strand of Health and Art.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate the three district created English/Language Arts units into three integrated units with the focus on Health and Art	Teachers TK-5	August 2015-June 2016	Implementation of instruction. No funding needed.			
Reinforce the mathematical practices through Health and Art projects developed and designed in grade level groups.	Teachers TK-5	August 2015-June 2016	Implementation of instruction. No funding needed.			
Enhance English Learners' listening, speaking, reading and writing skills through project based learning experiences focused on both Health and Art.	Teachers TK-5	August 2015-June 2016	Implementation of instruction. No funding needed.			
Purchase materials to support the Physical Education program.	All staff	August 2015-June 2016	Materials and Supplies - See Goal 1, Strategy 1 for budget indication.			
Provide Art Enrichment Opportunities for students through contract providers to supplement instruction	Principal Teachers	September 2015-June 2016	Art Program Costs - Artist in the Classroom, Art Trek, and Focus on the Masters	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	13,000.00

Strategy #2

STRATEGY:
The school will ensure opportunities and educational access of Health and Art for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage all students in enrichment activities related to Art (i.e.assemblies, field trips, additional support staff).	Principal Teachers TK-5	August 2015-June 2016	Art Contracts for Services - See Goal 5, Strategy 1 for budget indication			
Engage all students in enrichment activities related to Art (i.e.assemblies, field trips, additional support staff).	Principal Teachers TK-5	August 2015-June 2016	Field Trips for Art and Health Focus - See Goal 1, Strategy 2 for budget indication. Materials and Supplies for PE/Sports - See Goal 1, Strategy 1 for budget indication.			
Acquire necessary materials to support the Academic Strand Focus.	All staff	August 2015-June 2016	Materials and Supplies for Strand Focus - See Goal 1, Strategy 1 for budget indication			
Provide opportunities outside the regular school day to support the Academic Strand Focus.	Teachers Principal	August 2015-June 2016	Extra Hours - See Goal 1, Strategy 2 for budget allocation			

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 2016	District Funded (Neighborhood for Learning)			
Collaboration between site Kindergarten teachers and site Preschool Teachers with a focus on strand concepts.	Preschool Teachers Kindergarten Teachers	August 2015-June 2016	Articulation of Instruction - no funding needed.			
Parent workshop will be provided for families of incoming Kindergarten students	Principal Instructional Coach (TOSA) Kindergarten Teachers	May-June 2016	Parent Outreach/Teacher Extra Hours - See Goal 1, Strategy 3 for budget indication.			

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**
Parents will be given a choice in schools with a focus based on STEAM. Middle schools will give presentations to parents in order to better inform of the specific choices that they will have.	Principals (Middle School and K-8 site principals) Principal	Jan-March 2016	Parent Meetings - no funding needed			
Parent interest meeting at Sierra Linda School will be held to answer questions about middle school and choice options.	Principal	Feb-March 2016	Parent Meeting - no funding needed			

Strategy #5

STRATEGY:
The school will provide professional development to support ELA adopted curriculum and Common Core State Standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities for staff (conferences, workshops).	Principal Teachers TK-5 Instructional Coach	August 2015-June 2016	Sub Release Days for Art Contracts Provide Professional Development during grade level or staff meetings - no funding needed.	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5000.00
Staff will engage in grade level planning to create additional integrated units or enhance existing district created units.	Teachers TK-5 Instructional Coach	August 2015-June 2016	Implementation/Monitoring of instruction. No funding needed.			

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement in the Academic Strand Focus areas.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule family events which showcase student work related to the Academic Strand Focus.	All Staff	August 2015-June 2016	Parent Evening Event - no funding needed. Materials and Supplies for events (Bare Books, Art supplies) - see Goal 1, Strategy 1 for budget indication			
Inform parents of upcoming activities and promote the Academic Strand Focus via the school website, brochures, flyers, etc.	Principal Teachers TK-5	August 2015-June 2016	Materials and Supplies needed for copying or banners - See Goal 1, Strategy 1 for budget indication			
Incorporate parent input to plan Academic Strand Focus activities and events.	Teachers Principal Parents	August 2015-June 2016	Parent Meetings - no funding needed.			

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
The ASP will support the strand focus by having Art and Health focus areas during instruction.	Site Coordinator Teacher Liaison Principal ASES Administrator	August 2015-June 2016	Liaison Salary - See Goal 1, Strategy 7 for budget indication			

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: ELA Students shall be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth. GOAL #2: MATH Students shall obtain grade level proficiency by scoring 70% or higher on the K-5 publisher summative assessments. GOAL #3: ENGLISH LEARNERS EL students will progress at least one level or demonstrate progress in each of the four domains (speaking, listening, reading and writing) as measured by the CELDT. A. AMAO #1: 100% of all English Learners will advance one level on the CELDT. B. AMAO #2: 25% 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: Students scoring proficient on the STAR 360 reading and math assessments will increase by 10% between Fall and Spring. GOAL #4: SAFETY 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. These goals pertains to all students including the following subgroups: English Learners, Migrant Students, 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 2015-June 2016	Coach	1000-1999: Certificated Personnel Salaries	District Funded	107,246.00
Library Technician	August 2015-June 2016	Library	2000-2999: Classified Personnel Salaries	District Funded	28,184.00
Computer Lab Tech	August 2015-June 2016	Site Lab Tech	2000-2999: Classified Personnel Salaries	District Funded	54,827.00

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Maintenance Agreement for Copy Machine(s)	August 2015-June 2016	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	13,577.00
Counselor	August 2015-June 2016	Counselor	2000-2999: Classified Personnel Salaries	District Funded	97,774.00
OutReach Consultant	August 2015-June 2016	ORC	2000-2999: Classified Personnel Salaries	District Funded	70,996.00

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	ASES	3,600.00
2000-2999: Classified Personnel Salaries	Discretionary	116,478.54
4000-4999: Books And Supplies	Discretionary	55,332.21
5000-5999: Services And Other Operating	Discretionary	12,000.00
1000-1999: Certificated Personnel Salaries	District Funded	107,246.00
2000-2999: Classified Personnel Salaries	District Funded	251,751.00
5000-5999: Services And Other Operating	District Funded	13,577.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	34,992.74
2000-2999: Classified Personnel Salaries	LCFF - Targeted	499.58
4000-4999: Books And Supplies	LCFF - Targeted	39,224.68
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	7,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	18,000.00
1000-1999: Certificated Personnel Salaries	QEIA	37,616.19
4000-4999: Books And Supplies	QEIA	46,347.81
5000-5999: Services And Other Operating	QEIA	9,000.00
5800: Professional/Consulting Services And	QEIA	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	13,924.48
2000-2999: Classified Personnel Salaries	Title I	616.77
4000-4999: Books And Supplies	Title I	37,138.75
5000-5999: Services And Other Operating	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title III	6,552.70
4000-4999: Books And Supplies	Title III	3,464.30

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,600.00
Discretionary	183,810.75
District Funded	372,574.00
LCFF - Targeted	99,717.00
QEIA	102,964.00
Title I	56,680.00
Title III	10,017.00

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
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 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 - sub coverage proved difficult this past year.

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 2015-2016 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 all grade levels under the direction of the instructional coach. 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 will continue in the 2015-2016 year.

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
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:
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 14-15, 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 as students took trimester assessments.

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 (especially in Math and SIOP)
Progress Monitoring of Strategic Students
RtI Models being used effectively at all grade levels through support of classroom and ISP instruction
Extra Support Teachers in Grades 2/3 and 4/5

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			
Diana Perez		X			
Elva Lopez			X		
Baltazar Garcia				X	
Elisa Martin				X	
Eva Shell				X	
Lisa Postas				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)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	Ofelia Rodriguez 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 9/23/2015

Attested:

Typed Name of School Principal	Signature of School Principal	Date
Sally Wennes	Sally Wennes	9/23/15

Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Mary Marx	Mary Marx	9/23/15

SIERRA LINDA SCHOOL
2201 Jasmine Avenue
Oxnard, CA 93036
805-385-1581
Fax: 805-485-5796

SCHOOL COMPACT

Parent (Guardian) Section

I understand the importance of my child's education. Therefore, I agree to carry out the following responsibilities:

- Communicate with my child and his/her teachers regarding my child's education.
- Monitor my child's homework.
- Provide necessary materials and a quiet place for my child to do his/her homework.
- Send my child to school on-time and ready to learn.
- Volunteer my time to attend or participate in school programs.
- Assure that my child adheres to the school dress code policy.

Parent Signature_____Date_____

Student Section

I understand the importance of school and learning. Therefore, I agree to carry out the following responsibilities:

- Communicate with my teachers and parents regarding my education.
- Complete and return all my homework and class assignments on time.
- Be responsible for my actions.
- Arrive at school on time, ready and prepared to learn.
- Read at least 20 minutes each day.
- Be responsible for dressing according to the school dress code policy.

Student Signature_____Date_____

Teacher Section

I understand the importance of the school experience to every student and my role as educator and parent liaison. Therefore, I agree to carry out the following responsibilities:

- Communicate with students and parents (guardians) regarding school expectations, program information and each student's progress.
- Teach to the needs of each individual student encouraging academic and social growth.
- Provide a safe, positive and healthy learning environment.
- Assign regular homework only after the necessary concepts have been taught.
- Promote and attend school programs and functions.
- Communicate to students, parents, and administration when the dress code policy is not being followed.

Teacher Signature_____Date_____

SIERRA LINDA SCHOOL
2201 Jasmine Avenue
Oxnard, CA 93036
805-385-1581
Fax: 805-485-5796

CONVENIO ESCOLAR

Sección de los Padres (o Guardianes)

Yo comprendo la importancia de la educación de mi niño(a). Por lo tanto, estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicaré con mi niño(a) y con sus maestros acerca de la educación de mi niño(a).
- Estaré al tanto de las tareas de mi niño(a).
- Proveeré los materiales necesarios y un lugar callado para que mi niño(a) haga su tarea.
- Enviare a mi niño(a) a la escuela a tiempo y preparado(a) para aprender.
- Prestare mis servicios voluntarios para asistir o participar en los programas de la escuela.
- Asegurar que mi niño(a) obedece la póliza del código de vestir escolar.

Firma de los Padres (Guardianes)_____Fecha_____

Sección de el/la Estudiante

Yo comprendo la importancia de la escuela y el aprendizaje. Por lo tanto, estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicare con mis maestros y con mis padres acerca de mi educación.
- Completare y devolveré a tiempo todas mis tareas del hogar y mis trabajos en la clase.
- Seré responsable por mis propios actos.
- Llegare a la escuela a tiempo listo(a) y preparado(a) para aprender.
- Leeré por lo menos 20 minutos todos los días.
- Seré responsable por vestir de acuerdo con la póliza del código de vestir escolar.

Firma de el/la Estudiante_____Fecha_____

Sección de el/la Maestro(a)

Yo comprendo la importancia de la experiencia escolar para todos los estudiantes y mi papel como maestro(a), modelo y enlace con los padres. Por lo tanto, yo estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicare con los estudiantes y los padres (y guardianes) acerca de las expectativas de la escuela, acerca del programa y acerca de los adelantos de cada estudiante.
- Proveeré instrucción para satisfacer las necesidades individuales de cada estudiante y para promover su desarrollo académico y social.
- Proveeré un ambiente de aprendizaje seguro, positivo y saludable.
- Asignare las tareas regulares solamente después que se hayas ensenado los conceptos necesarios.
- Promoveré y asistiré a los programas y las funciones escolares.
- Comunicarle a los estudiantes, a los padres, y a la administración cuando la póliza del código de vestir no se esta obedeciendo.

Firma de el/la Maestro(a)_____Fecha_____

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, reading, and math skills.
- ✓ Parents are invited to attend meetings to discuss CST and grade level standards.
- ✓ Parents are encouraged to be actively involved in their child's education at school and parents are invited to volunteer in their child's classroom.
- ✓ 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 (STAR Reading/Math, 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
- ✓ Jog A Thon/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.

The Single Plan for Student Achievement

School: Juan Lagunas Soria Elementary School

CDS Code: 56725380119412

District: Oxnard School District

Principal: Aracely Fox

Revision Date: September 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: 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 10/28/15.

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School Vision and Mission

Juan Lagunas Soria Elementary School's Vision and Mission Statements
School Vision: Educate and prepare students to succeed in a global society.
School Mission: Providing a happy, caring and stimulating environment through the integration of Technology, Arts and Language (TeAL) where children will become college and career ready while achieving their fullest potential in order for them to make their best contribution to society.

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 Technology, the Arts and 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. Our overall focus is to deliver student centered lessons with a focus on real life problem solving skills, fully fulfilling the expectations outlined in the new Common Core California Standards. We are committed in giving each student what they need when they need it, we follow a Multi-Tier System of Support which allows our students to receive focused academic interventions and enrichment opportunities through Universal Access, Small Group and Individual Instruction as well as before and after school activities and interventions. Aside from providing academic supports and enrichment we place special attention to our 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. Our focus during this 2015-2016 is to develop Soria's Te.A.L academy, expanding students' interests and abilities in Technology, Arts, and Science. Aside from classroom instruction and projects based on Te.A.L we are offering variety of elective classes for our seventh and eighth grade students such as ELD, 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 grades have an opportunity to participate in after school clubs such as Art (K-8), ASB (6-8), Music (1-3) and Journalism (5-8). This school year we are partnering up with Channel Islands University to develop the love of science through our Saturday's Aztec Science events. It is our core belief that the collaboration with our parents and community is vital in assuring academic and social success for our students. Our school offers 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 with parents and our community we have been able to provide extracurricular and enrichment activities for our students in the area of sports, technology, science, art, and music. We pride ourselves in offering a high quality education to our students while still creating a family environment of respect and understanding where all students and families feel welcome and respected.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	141	139	98.6	139	**2366.8**	7	14	24	55
Grade 4	137	134	97.8	134	**2405.6**	7	10	22	60
Grade 5	119	118	99.2	118	**2445.8**	3	22	25	49
Grade 6	105	105	100.0	105	**2502.0**	10	30	32	28
Grade 7	117	111	94.9	111	**2496.6**	4	20	32	45
Grade 8	109	108	99.1	108	**2535.7**	5	31	37	27
All Grades	728	715	98.2	715		6	21	28	45

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	9	34	57	8	37	55	8	56	36	8	42	50
Grade 4	10	34	57	7	44	49	7	60	33	7	40	34
Grade 5	7	41	53	9	40	51	6	62	32	14	46	41
Grade 6	14	44	42	13	52	34	11	72	16	20	58	22
Grade 7	6	44	50	10	55	35	6	59	35	7	57	36
Grade 8	14	53	33	10	57	32	8	71	20	10	60	30
All Grades	10	41	49	10	47	43	8	63	29	11	50	36

Conclusions based on this data:

1. Fourth grade had the largest percentage of students who did not meet the overall Language Arts Standards.
2. Sixth grade and eighth grade had the lowest percentage of students who did not meet the overall Language Arts Standards.
3. Scores reflect a need to focus on Literary and Non-Fictional Texts.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	141	141	100.0	141	**2380.0**	4	21	23	53
Grade 4	137	137	100.0	137	**2389.7**	1	7	25	68
Grade 5	119	119	100.0	119	**2437.8**	2	10	26	62
Grade 6	105	105	100.0	105	**2464.6**	5	12	35	48
Grade 7	117	117	100.0	117	**2483.2**	3	9	41	47
Grade 8	109	108	99.1	108	**2507.3**	8	15	30	47
All Grades	728	727	99.9	727		4	12	29	55

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	6	35	59	12	34	54	8	50	43
Grade 4	3	11	86	4	29	67	3	28	69
Grade 5	4	22	74	3	31	66	2	44	55
Grade 6	5	31	64	6	44	50	9	49	43
Grade 7	4	36	60	5	40	55	4	75	21
Grade 8	17	27	56	6	62	31	7	50	43
All Grades	6	27	67	6	39	55	5	49	46

Conclusions based on this data:

1. Elementary grades have a higher percentage of students not meeting the Mathematics Standards.
2. Fourth grade has the largest percentage of students not meeting the Mathematics Standards.
3. Scores reflect a need to focus on Concepts and Procedures.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			2	29	3	43	1	14	1	14	7
1	3	5	11	20	21	38	18	32	3	5	56
2			6	11	30	53	14	25	7	12	57
3	2	3	13	21	25	41	15	25	6	10	61
4			14	24	33	57	9	16	2	3	58
5	2	5	17	46	17	46	1	3			37
6	1	4	10	40	9	36	5	20			25
7	3	16	6	32	9	47	1	5			19
8	2	11	9	50	5	28	2	11			18
Total	13	4	88	26	152	45	66	20	19	6	338

Conclusions based on this data:

1. A large percentage of English Learners remain at the intermediate level, further support needs to be given to our LTEL students.
2. Most middle school EL students are at an intermediate level, specific strategies and interventions need to be put in place in order to prevent students from becoming Long Terms English Learners.
3. A significant number of middle school students have met the CELDT criteria for reclassification.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	297	330	338
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	297	330	338
Number Met	182	147	168
Percent Met	61.3%	44.5%	49.7%
NCLB Target	57.5	59.0	60.5
Met Target	**Yes**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	263	94	299	82	271	96
Number Met	52	53	47	35	53	43
Percent Met	19.8%	56.4%	15.7%	42.7%	19.6%	44.8%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**Yes**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1. Growth was made in AMAO 1 and AMAO 2 between the 2013-2014 and 2014-2015 school year.
2. A higher number of English Learners with less than five years in the country were part of the cohort in the 2013-2014 school year.
3. The achievement of English Learners during the 2012-2013 school year was the highest from the past three school years. An in depth analysis needs to be made in order to identify the effective educational strategies practices used with our ELs during that particular school year.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,243	7411	7,830
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	7,243	7411	7,830
Number Met	3,679	3846	3,802
Percent Met	50.8	51.9	48.6
NCLB Target	57.5	59.0	60.5
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6,488	2,307	6653	2316	6,693	2,596
Number Met	862	814	877	939	862	992
Percent Met	13.3	35.3	13.2	40.5	12.9	38.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1. The site data reflects higher AMAO scores when compared to district data.
2. Limited progress has been made in AMAO1 and AMAO2 during the past three years.
3. Substantial growth needs to be made in order for the district to achieve its AMAO targets.

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:

All students will read at grade level by the end of the year, or they will make 1.5 years growth in their reading level effectively decreasing the distance between their reading level and grade level by .5 year by the conclusion of the year.

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
- Interim Formative Assessments (K-5)

Findings from the Analysis of this Data:

The percentage of students attaining benchmark in Essential Skills at the end of the 14-15 school year:
Kindergarten- 97%
1st Grade- 87%

The percentage of students attaining benchmark in DIBELS at the end of the 14-15 school year:

1st Grade- 56%
2nd Grade- 60%
3rd Grade- 25%

The percentage of students attaining benchmark in the Interim Formative Assessments at the end of the 14-15 school year:
3rd Grade- SR 10.1%
4th Grade- SR 8.5%
5th Grade- SR 24.8%
6th Grade- SR 13.2%
7th Grade- SR 6.3%
8th Grade- SR 5.8%

How the School will Evaluate the Progress of this Goal:

- DIBELS (K-5th)
- Essential Literacy Skills (K-1st)
- Instructional Formative Assessments (3rd-8th)
- IDEL (Dual Language Immersion Kindergarten and 1st grade)
- IPT (All EL Students and EOs in DLI classes)
- Teachers will meet in grade level meetings after assessment periods to analyze data
- Progress Monitoring
- SMART Goals analysis
- Student Monitoring Meetings
- STAR 360

Strategy #1

STRATEGY:
TEACH AND LEARNING: The school will ensure the full implementation of the State approved Language Arts Curriculum.

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 into their Language Arts Lessons.	Teachers	September 2015-May 2016 Teachers will collaborate once a month to plan and modify instructional lessons .	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	20000
	Site Academic Coach	September 2015-May 2016 Prepare data prior to collaboration meetings. Provide support, input, and guidance.				
	Site Administration	September 2015-May 2016 Arrange for teacher coverage, provide support, input and guidance.				
The school will provide coaching support to teachers in the implementation of Language Arts including the incorporation of SIOP and EL strategies.	Site Academic Coach	September 2015-May 2016 Prepare and deliver demonstration lessons based to the various primary grade levels (K-8). Engage teachers in the process of. Instructional Rounds.	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Teachers Site Administration District EL TOSA	September 2015-May 2016 Actively participate in Instructional Rounds. Develop their own Language Arts lessons. September 2015-May 2016 Provide needed support and resources. September 2015-May 2016 Prepare and deliver demonstration lessons based to the various primary grade levels (K-8). Engage teachers in the process of.Instructional Rounds.				
The school will provide Professional Development for teachers including the incorporation of SIOP and EL strategies in order to make the language arts content accessible to all students.	Site Administration Site Academic Coach	August 2015- June 2016 Facilitate the opportunity for teachers to attend conferences as well as district and county trainings. August 2015- June 2016 Prepare and deliver professional development in the area of Language Arts .	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	District EL TOSA	August 2015- June 2016 Prepare and deliver professional development based on the SIOP Protocol.				
SIP Days: The school will provide staff Development for teachers in the area of the Language Arts Common Core Standards.	Site Administration Teachers Site Academic Coach	August 2015 and October 2015 Facilitate and provide professional development. August 2015 and October 2015 Be active participants during the professional development. August 2015- June 2016 Prepare and deliver professional development in the area of Language Arts	Staff Hospitality Fund	4000-4999: Books And Supplies	Donation	
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 Language Arts.	Leadership Team	August 2015- June 2016 Will attend monthly after school meetings to develop school wide goals and actions to support student achievement. The team will meet three times a year during the school day.	Substitutes for teachers	1000-1999: Certificated Personnel Salaries	Discretionary	5000

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: Students will be provided with additional opportunities to practice and strengthen their literacy skills through the computer based programs Accelerated Reader, LightSail, MyOn and CORE 5.	Teachers	August 2015-July 2015 Integrate AR and CORE 5 in their lessons in order to reinforce and/or enrich academic concepts.	Yearly subscription to Accelerated Reader 360	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
			Yearly Subscription to CORE 5	None Specified		
			LightSail	None Specified		
			MyOn	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Technology will be integrated consistently with the Common Core Language Arts Standards: Teachers will integrate iPad applications and e-books in their lessons in order to reinforce and enrich academic concepts.	Teachers	August 2015-July 2016 Integrate iPad applications lessons in order to reinforce and/or enrich academic concepts.	Purchase Academic Applications	5800: Professional/Consulting Services And Operating Expenditures	Title I	7000
			Purchase Academic Applications	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	3000
			E-Books	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	5000

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: The school will provide and replenish technology equipment in order to enhance our current technology for students (Student Headphones, Smart Board Adapters, etc.).	Teachers	August 2015-July 2016 Teachers will use the Smart Board Adapters and Apple TVs to enhance daily lessons for students. Teachers will allow students to use headphones when needed for their iPads.	Apple TVs	4000-4999: Books And Supplies	Discretionary	1000
			Student Headphones	4000-4999: Books And Supplies	Title I	1500
			Replace technology equipment as needed (laptops, clickers, printers, etc.)	4000-4999: Books And Supplies	Discretionary	5000
			Printers	4000-4999: Books And Supplies	Discretionary	7000
			Ink	4000-4999: Books And Supplies	Discretionary	5000
			Smart Board Projectors	4000-4999: Books And Supplies	Title I	8000
Materials and supplies will be purchased to support the core instructional program.	Teachers Site Administration	August 2015-June 2016 Identify and request supplemental materials. August 2015- June 2016 Allocate funds to purchase the needed supplemental materials.	Materials and Supplies	4000-4999: Books And Supplies	Title I	1000
			Novels	4000-4999: Books And Supplies	LCFF - Targeted	5000

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 Lessons.	Site Academic Coach	August 2015-June 2016 Work with teachers to identify the needed supplemental materials to enrich and review lessons for students.	Publications	5700-5799: Transfers Of Direct Costs	Discretionary	5000
			Maintenance Agreements	5000-5999: Services And Other Operating Expenditures	Discretionary	3500
	Teachers	August 2015-June 2016 Identify the needed supplemental materials to enrich and review lessons for students.	Warehouse Charges	4000-4999: Books And Supplies	Discretionary	15000
Teachers and administration will attend academic conferences in order to enhance their current practice in the area of Language Arts (CAG, AVID, OARS, CUE).	Teachers	August 2015-June 2016 Teachers who attend a conference will be present information regarding the conference to faculty.	Conference registration fees and travel expenses	5000-5999: Services And Other Operating Expenditures	Discretionary	7000
			Conference registration fees and travel expenses	5000-5999: Services And Other Operating Expenditures	Title I	4000
	District Office	August 2015-June 2016 Allocate financial resources to pay for conference, travel and accommodations.	Professional Membership Dues	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	500
	Site Administration	August 2015-June 2016 Allocate financial resources to pay for conference, travel and accommodations.	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	2000
			Teacher Extra Pay	1000-1999: Certificated Personnel Salaries	Discretionary	2615

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of a systematic instruction on writing process (K-5) based on the Common Core California Writing Standards.	Teachers EST (2-5)	August 2015-June 2016 Will implement the school wide writing program. August 2015-June 2016 Will provide support to teachers in the area of writing.	EST (2-5)	1000-1999: Certificated Personnel Salaries	District Funded	
Implementation of systematic instruction of Language Arts using district adopted curriculum materials.	Teachers	August 2015-June 2016 Will fully implement the district adopted language arts curriculum. SEI: Houghton Mifflin DLI: Imaginalo	Materials Professional Development	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	District Funded District Funded	
Technology will be integrated consistently with the Common Core Language Arts standards: Provide support to teachers in the area of educational applications in order to directly support students direct access to the required technology. Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Administration EST (2-5) Site Technology Technician	August 2015-June 2016 Provide required support. August 2015-June 2016 Support teachers in the are of technology. August 2015-June 2016 Maintain equipment and software.	EST (2-5) Salary Site Technology Technician Additional Site Technology Support Additional Site Technology Support	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded District Funded LCFF - Discretionary Discretionary	 10360 9760

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 2015-June 2016 Allocate the needed resources.	Extra clerical support	1000-1999: Certificated Personnel Salaries	Discretionary	2000
			Clerical substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	1000
			Office Materials and Supplies	4000-4999: Books And Supplies	Discretionary	10000
Administration will meet with teachers prior and post their evaluation, offer coaching support in the area of Language Arts.	Site Administration	August 2015-June 2016 Provide the needed resources.	Teacher substitute coverage for pre and post evaluation meetings	1000-1999: Certificated Personnel Salaries	Discretionary	1000

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**
Staff will monitor at risk students through the MTSS process, grade level meetings and overall analysis of data.	Site Administration	August 2015-June 2016 Facilitate Professional Development for all teachers.	N/A	None Specified		
	Site Academic Coach	August 2015-June 2016 Support and guide teachers in the MTSS process.				
	Teachers	August 2015-June 2016 Interpret data and monitor student progress.				

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 EL and Foster Youth Students.	Site Administration	August 2015-June 2016 Provide the required tools for teachers to implement a Universal Access Time during the instructional day.	Materials for Universal Access/Interventions	4000-4999: Books And Supplies	LCFF - Targeted	5000
	Site Academic Coach	August 2015-June 2016 Support and guide teachers in developing time for Universal Access.				
	Leadership Team	August 2015-June 2016 Guide their grade levels and give feedback to administration of the needed resources in order to implement a successful Universal Access time.				
	Teachers	August 2015-June 2016 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; (COST) and Student Success Team (SST) meetings to address the emotional and academic needs of at risk students.	Site Administration	August 2015-June 2016 Facilitate the meetings and provide resources and support.	Substitutes for the classroom teachers	1000-1999: Certificated Personnel Salaries	Discretionary	2000
	ORC	August 2015-June 2016 Offer and coordinate services for families and students.				
	CoST Team	August 2015-June 2016 Identify possible interventions and support that would facilitate academic success for students.				
	SST Team	August 2015-June 2016 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, including ELs, and Foster Youth, 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) and/or a para-educator during the school day.	Site Administration	August 2015-May 2016 Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester. Provide Substitutes	ISPs	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	30000
			Para-Educators	2000-2999: Classified Personnel Salaries	Title I	37000
	Teachers	August 2015-May 2016 Be active participants of Student Monitoring Meetings and of Grade Level meetings.	Para-Educators	2000-2999: Classified Personnel Salaries	LCFF - Targeted	13173
	ORC	August 2015-May 2016 Support Teachers with resources for students and their families.				
	Academic Coach	August 2015-May 2016 Guide and support ISPs with resources.				
	ISP	August 2015-May 2016 Provide targeted instruction to students K-8.				
	Para-Educator	August 2015-May 2016 Support the classroom teacher in providing 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	August 2015-May 2016 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
			Student Monitoring Teacher Coverage	1000-1999: Certificated Personnel Salaries	Discretionary	1000
	Teachers	August 2015-May 2016 Be active participants of Student Monitoring Meetings and of Grade Level meetings. Provide academic intervention sessions before or after school hours.				
	ORC	August 2015-May 2016 Support Teachers with resources for students and their families.				
	Site Academic Coach	August 2015-May 2016 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 Teachers ORC	January 2016-May 2016 Meet with students at least two times during the school year. August 2015-June 2016 Provide information to school administration of students' progress. August 2015-June 2016 Support students and their families with sources.	N/A	None Specified		
Students including ELs and Foster Youth will be given the opportunity to access technology for intervention and/or enrichment opportunities (E-Books, iPads, applications, programs, software, etc.)	Teachers Site Technology Technician	August 2015-June 2016 Guide students in the use of appropriate technology tools. August 2015- June 2016 Maintain equipment and software to support student learning.	Site Technology Technician Salary Applications Light Sail	2000-2999: Classified Personnel Salaries	District Funded	
EST (2-5) will develop a technology based enrichment program and activities for GATE students (2-5).	EST (2-5)	August 2015-June 2016 Develop technology project based lessons using depth and complexity to challenge GATE students.	EST (2-5) Materials	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	District Funded LCFF - Targeted	 2000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will hold monthly IEP meetings with parents in order to monitor/modify Instructional Educational Plans for Special Education students.	Site Adminstration Special Education Team Parents	August 2015-June 2016 Schedule IEP meetings and attend as the district representative. August 2015-June 2016 Prepare IEPs and communicate with families IEP goals and student progress in meeting such goals. August 2015-June 2016 Attend Meetings and provide feedback to the team.	Floater Substitute	1000-1999: Certificated Personnel Salaries	Discretionary	2000
Administration will hold end of the year grade level meetings to discuss future placement of students.	Site Administration Teachers	May 2015 Allocate resources and facilitate a collaborative meeting. May 2015 Prepare students' articulation cards and provide feedback on students' needs.	Floater Substitute	1000-1999: Certificated Personnel Salaries	Discretionary	500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will hold Awards Assemblies for (K-5) students each trimester to recognize their academic achievements.	Site Administration Teachers	August 2015-June 2016 Allocate resources August 2015-June 2016 Identify students who will be recognized	Academic Incentives Student/Parent Breakfast	4000-4999: Books And Supplies None Specified	LCFF - Targeted	5000
The school will hold Awards Assemblies for (6-8) students each trimester to recognize their academic achievements.	Site Administration Teachers	August 2015-June 2016 Allocate resources August 2015-June 2016 Identify students who will be recognized	Honor Roll T-Shirts Student/Parent Breakfast	4000-4999: Books And Supplies None Specified	LCFF - Targeted	5000
The school will actively promote students' attendance by offering each trimester rewards for attending school every day on time.	Site Administration ORC Attendance Technician	August 2015-June 2016 Allocate resources August 2015-June 2016 Provide tools and assist families with appropriate resources. August 2015-June 2016 Monitor student attendance	Attendance Incentives	4000-4999: Books And Supplies	LCFF - Targeted	3000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will offer Middle School students the opportunity to enroll in rigorous elective courses such as AVID and MESA which support and promote college and career readiness.	Site Administration Teachers	June 2015 Develop a master schedule which includes MESA and AVID. June 2015 Active recruitment of students for MESA and AVID.	AVID Field Trips	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	500
			AVID Tutors	2000-2999: Classified Personnel Salaries	Discretionary	2000
			MESA Field Trips	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	250
			MESA Materials	4000-4999: Books And Supplies	Title I	1000
			AVID Teacher Training	5700-5799: Transfers Of Direct Costs	Discretionary	1000
			Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	1000
The school will provide teachers the opportunity to take students to field trips in order to enrich Language Arts Units.	Teachers	August 2015-June 2016 Identify and organize field trips which will enrich current units of study.	Buses to support field trips	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	1000
			Buses to support field trips	5700-5799: Transfers Of Direct Costs	Donation	
			Field Trip Fees	5800: Professional/Consulting Services And Operating Expenditures	Donation	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Middle School Teachers will work collaboratively with Elementary School Teachers in order to provide students with enrichment lessons/activities based on the New California Common Core Standards.	Middle School Teachers	Develop and deliver project based lesson for elementary students. Work collaboratively with Elementary School Teachers.	Extra Hours for Middle School Teachers	1000-1999: Certificated Personnel Salaries	Discretionary	1000
	Elementary School Teachers	Work collaboratively with Middle School Teachers.				
	Site Administration	Provide time for collaboration. Allocate needed resources for materials and extra hours for Middle School Teachers.				
Kinder through eighth grade students will be given the opportunity to participate in after school enrichment clubs (art, asb,journalism, music, etc.)	Art Teacher	September 2015-June 2016 Provide Arts lessons to students K-2 grade.	Extra hours for teachers	1000-1999: Certificated Personnel Salaries	Title I	3000
	Club Advisors	September 2015-June 2016 Monitor Students during club meetings and advice them of best practices.	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	1000
			Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	1000

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 both for the DLI and SEI programs.	Site Administration	June 2015 Allocate resources for teachers to successfully conduct the meetings.	Teacher Extra Pay	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	500
			Materials	4000-4999: Books And Supplies	LCFF - Targeted	500
	Kindergarten Teachers	June 2015 Prepare and facilitate the parent meetings.	ORC	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	500
	ORC	June 2015 Assist teachers in gathering materials for the meeting and reaching out to incoming kindergarten parents.	Babysitting	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	500

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 including EL, SPED and Foster Youth students.	Site Administration Site Academic Coach Teachers	April 2016-June 2016 Provide release time to allow for the collaboration meetings. April 2016-June 2016 Provide student data. April 2016-June 2016 Be active participants of all Collaboration Meetings.	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	1000
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 2016-June 2016 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 including EL, SPED and Foster Youth students.	Site Administration Site Academic Coach Teachers	June 2016 Provide release time to allow for the collaboration meetings. June 2016 Provide student data. June 2016 Be active participants of all Collaboration Meetings.	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	1000

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, OARS, CUE).	Teachers	August 2015-June 2016 Teachers who attend a conference will be present information regarding the conference to faculty.	Refer to Goal # 1 Strategy # 1			
	District Office	August 2015-June 2016 Provide financial resources to pay for conference, travel and accommodations.				
	Site Administration	August 2015-June 2016 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 language arts content accessible to all students.	Site Administration Site Academic Coach District EL TOSA	August 2015- June 2016 Facilitate the opportunity for teachers to attend conferences as well as district and county trainings. August 2015- June 2016 Prepare and deliver professional development based on the Common Core. August 2015- June 2016 Prepare and deliver professional development based on SIOP.	Refer to Goal # 1 Strategy # 1			
SIP Days: The school will provide staff Development for teachers in the area of the Language Arts Common Core.	Site Administration Teachers	August 2015 and October 2015 Facilitate and provide professional development. August 2015 and October 2015 Be active participants during the professional development.	Refer to Goal # 1 Strategy # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers, administration and support staff will attend workshops at VCOE in order to improve practice in the area of Language Arts.	Site Administration Teachers	August 2015-June 2016 Allocate resources for registration fees and teacher coverage. August 2015-June 2016 Be active participants during the professional development.	Substitutes Registration Fees Teacher Extra Hours	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries	Discretionary Discretionary Discretionary	1000 2500 1500
Teachers and administration will participate in school visitations to successful (K-8) DLI sites.	Site Administration DLI Teachers	August 2015-June 2016 Allocate resources and schedule visits. August 2015-June 2016 Be active participants during the visits.	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	2000
Middle School AVID teachers will continue to develop AVID strategies and skills.	Site Administration AVID Teachers	August 2015-June 2016 Allocate resources August 2015-June 2016 Be active participants during the professional development.	Refer to Goal # 1 Strategy #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ATDLE Director, Rosa Molina will collaborate with school administration and will offer professional development support to Dual Language Immersion Teachers in the area of ELD, SLD, ELA, and SLA.	Site Administration DLI Teachers	August 2015-June 2016 Allocate resources and collaborate directly with VCOE's Director of Curriculum. August 2015-June 2016 Be active participants during the professional development.	ATDLE PD Services	5800: Professional/Consulting Services And Operating Expenditures	District Funded	

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 2015-June 2016 Facilitate Title I meetings at least three times during the school year.	Child Care Refer to Goal # 1 Strategy #1			
			Interpreting Services	2000-2999: Classified Personnel Salaries	LCFF - Targeted	500
			Solicit Parent Involvement (Parent Hospitality)	4000-4999: Books And Supplies	Discretionary	2000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will actively promote the participation and involvement of parents in school committees such as PTA, ELAC and SSC.	Site Administration Site Administration	August 2015-June 2016 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. August 2015-June 2016 Administration will provide incentives for parent/community participation in school sponsored meetings.	Child Care Refer to Goal 1 Strategy # 1 Interpreting Services Refer to Goal 1 Strategy # 7 Solicit Parent Involvement (Parent Hospitality) Refer to Goal 1 Strategy # 7			
School Administration and parents/community will jointly develop the school's Parent Compact.	Site Administration Parents/Community	August 2015 Organize and facilitate with parents/community the development of the school's Parent Compact. August 2015 Work collaboratively with Site Administration in developing the school's Parent Compact.	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Administration and parents/community will jointly develop a Parent Involvement Policy	Site Administration Parents/Community	August 2015 Organize and facilitate with parents/community the development of the school's Parent Involvement Policy. August 2015 Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.	N/A	None Specified		
The school will organize and conduct 3 family family nights with the focus of engaging parents and families while supporting their efforts to assist their students with their academic work in the subject areas of math, language arts and science.	Adminitration Teachers Parents	August 2015- June 2016 Allocate the needed resources. August 2015-2016 Prepare materials and prepare content for family nights. August 2015-2016 Attend family nights	Teacher Extra Hours Materials	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF - Targeted LCFF - Targeted	1500 500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site will offer a series of parent outreach/informational meetings with a focus on student academic achievement will be offered.	Administration Parents	August 2015-2016 Prepare materials and prepare content for the meeting. August 2015-2016 Attend meetings	Materials Child Care Refer to Goal 1 Strategy # 1 Interpretation Services Refer to Goal 1 Strategy # 7 Solicit Parent Involvement (Parent Hospitality) Refer to Goal 1 Strategy # 7	4000-4999: Books And Supplies	LCFF - Targeted	500
Parent/Teacher conferences will be held to inform families of students' progress.	Teachers Parents	August 2015-June 2016 Schedule and prepare content for parent/teacher conferences August 2015-June 2016 Attend meetings	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site will offer parents the opportunity to attend the Ventura County CABE conference.	Site Administration Parents	September 2015 Allocate financial resources for parents to attend the Ventura County CABE Conference. September 2015 Attend the Ventura County CABE Conference. Share information during parent meetings such as ELAC, SSC and PTA.	Registration Fees	5000-5999: Services And Other Operating Expenditures	Discretionary	1000

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 2015-June 2016 Will maintain communication with the After School Program Personnel.	ASES	None Specified		
	Site Administration	August 2015-June 2016 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 2015-June 2016 Arrange to meet monthly with school administration and communicate needs of the program.	ASES	None Specified		
	Site Administration	August 2015-June 2016 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:
The percentage of students scoring below proficient will reduce by 10%. All students will increase one proficiency level or maintain and 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 End of the Year tests (K-5) • Interim Formative Assessments (3-8)

Findings from the Analysis of this Data:

Students at proficiency or advanced level as measured by Envisions End of the Year Tests

- Kinder: 89.3%
- First Grade: 79.7%
- Second Grade: 89.8%

Students at proficiency or advanced level as measured by end of the year Interim Formative Assessment

- Third Grade: SR 14.9%
- Fourth Grade: SR 26.5%
- Fifth Grade: SR 4.6%
- Sixth Grade: SR 0%
- Seventh Grade: SR 0%
- Eighth Grade: SR 0%

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings after assessment periods to analyze data
- Progress Monitoring
- SMART Goals analysis
- Student Monitoring Conferences
- STAR 360 Math
- My Math Benchmark Assessments
- My Math Chapter Assessments

Strategy #1

STRATEGY:
TEACH AND LEARNING: The school will ensure the full implementation of the state approved math curriculum.

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 2015 -May 2016 Collaborate once a month to plan and modify instructional lessons based on the Common Core.	Refer to goal # 1			
	Site Academic Coach	September 2015 -May 2016 Prepare data prior to collaboration meetings. Provide support, input, and guidance.				
	Site Administration	September 2015 -May 2016 Allocate time for collaboration. Provide support, input and guidance.				

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 Math Common Core including the incorporation of SIOP and EL strategies.	Site Academic Coach Teachers District EL TOSA Site Administration	September 2015-May 2016 Prepare and deliver demonstration lessons based on the Common Core to the various primary grade levels (K-8). Engage teachers in the coaching cycle. September 2015-May 2016 Actively participate in the coaching cycle. Develop their own Common Core lessons. September 2015-May 2016 Support teachers and the Academic Coach in integrating SIOP with the Common Core. September 2015-May 2016 Arrange coverage for teachers	Refer to goal # 1			
The school will provide the required clerical staff to support all of the school's goals and actions.	Site Administration	August 2015-June 2016 Provide the needed resources.	Refer to goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration will meet with teachers prior and post their evaluation, offer coaching support to teachers in order to enhance their current practice.	Site Administration	August 2015-June 2016 Provide the needed resources.	Refer to goal #1			
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 2015-June 2016 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.	Refer to goal #1			
Technology will be integrated consistently with the Common Core Math standards: Teachers will integrate iPad applications in their lessons in order to reinforce and enrich academic concepts.	Teachers	October 2015-July 2016 Integrate iPad applications lessons in order to reinforce and/or enrich academic concepts.	Refer to goal #1			
Technology will be integrated consistently with the Common Core Math 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	August 2015-July 2016 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.	Refer to goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials and supplies will be purchased to support the core instructional program.	Teachers Site Administration	August 2015-June 2016 Identify and request supplemental materials. August 2015- June 2016 Allocate funds to purchase the needed supplemental materials.	Refer to goal #1			
Teachers will have the opportunity to copy instructional materials in order to supplement and reinforce Math Common Core Lessons.	Site Academic Coach Teachers	August 2015-June 2016 Work with teachers to identify the needed supplemental materials to enrich and review lessons for students. August 2015-June 2016 Identify the needed supplemental materials to enrich and review lessons for students.	Refer to goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 Technology Technician will maintain equipment and software to support student learning through technology.	Site Administration EST (2-5) Site Technology Technician	August 2015 -June 2016 Provide needed resources August 2015-June 2016 Support teachers in the are of technology. August 2015-June 2016 Maintain equipment and software.	Refer to goal #1			
The school will provide the IXL Math software/iPad program to students K-8 for differentiated Common Core Math practice.	Teachers Site Administration	Structure time and monitor student use of the IXL Math program. Students will work at their independent Math level. Allocate resources to acquire the IXL yearly site license.	Yearly License Fee	5000-5999: Services And Other Operating Expenditures	Title I	9000
The school will provide STAR 360 Math program to students K-8 for differentiated Common Core Math practice.	Teachers Site Administration	Structure time and monitor student use of STAR 360 Math program. Students will work at their independent Math level. Allocate resources to acquire the STAR 360 Math yearly site license.	Yearly Licence Fee	None Specified		

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**
Staff will monitor at risk students through the MTSS process, grade level meetings and overall analysis of data.	Site Administration	August 2015-June 2016 Facilitate Professional Development for all teachers.	Refer to goal # 1			
	Site Academic Coach	August 2015-June 2016 Support and guide teachers in the MTSS process.				
	Teachers	August 2015-June 2016 Interpret data and monitor student progress.				

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 EL and Foster Youth Students.	Site Administration	August 2015-June 2016 Provide the required tools for teachers to implement a Universal Access Time during the instructional day.	Refer to goal # 1			
	Site Academic Coach	August 2015-June 2016 Support and guide teachers in developing time for Universal Access.				
	Leadership Team	August 2015-June 2016 Guide their grade levels and give feedback to administration of the needed resources to implement a successful Universal Access time.				
	Teachers	August 2015-June 2016 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 ORC CoST team SST team	September 2015-June 2016 Facilitate the meetings and provide resources and support. August 2015-June 2016 Offer and coordinate services for families and students September 2015-June 2016 Identify possible interventions and support that would facilitate academic success for students. August 2015-June 2016 Work with students and families to identify the best possible interventions and support that would facilitate academic success for students.	Refer to goal # 1			

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) and/or a para-educator during the school day.		Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester. Allow for grade level meetings at least once a month.
	Teachers	August 2015-May 2016 Be active participants of Student Monitoring Meetings and of Grade Level meetings.
	ORC	August 2015-May 2016 Support Teachers with resources for students and their families.
	Site Academic Coach	August 2015-May 2016 Guide and support ISPs with resources.
	ISP	August 2015-May 2016 Provide targeted instruction to students K-8.
	Para-Educator	August 2015-May 2016 Support the classroom teacher in providing 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 2016 Meet with students at least two times during the school year.	Refer to goal # 1			
	Teachers	August 2015-June 2016 Provide information to school administration of students' progress.				
	ORC	August 2015-June 2016 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 Teachers ORC Site Academic Coach 	August 2015 -May 2016 Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester. Allow for grade level meetings at least once a month. August 2015-May 2016 Be active participants of Student Monitoring Meetings and of Grade Level meetings. Provide academic intervention sessions before or after school hours. August 2015-May 2016 Support Teachers with resources for students and their families. August 2015-May 2016 Guide and support ISPs and teachers with resources.	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students including ELs and Foster Youth will be given the opportunity to access technology for intervention and/or enrichment opportunities (EBooks, iPads, applications, programs, software, Star 360 Math, etc.)	Teachers Site Technology Technician	August 2015-June 2016 Guide students in the use of appropriate technology tools August 2015- June 2016 Maintain equipment and software to support student learning.	Refer to goal #1			
EST (2-5) will develop a technology based enrichment program and activities for GATE students (2-5).	EST (2-5)	August 2015-June 2016 Develop technology project based lessons using depth and complexity to challenge GATE students.	Refer to goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will hold monthly IEP meetings with parents in order to monitor/modify Instructional Educational Plans for Special Education students.	Site Administration Special Education Team Parents	August 2015-June 2016 Schedule IEP meetings and attend as the district representative. August 2015-June 2016 Prepare IEPs and communicate with families IEP goals and student progress in meeting such goals. August 2015-June 2016 Attend Meetings and provide feedback to the team.	Refer to goal #1			
Site Administration will hold end of the year grade level meetings to discuss future placement of students.	Site Administration Teachers	May 2015 Allocate resources and facilitate a collaborative meeting. May 2015 Prepare students' articulation cards and provide feedback on students' needs.	Refer to goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will hold Awards Assemblies for (K-5) students each trimester to recognize their academic achievements.	Site Administration Teachers	August 2015-June 2016 Allocate resources August 2015-June 2016 Identify students who will be recognized	Refer to goal #1			
The school will hold Awards Assemblies for (6-8) students each trimester to recognize their academic achievements.	Site Administration Teachers	August 2015-June 2016 Allocate resources August 2015-June 2016 Identify students who will be recognized	Refer to goal #1			
The school will actively promote students' attendance by offering each trimester reward for attending school every day on time.	Site Administration ORC Attendance Technician	August 2015-June 2016 Allocate resources August 2015-June 2016 Provide tools and assist families with appropriate resources. August 2015-June 2016 Monitor student attendance	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will offer Middle School students the opportunity to enroll in rigorous elective courses such as AVID and MESA which support and promote college and career readiness.	Site Administration Teachers	March 2015 Develop a master schedule which includes MESA and AVID. March 2015 Active recruitment of students for MESA and AVID.	Refer to goal # 1			
The school will provide teachers the opportunity to take students to field trips in order to enrich math units of study.	Teachers	August 2015-June 2016 Identify and organize field trips which will enrich current units of study.	Refer to goal # 1			
Kinder through eighth grade students will be given the opportunity to participate in after school enrichment clubs (art, ASB, MESA, journalism, music, etc.)	Art Teacher Club Advisors	September 2015-June 2016 Develop and deliver art lessons based on specific grade level. September 2015-June 2016 Monitor students during club meetings and advice them of best practices.	Refer to goal # 1			

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 Kindergarten Teachers	June 2016 Facilitate resources for teachers to successfully conduct the meetings. June 2016 Prepare and facilitate the parent meetings.	Refer to goal # 1			

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 including EL, SPED and Foster Youth students.	Site Administration Site Academic Coach Teachers	April 2016-June 2016 Provide release time to allow for the collaboration meetings. April 2016-June 2016 Provide student data. April 2016-June 2016 Be active participants of all Collaboration Meetings.	Refer to goal # 1			
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 2016-June 2016 Facilitate parent and student meetings.	Refer to goal # 1			

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 including EL, SPED and Foster Youth students.	Site Administration Site Academic Coach Teachers	February 2016 Provide release time to allow for the collaboration meetings. February 2016 Provide student data. February 2016 Be active participants of all Collaboration Meetings.	Refer to goal # 1			

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 2015-June 2016 Teachers who attend a conference will be present information regarding the conference to faculty.	Refer to goal # 1			
	District Office	August 2015-June 2016 Provide financial resources to pay for conference, travel and accommodations.				
	Site Administration	August 2015-June 2016 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 math content accessible to all students.	Site Administration Site Academic Coach District EL TOSA	August 2015- June 2016 Facilitate the opportunity for teachers to attend conferences as well as district and county trainings. August 2014- June 2015 Prepare and deliver professional development based on the Common Core. August 2014- June 2015 Prepare and deliver professional development based on SIOP.	Refer to goal # 1			
SIP Days: The school will provide staff Development for teachers in the area of math Common Core.	Site Administration Teachers	August 2015 and October 2015 Facilitate and provide professional development. August 2015 and October 2015 Be active participants during the professional development.	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers, administration and support staff will attend workshops at VCOE in order to improve practice in the area of Math.	Site Administration Teachers	August 2015-June 2016 Allocate resources for registration fees and teacher coverage. August 2015-June 2016 Be active participants during the professional development.	Refer to goal # 1			
Teachers and administration will participate in school visitations to successful (K-8) DLI sites.	Site Administration DLI Teachers	August 2015-June 2016 Allocate resources and schedule visits. August 2015-June 2016 Be active participants during the visits.	Refer to goal # 1			
Middle School AVID teachers will continue to develop AVID strategies and skills.	Site Administration AVID Teachers	August 2015-June 2016 Allocate resources August 2015-June 2016 Be active participants during the professional development.	Refer to goal # 1			

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 2015-June 2016 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 2015-June 2016 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 2015-June 2016 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 Parents/Community	August 2015 Organize and facilitate with parents/community the development of the school's Parent Compact. August 2015 Work collaboratively with Site Administration in developing the school's Parent Compact.	N/A	None Specified		
School Administration and parents/community will jointly develop a Parent Involvement Policy.	Site Administration Parents/Community	August 2015 Organize and facilitate with parents/community the development of the school's Parent Involvement Policy. August 2015 Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.	N/A	None Specified		
A series of parent Outreach/Informational Meetings will be held in order to inform parents of math expectations.	Site Administration Parents	August 2015-2016 Prepare materials and prepare content for the meeting. August 2015-2016 Attend meetings	Refer to goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent/Teacher conferences will be held to inform families of students' progress.	Teachers Parents	August 2015-June 2016 Schedule and prepare content for parent/teacher conferences August 2015-June 2016 Attend meetings	Refer to goal #1			

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 Site Administration	August 2015-June 2016 Will maintain constant communication with the After School Program Personnel. August 2015-June 2016 Will maintain open communication with the After School Teacher Liaison.	Refer to goal # 1			
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 Site Administration	August 2015-June 2016 Arrange to meet monthly with school administration and communicate needs of the program. August 2015-June 2016 Communicate student academic needs to ASES administration. Provide input on activities that are offered by the After School Program.	Refer to 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:

All English Language Students will increase one CELDT level, 55% of students who have been in the US school system for more than five years will reach Language Arts proficiency.

Data Used to Form this Goal:

- CELDT
- STAR 360
- AMAO Data

Findings from the Analysis of this Data:

- AMAO #1: 49.6%
- AMAO #2: Less than 5 years 19.5%, More than 5 years 44.8%
- AMAO #3:

How the School will Evaluate the Progress of this Goal:

- CELDT
- STAR 360
- AMAO Data
- ELRT Progress Monitoring Data
- IPT

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	September 2015-June 2016 Collaborate to plan and modify ELD instructional lessons.	Refer to goal # 1			
	Site Academic Coach	September 2015-June 2016 Prepare data prior to collaboration meetings. Provide support, input, and guidance.				
	District EL TOSA	September 2015-June 2016 Prepare data prior to collaboration meetings. Provide guidance and support to the Site Academic Coach and to the teachers.				
	Site Administration	September 2015-June 2016 Provide time for Grade Level Collaborations. Provide support, input and guidance.				

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 2015-June 2016 Prepare and deliver demonstration lessons based on ELD for primary grades (K-6). Engage teachers in the coaching cycle.	Refer to goal # 1			
	District EL TOSA	August 2015-June 2016 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 2015-June 2016 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 Site Academic Coach District EL TOSA	August 2015-June 2016 Facilitate the opportunity for teachers to attend conferences as well as district and county trainings. August 2015-June 2016 Prepare and deliver professional development based on ELD. August 2015-June 2016 Prepare and deliver professional development based on SIOP and ELD.	Refer to goal # 1			
School Leadership Meetings: The school's Leadership Team will meet monthly to discuss and collaboratively develop a school plan in order to improve EL students academic progress in all content areas.	Leadership Team	August 2015- June 2016 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
Technology will be integrated consistently with the Common Core ELD standards: Students will be provided with additional opportunities to practice and strengthen their literacy skills through the computer based programs Accelerated Reader, Rosetta Stone, E-Books and CORE 5.	Teachers	August 2015-June 2016 Integrate AR, Rosetta Stone and CORE 5 in their lessons in order to reinforce and/or enrich language academic concepts.	Refer to goal # 1			
Technology will be integrated consistently with the Common Core ELD standards: Integrate iPad applications to reinforce and enrich academic concepts.	Teachers	August 2015-June 2016 Integrate iPad applications lessons in order to reinforce and/or enrich language academic concepts.	Refer to goal # 1			
Technology will be integrated consistently with the Common Core ELD standards: The school will provide technology equipment in order to enhance our current technology for students (Student Headphones, Smart Board Adapters).	Teachers Site Administration	August 2015-June 2016 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. Provide needed resources.	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 Teachers	August 2015-June 2016 Work with teachers to identify the needed supplemental materials to enrich and review language lessons for students. August 2015-June 2016 Identify the needed supplemental materials to enrich and review language lessons for students.	Refer to goal # 1			
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 and in the delivery of ELD.	Site Administration	August 2015-June 2016 Provide the needed resources.	Refer to goal # 1			
Administration will meet with teachers prior and post their evaluation, offer coaching support to teachers in the area of ELD in order to enhance their current practice.	Site Administration	August 2015-June 2016 Provide the needed resources.	Refer to goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials and supplies will be purchased to support the ELD and the goals for English Learners	Teachers Site Administration	August 2015-June 2016 Identify and request supplemental materials. August 2015- June 2016 Allocate funds to purchase the needed supplemental materials.	Materials for EL students	4000-4999: Books And Supplies	Title III	3097
Site Administration and Teachers will follow the EL Master Plan when designing and implementing programs specific to EL students.	District EL TOSA Teachers Site Administration	August 2015- June 2016 Provide Professional Development August 2015- June 2016 Refer to the EL Master Plan when implementing programs specific to EL students. August 2015- June 2016 Refer to the EL Master Plan when implementing and designing programs specific to EL students.	District EL TOSA salary	1000-1999: Certificated Personnel Salaries	District Funded	

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 and ELD.	Site Administration	August 2015-June 2016 Schedule SIOP and ELD professional development.	N/A	None Specified		
	Site Academic Coach	August 2015-June 2016 Provide support and professional development to teachers in the area of SIOP and ELD.				
	Teachers	August 2015-June 2016 Provide support and professional development to teachers in the area of SIOP and ELD.				

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 Leadership Team Teachers	August 2015-June 2016 Work with the school's leadership team to identify appropriate applications. August 2015-June 2016 Work with their grade levels to identify appropriate applications for each level. August 2015-June 2016 Give input on specific applications to their leadership representative.	Refer to goal # 1			
Teachers will scaffold content instruction for students through the use of SIOP.	Site Academic Coach District EL TOSA Teachers	August 2015-June 2016 Provide support to teachers in the area of SIOP. August 2015-June 2016 Provide support to teachers in the area of SIOP. August 2015-June 2016 Develop lessons using SIOP.	N/A	None Specified		

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	August 2015-June 2016 Schedule meetings, provide substitutes for teachers, and facilitate meetings	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	500
	Site Academic Coach	August 2015-June 2016 Provide student data				
	District EL TOSA	August 2015-June 2016 Provide student data				
	School Counselor	August 2015-June 2016 Provide socio-emotional support to students.				
	Teachers	August 2015-June 2016 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 Site Academic Coach District EL TOSA Teachers	August 2015-June 2016 Provide time to collaborate as grade level teams. August 2015-June 2016 Guide and support teachers in the development of goals. August 2015-June 2016 Provide professional development in the area of ELD. August 2015-June 2016 Actively participate in collaboration meetings. Develop SMART goals and plan ELD lessons.	Refer to goal # 1			
The school will offer Before/After School intervention for EL students who are not progressing in the area of ELD.	Teachers	August 2015-June 2016 Design focused intervention lessons.	Teacher Extra-Time Materials Refer to Goal #3 Strategy #1	1000-1999: Certificated Personnel Salaries	Title III	10300

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will Implement SIOP strategies and will develop Language Objectives for all content lessons.	Teachers	August 2015-June 2016 Design language objectives for all lessons.	N/A	None Specified		
	Site Academic Coach	August 2015-June 2016 Support teachers in designing language objectives.				
	Site Administration	August 2015-June 2016 Facilitate resources				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Learners 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).	Site Administration	August 2015-May 2016 Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester.	Refer to goal # 1			
	Teachers	August 2015-May 2016 Be active participants of Student Monitoring Meetings and of Grade Level meetings.				
	ORC	August 2015-May 2016 Support Teachers with resources for students and their families.				
	Academic Coach	January 2015-May 2016 Guide and support ISPs with resources.				
	ISP	January 2015-May 2016 Provide targeted instruction to EL students K-8.				

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 2016-June 2016 Facilitate resources for teachers to successfully conduct the meetings.	Refer to goal # 1			
	Kindergarten Teachers	April 2016-June 2016 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 Site Academic Coach Teachers	April 2016-June 2016 Provide release time to allow for the collaboration meetings. April 2016-June 2016 Provide student data. April 2016-June 2016 Be active participants of all Collaboration Meetings.	Refer to goal # 1			
Have parent and student meetings to address the upcoming transition from elementary to middle school/ middle school to high school.	Site Administration	April 2016-June 2016 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 Site Academic Coach Teachers	February 2016 Provide release time to allow for the collaboration meetings. February 2016 Provide student data. February 2016 Be active participants of all Collaboration Meetings.	Refer to goal # 1			

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 2015-June 2016 Provide follow-up support	District	None Specified		
	Site Academic Coach	August 2015-June 2016 Provide support and professional development to teachers in the area of SIOP.				
	District EL TOSA	August 2015-June 2016 Provide support and professional development to teachers in the area of SIOP.				
	Teachers	August 2015-June 2016 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 Site Academic Coach District EL TOSA	August 2015-June 2016 Provide follow-up support August 2015-June 2016 Provide support and professional development to teachers in the area of ELD instruction. August 2015-June 2016 Provide support and professional development to teachers in the area of ELD instruction.	District	None Specified		
SIP Days: The school will provide staff Development for teachers in the area of the ELD Common Core.	Site Administration Teachers	August 2015 and October 2015 Facilitate and provide professional development. August 2015 and October 2015 Be active participants during the professional development.	District	None Specified		

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 (CABE, ATDLE, VCOE DLI Conference).	Teachers	August 2015-June 2016 Teachers who attend a conference will be present information regarding the conference to faculty.	Refer to goal #1			
	District	August 2015-June 2016 Provide financial resources to pay for conference, travel and accommodations.				
	Site Administration	August 2015-June 2016 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 2015-June 2016 Support teachers in the implementation of the Academic Vocabulary Kit.	District	None Specified		
	Site Academic Coach	August 2015-June 2016 Support teachers in the implementation of the Academic Vocabulary Kit.				
	District EL TOSA	August 2015-June 2016 Provide professional development; support and guide the site academic coach and teachers in the implementation of the Academic Vocabulary Kit.				
	(6-8) Teachers	August 2015-June 2016 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 2015-June 2016 Support teachers in the implementation of Avenues.	District	None Specified		
	District EL TOSA	August 2015-June 2016 Support teachers in the implementation of Avenues.				
	(K-5) Teachers	August 2015-June 2016 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 2015-June 2016 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 2015-June 2016 Collaborate with ELAC representatives in creating agendas and facilitating meetings. Provide resources	Refer to goal #1			
	ELAC Representatives	September 2015-June 2016 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 Parents/Community	August 2015 Organize and facilitate with parents/community the development of the school's Parent Compact. August 2015 Work collaboratively with Site Administration in developing the school's Parent Compact.	Refer to goal #1			
Site Administration and parents/community will jointly develop a Parent Involvement Policy.	Site Administration Parents Community	August 2015 Organize and facilitate with parents/community the development of the school's Parent Involvement Policy. August 2015 Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.	Refer to goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site will offer parents the opportunity to attend the Ventura County CABE conference.	Site Administration Parents	September 2015 Allocate financial resources for parents to attend the Ventura County CABE Conference. September 2015 Attend the Ventura County CABE Conference. Share information during parent meetings such as ELAC, SSC and PTA.	Refer to goal # 1			

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 Site Administration	August 2015-June 2016 Will maintain constant communication with the After School Program Personnel. August 2015-June 2016 Will maintain open communication with the After School Teacher Liaison.	Refer to goal # 1			
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 Site Administration	August 2015-June 2016 Arrange to meet monthly with school administration and communicate needs of the program. August 2015-June 2016 Communicate student academic needs to ASES administration. Provide input on activities that are offered by the After School Program.	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:

A. Positive Behavior Plan:

- Office Referrals will be reduced by 20%.
- Suspensions will be reduced by 10%
- Full Assessment referrals will be reduced by 10%
- SST Referrals will be reduced by 10%
- Student Attendance will be increased by 15%
- Student tardies will be reduced by 15%

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: 1,238 Office Referrals in the 2013-2014 School Year, 697 office referrals in the 2014-2015 School Year
- Suspension Data: 108 suspensions for the 2013-2014 School Year, 103 suspensions in the 2014-2015 School Year
- Full Assessment Referrals: 6 Full Assessment Referrals in the 2013-2014 School Year, 8 Full Assessment Referrals in the 2014-2015 School Year
- SST Referrals: 69 SSTs in the 2013-2014 School Year, 65 SSTs in the 2014-2015 School Year
- Attendance Data: 96.53% average attendance in the 2013-2014 School Year, 96.50% average attendance in the 2014-2015 school year

How the School will Evaluate the Progress of this Goal:

- Behavior Referral Data
- Amount of Full Assessment Referrals
- Amount of SSTs
- Amount of Suspensions
- Attendance 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 Site Administration	August 2015-June 2016 Develop positive behavior support programs for all students. August 2015-June 2016 Support ORC and provide the needed resources.	Behavior Incentives (K-5) Behavior Incentives (6-8)	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF - Targeted LCFF - Targeted	2000 1000
The school will provide Social Skills Building Groups targeting bullying, decision making and motivation.	School Counselor Outreach Resource Specialist	August 2015-June 2016 Identify students who would benefit from students groups. Lead the social groups and monitor students progress. August 2015-June 2016 Support the School Counselor with additional resources for students.	N/A	None Specified		

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	August 2015-June 2016 Identify parents who would benefit from the classes. The school's ORC will teach the parenting classes. Work directly with outside agencies to provide additional parent information.	ORC Extra Hours	2000-2999: Classified Personnel Salaries	LCFF - Targeted	1500
The school will support the site's positive behavior program by creating an anti bullying school culture through the education of parents, teachers and students. The school will offer support and resources to students, parents and teachers.	Outreach Resource Specialist/School Counselor Site Administration	August 2015-June 2016 Facilitate anti bullying assemblies for parents, teachers, and students. August 2015-June 2016 Provide the needed resources.	N/A	None Specified		
The school will promote drug-free school zone and will highlight Red Ribbon Week/Club Live (Friday Night Live).	Outreach Resource Specialist Parent Teacher Association (PTA)	October 2015 Organize events October 2015 Provide financial support	PTA	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will Implement the Minnesota Smoking Prevention Program 6th Grade Project Alert 7th and 8th Grade (TUPE Friday Night Live).	Outreach Resource Specialist 6th, 7th and 8th Grade Teachers Site Administration	August 2015-June 2016 Coordinate the program August 2015-June 2016 Teach the curriculum August 2015-June 2016 Facilitate resources and assure implementation of the program.	TUPE Grant	None Specified		
The school will refer students to outside Counseling Services : • Interface • City Impact • Coalition • VCBH	Outreach Resource Specialsit School Counselor	August 2015-June 2016 Coordinate with families and agencies. August 2014-June 2015 Coordinate with families and agencies	Outside Agencies	None Specified		

school wide positive behavior program.		Develop CHAMPS classroom routines and expectations and reinforce school wide CHAMPS routines and expectations.		Other Operating Expenditures		
			Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	Discretionary	2000
	Site Administration	August 2015-June 2016 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. Provide a student assembly at least once every three months to review school wide expectations and routines. Develop a CHAMPS committee to review the implementation and current use of CHAMPS at our school.				
	Outreach Resource Specialist /School Counslor	August 2015-June 2016 Develop CHAMPS posters for school wide common areas. Reinforce CHAMPS expectations and routines. Gather student behavior				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will develop and implement a school wide progressive discipline plan for middle school students.	Site Administration Teachers Outreach Resource Specialist /School Counslor	August 2015-June 2016 Collaborate with teachers to develop an effective school wide progressive discipline plan. August 2015-June 2016 Collaborate with administration to develop an effective school wide progressive discipline plan. August 2015-June 2016 Provide additional resources to students in need. Gather student behavior data.	N/A	None Specified		
The school will 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 Site Administration	August 2015-June 2016 Keep track of student attendance data. August 2015-June 2016 Provide needed resources	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will launch the use of SPREGO, an online reporting bullying program.	Site Administration	August 2015-June 2016 Inform and educate parents and students the proper use of the SPREGO program.	N/A	None Specified		
	Parents	August 2015-June 2016 Report suspected incidents of bullying.				
	Students	August 2015-June 2016 Report suspected incidents of bullying.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will reinforce "Victim Proof Behavior" with Tom Thelen's videos.	Teachers	August 2015-June 2016 Incorporate Tom Thelen's videos during the school day.	N/A	None Specified		
	Students	August 2015-June 2016 Be active participants of anti bullying lessons.				
	School Counselor	August 2015-June 2016 Develop character lessons based on Tom Thelen's videos. Meet with Middle School Students twice a week to go over character development.				
	ORC	August 2015-June 2016 Develop character lessons based on Tom Thelen's videos. Meet with Middle School Students twice a week to go over character development.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site will purchase/replenish Physical Education (P.E.) equipment in order to enrich the P.E. curriculum for students while maintaining a safe environment for students. Incorporate the SPARKS Physical Education Curriculum (K-6)	PE Teachers Site Aministration	August 2015 Identify the needed P.E. equipment. August 2015 Allocate needed resources.	P.E. Equipment	4000-4999: Books And Supplies	LCFF - Discretionary	2000
The school staff and students will participate in fire drills, lock-down drills, school evacuation drills and bi-monthly earthquake drills.	Site Administration School Staff Students	August 2015-June 2016 Schedule safety drills and evaluate proper procedures. August 2015-June 2016 Actively participate in safety drills. August 2015-June 2016 Actively participate in safety drills.	N/A	None Specified		
The school's Safety Committee will monitor the Site's Safety Plan and make revisions as necessary.	Site Administration Safety Committee	August 2015-June 2016 Schedule and facilitate meetings. August 2015-June 2016 Meet to evaluate the effectiveness of the plan,	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Administration will meet with Middle School Students at least once every two weeks in "town hall meetings" in order to hear their input and feedback and to go over rules and expectations.	Site Administration	August- 2015- June 2016 Meet with Middle School Students during their advisory period.	N/A	None Specified		
School Administration will meet with Elementary Students once every trimester to go over school rules and expectations.	Site Administration	August 2015-June 2016 Schedule three assemblies during the school year to meet with Elementary School Students.	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The School's Counselor and ORC will use the 2nd Step Curriculum with grades 2-6 grade to teach and promote positive behavior .	School Counselor	August 2015-June 2016 Identify classes in need of the 2nd Step Curriculum. Develop and deliver lessons based on the 2nd Step Curriculum.	N/A	None Specified		
	Outreach Resource Specialist	August 2015-June 2016 Identify classes in need of 2nd Step Curriculum. Develop and deliver lessons based on the 2nd Step Curriculum.				
	Site Administration	August 2015-June 2016 Provide the needed resources.				
	Teachers	August 2015-June 2016 Work in collaboration with the School Counselor and Outreach Resource Specialist.				
The site will provide additional Campus Supervision throughout the school day.	Campus Supervisors	August 2015-June 2016 Supervise students before school, during recess, lunch and after school.	Campus Supervisors Salary	2000-2999: Classified Personnel Salaries	Discretionary	11000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site will provide appropriate student supervision before school, after school, lunch and recess.	Campus Supervisors	August 2015-June 2016 Supervise students before school, during recess, lunch and after school.	Campus Supervisors Salary	2000-2999: Classified Personnel Salaries	District Funded	
Site Administration, ORC and School Counselor will remain visible and will connect with students and families before school, after school and during recess.	Site Administration ORC School Counselor	August 2015-June 2016 Will schedule time to be available before school, after school, and during recess. August 2015-June 2016 Will schedule time to be available before school, after school, and during recess. August 2015-June 2016 Will schedule time to be available before school, after school, and during recess.	N/A	None Specified		

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 site will 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 2015-June 2016 Facilitate the meetings and provide resources and support.	Refer to goal # 1			
	Outreach Resource Specialist	August 2015-June 2016 Offer and coordinate services for families and students.				
	CoST Team	September 2015-June 2016 Identify possible interventions and support that would facilitate academic success for students.				
	SST Team	August 2015-June 2016 Work with students and families to identify the best possible interventions and support that would facilitate academic success for students.				
	School Counselor	August 2015-June 2016 Provide behavior resources.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site will develop academic incentives for Middle School and Primary Students: • Trimester Assemblies • Accelerated Reader Awards • Middle School end of the year activities	Site Administration Teachers	August 2015-June 2016 Provide needed resources August 2015-June 2016 Provide administration with the list of students who will be recognized for their academic achievments	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will support and create and Support a MTSS focus.	Site Administration	August 2015-June 2016 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.	VCOE MTSS Symposium Fees	5000-5999: Services And Other Operating Expenditures	Discretionary	1500
	Site Academic Coach	August 2015-June 2016 Support and guide teachers in the MTSS model (academics)				
	School Psychologist	August 2015-June 2016 Support and guide teachers in the MTSS model (social/emotional)				
	Outreach Resource Specialist	August 2015-June 2016 Schedule SST and COST, provide additional resources to students in need.				
	School Counselor	August 2015-June 2016 Provide social and emotional support to students				

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	June 2016 Develop and deliver informational content.	Refer to goal # 1			

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 hold parent and student meetings to address the upcoming transition from elementary to middle school/ middle school to high school including informing them of school rules, exceptions a and academic and social opportunities.	Site Administration	May 2016 Will schedule and deliver information to students and families.				

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
Teachers will be trained in the MTSS model and behavior modification.	School Psychologist Site Administration Teachers	August 2015 Provide Training August 2015 Facilitate resources August 2015 Actively participate during the MTSS professional development.	N/A	None Specified		
The school's support team (Administration, School Counselor, Psychologist, ORC, Academic Coach, and Teachers) will attend the county's MTSS Symposium professional development.	Site Administration Teachers	February 2016 Facilitate resources October 2016 Actively participate during the MTSS professional development.	Refer to strategy # 2			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site will train Campus Supervisors on proper procedures and expectations. Campus Supervisors will be trained using the Safety Playground Course Certification Videos.	Site Administration Campus Supervisors	August 2015-June 2016 Provide training, support and resources to all campus supervisors. Meet with Campus Supervisors at least once a month. August 2015-June 2016 Actively participate during the training.	Extra hours for Campus Supervisors Purchase Course Videos	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Discretionary PTA	2000
The school will purchase/replenish recess equipment helping to maintain a safe environment for students. Will utilize the Peaceful Playground layout, equipment and activities.	Campus Supervisors Site Administration	August 2015-June 2016 Identify the playground equipment needed August 2015-June 2016 Provide the needed resources	Playground Equipment Peaceful Playground	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I PTA	2000
The school will provide the necessary playground student supervision	Site Administration	August 2015-June 2016 Provide the needed resources	Campus Supervisor Salaries/Fringes	1000-1999: Certificated Personnel Salaries	District Funded	
The school will provide the required administrative support.	Site Administration	August 2015-June 2016 Provide the needed resources	Teacher in Charge	1000-1999: Certificated Personnel Salaries	Discretionary	500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff will participate in Disaster Preparedness Training.	Site Administration Staff	August 2015-June 2016 Organize and deliver content information. August 2015-2016 Become active participants during the training.	N/A	None Specified		
All staff will participate in Mandated Reporter training and will be made aware of their responsibilities of being a mandated reporter.	Site Administration Staff	August 2015-June 2016 Organize and deliver content information. August 2015-2016 Become active participants during the training.	N/A	None Specified		
The site will provide support staff with working two way radios.	Site Administration	August 2015-June 2016 Allocate resources to repair and/or replace two way radios.	Radio Repairs	5000-5999: Services And Other Operating Expenditures	Discretionary	500

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 2015-June 2016 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 2015-June 2016 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 2015-June 2016 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 Parent/Community	August 2015 Organize and facilitate with parents/community the development of the school's Parent Compact. August 2015 Work collaboratively with Site Administration in developing the school's Parent Compact.	Refer to goal # 1			
School Administration and parents/community will jointly develop a Parent Involvement Policy.	Site Administration Parents/Community	August 2015 Organize and facilitate with parents/community the development of the school's Parent Involvement Policy. August 2015 Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.	Refer goal to # 1			
A series of parent Outreach/Informational Meetings will be held in order to inform parents/community of the school's safety procedures and guidelines.	Site Administration Parents/Community	August 2015-2016 Prepare materials and prepare content for the meeting. August 2015-2016 Attend meetings	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will be informed of the major components of CHAMPS, our schools' positive behavior plans and objectives.	Site Administration Parents/Community	August 2015-2016 Prepare materials and prepare content for the meeting. August 2015-2016 Attend meetings	N/A	None Specified		
Parent Workshops will be offered regarding social skills, behavior and discipline.	Outreach Resource Specialist	January 2015-June 2016 In cooperation with the school's RTI team, the ORC will identify parents who would benefit from the classes. The school's ORC will teach the parenting classes.	Refer to goal # 1			
The site will actively promote parent attendance to Academic Incentives Events for Middle School and Primary Students: • Trimester Assemblies • Accelerated Reader Awards • Middle School end of the year activities	Site Administration Teachers Parents	August 2015-June 2016 Provide needed resources August 2015-June 2016 Provide administration with the list of students who will be recognized for their academic achievments August 2015-June 2016 Attend Meetings	Refer to goals # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site will 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 2015-June 2016 Facilitate the meetings and provide resources and support.	Refer to goal # 1			
	Outreach Specialist	August 2015-June 2016 Offer and coordinate services for families and students.				
	CoST Team	September 2015-June 2016 Identify possible interventions and support that would facilitate academic success for students.				
	SST Team	August 2015-June 2016 Work with students and families to identify the best possible interventions and support that would facilitate academic success for students.				
	School Counselor	August 2015-June 2016 Provide behavior resources.				

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
The site will develop and train all staff on school wide policies and procedures	Site Administration	August 2014-June 2015 • 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				

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: Academic Strand Focus
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:
All students will engage in hands on, enriched learning opportunities in the area of Technology, the Arts, Language and Science via Soria's Te.A.L Academy while meeting all academic goals.
Data Used to Form this Goal:
Parent, teacher, and student feedback.
Findings from the Analysis of this Data:
A school wide focus on technology, the arts and language will will enrich our curriculum while supporting our current academic goals.
How the School will Evaluate the Progress of this Goal:
• Student developed products based on technology, the arts and language. • Increased student academic scores in all academic areas.

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure full implementation of Technology, the Arts, Language and Science via the school's Te.A.L. Academy.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade levels will collaborate to design core units of study which incorporates Technology, the Arts, Language and Science.	Teachers	September 2015-May 2016 Teachers will collaborate once a month to plan and modify instructional lessons to incorporate Technology, the Arts, Language and Science.	Refer to goal # 1			
	EST (2-5)	September 2015-May 2016 Provide teacher support and guidance in developing Te.A.L. based lessons.				
	Site Administration	September 2015-May 2016 Arrange for teacher coverage, provide support, input and guidance.				

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 Te.A.L. based lessons.	EST (2-5) Site Academic Coach Teachers Site Administration	September 2015-May 2016 Prepare and deliver demonstration lessons based on Te.A.L. to the various primary grade levels (2-5). Engage teachers in the coaching cycle. September 2015-May 2016 Prepare and deliver demonstration lessons based on Te.A.L. to kinder, first, 7th and 8th grade. Engage teachers in the coaching cycle. September 2015-May 2016 Actively participate in the coaching cycle. Develop their own Common Core lessons. September 2015-May 2016 Arrange coverage for teachers.	N/A	None Specified		
The school will provide teachers the opportunity to take students on field trips to further develop students' knowledge in Technology, the Arts, Language and Science.	Teachers	August 2015-June 2016 Identify and organize field trips with a Te.A.L. focus.	School Field Trip Fees	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	3000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials and supplies will be purchased to support Soria's Te.A.L. Academy.	Teachers Site Administration	August 2015-June 2016 Identify and request supplemental materials. August 2015- June 2016 Allocate funds to purchase the needed supplemental materials.	Materials Materials	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF - Targeted LCFF - Discretionary	6334 2176

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
Students including ELs and Foster Youth will be given the opportunity to access technology for enrichment Te.A.L. based opportunities (EBooks, iPads, applications, programs, software, etc.)	Teachers Site Technology Technician	August 2015-June 2016 Guide students in the use of appropriate technology tools. August 2015- June 2016 Maintain equipment and software to support student learning.	Refer to goal # 1			
EST (2-5) will develop a technology based enrichment program and activities for GATE students (2-5).	EST (2-5)	August 2015-June 2016 Develop technology project based lessons using depth and complexity to challenge GATE students.	Refer to goal # 1			
Second through fourth grade students will participate in the program "Artist in the Classroom"	Art Teacher	September 2015-June 2016 Provide Arts lessons to students 3rd-5th grade.	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kinder through eighth grade students will be given the opportunity to participate in after school enrichment clubs (art, asb, journalism, music, etc.)	Art Teacher Club Advisor	September 2015-June 2016 Provide Arts lessons to students K-2 grade. September 2015-June 2016 Monitor Students during club meetings and advice them of best practices.	Refer to goal # 1			
The school will partner with the University of Channel Islands to offer students (4th-8th grade) the opportunity to participate in Sonia's Science Symposium (S3).	Site Administration University Students Teachers	September 2015-June 2016 Allocate needed resources. Work directly with the University Representatives. September 2015 Train Teachers September 2015-June 2016 Conduct experiments with students.	Teacher Extra Hours Materials Refer to Strategy # 1	1000-1999: Certificated Personnel Salaries	Title I	3838
Soria students will be able to participate in various academic based competitions (science fair, Cesar Chavez Contest , African American Speech Contest , Spelling Bee, Robotics Competition, etc.)	Site Administration	September 2015-June 2016 Allocate needed resources.	Registration Fees	5000-5999: Services And Other Operating Expenditures	Discretionary	1000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fourth and Fifth Grade students will have the opportunity to learn coding.	EST (2-5)	August 2015- June 2016 Develop and deliver technology based lessons in the area of coding.	EST Salary	1000-1999: Certificated Personnel Salaries	District Funded	
Second and third grade students will be given art classes during the school day (Artist in the Classroom)	Art Teacher	September 2015-June 2016 Provide Art Lessons to students.	Artist in the Classroom	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	10000

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
In-Coming Parent Night Meetings: The school will provide a set of parent and student workshops for TK/Kinder students.	Teachers	June 2016 Develop and deliver informational content.	Refer to goal # 1			

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 hold parent and student meetings to address the upcoming transition from elementary to middle school/ middle school to high school including the opportunities for the development of Technology, Arts, Language and Science.	Site Administration	May 2016 Will schedule and deliver information to students and families.	Refer to goal # 1			

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**
The school and district will provide Professional Development in creating units of study implementing technology, the arts, language and science.	Site Administration EST (2-5) Site Academic Coach	August 2015-June 2016 Provide follow-up support August 2015-June 2016 Provide support and professional development to teachers. August 2015-June 2016 Provide support and professional development to teachers.	Refer to goal # 1			

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 2015-June 2016 Teachers who attend a conference will be present information regarding the conference to faculty.	Refer to goal # 1			
	District	August 2015-June 2016 Provide financial resources to pay for conference, travel and accommodations.				
	Site Administration	August 2015-June 2016 Provide financial resources to pay for conference, travel and accommodations.				

Strategy #6

STRATEGY:
PARENT INVOLVEMENT: The school will coordinate meetings and distribute information to generate parent involvement in the implementation of the school's Te.A.L. Academy.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will schedule family events which showcase student work related to Te.A.L.	Teachers	August 2015-June 2016 Identify student created artifacts to showcase.	N/A	None Specified		
	Site Administration	August 2015-June 2016 Allocate needed resources and assist in advertising events.				
	Parents/Community	Attend events				
Administration will promote with parents/community the school's Te.A.L. Academy and its related events via webpage, brochures, fliers, Tweeter, and Facebook.	Site Administration	August 2015-June 2016 Create and organize the dissemination of information.	N/A	None Specified		
	Site Technology Technician	August 2015-June 2016 Assist in disseminating information via social media.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate parent input to plan Te.A.L. based activities and events.	Site Administration	August 2015-June 2016 Incorporate opportunities for parents/community to provide input.	N/A	None Specified		
	Parents/Community	August 2015-June 2016 Provide feedback				
Inform parents/community of the components of the school's Te.A.L. Academy and elicit their support during ELAC, PTA and SSC meetings.	Site Administration	August 2015-June 2016 Facilitate parent meetings	N/A	None Specified		
	Parents/Community	August 2015-June 2016 Actively participate in parent/community meetings.				

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 Site Administration	August 2015-June 2016 Will maintain constant communication with the After School Program Personnel. August 2015-June 2016 Will maintain open communication with the After School Teacher Liaison.	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.	ASES Administration Site Administration	August 2015-June 2016 Arrange to meet monthly with school administration and communicate needs of the program. August 2015-June 2016 Communicate student academic needs to ASES administration. Provide input on activities that are offered by the After School Program.	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:
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. 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 These goals pertains to all students including the following subgroups: English Learners, Migrant Students, 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	69182
		Coach	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	34075
Library Technician	Aug 2013-June 2014	Library	2000-2999: Classified Personnel Salaries	Title I	17751
		Library	2000-2999: Classified Personnel Salaries	Economic Impact Aid	17751
Computer Lab Tech	Aug 2013-June 2014	Site Lab Tech	2000-2999: Classified Personnel Salaries	Title I	16595
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Economic Impact Aid	16595
		Site Lab Tech	2000-2999: Classified Personnel Salaries	Unrestricted	19914
Maintenance Agreement for Copy Machine(s)	Aug 2013-June 2014	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	11637
Successmaker / Waterford Support	Aug 2013-June 2014	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	2810.00
Outreach Consultant	Aug 2013-June 2014	Outreach	2000-2999: Classified Personnel Salaries	Unrestricted	68550
EIA EL Support Testing Professional Development	Aug 2013-June 2014	Prof Development	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	24740
		Testing	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	13355

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	50,615.00
2000-2999: Classified Personnel Salaries	Discretionary	24,760.00
4000-4999: Books And Supplies	Discretionary	45,000.00
5000-5999: Services And Other Operating	Discretionary	14,500.00
5700-5799: Transfers Of Direct Costs	Discretionary	6,000.00
5800: Professional/Consulting Services And	Discretionary	3,000.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	10,360.00
4000-4999: Books And Supplies	LCFF - Discretionary	5,176.00
5800: Professional/Consulting Services And	LCFF - Discretionary	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	38,000.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	15,173.00
4000-4999: Books And Supplies	LCFF - Targeted	36,834.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	1,250.00
5800: Professional/Consulting Services And	LCFF - Targeted	11,500.00
1000-1999: Certificated Personnel Salaries	Title I	6,838.00
2000-2999: Classified Personnel Salaries	Title I	37,000.00
4000-4999: Books And Supplies	Title I	13,500.00
5000-5999: Services And Other Operating	Title I	13,000.00
5800: Professional/Consulting Services And	Title I	7,000.00
1000-1999: Certificated Personnel Salaries	Title III	10,300.00
4000-4999: Books And Supplies	Title III	3,097.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Discretionary	143,875.00
LCFF - Discretionary	25,536.00
LCFF - Targeted	102,757.00
Title I	77,338.00
Title III	13,397.00

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
- Para-Educators to support MTSS
- Materials and Supplies including Apps, E-Books and Software
- Grade Level Collaborations
- Professional Development for Teachers and Staff

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

- Strategy 1- Teaching and Learning: The school will ensure the full implementation of the state approved curriculum.
- Strategy 2- Opportunity and Equal Educational access/interventions and enrichment: The school will ensure opportunity and educational access for all students.
- Strategy 3- Pre- School Transition: The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.
- Strategy 5- Professional Development: The school will provide professional development to support the common core state standards.

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.
Strategy 4- 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).

What specific actions related to those strategies were eliminated or modified during the year?

- The school will offer transition meetings to allow collaboration time between elementary and middle school teachers.
- Administration will hold parent and students meetings to address the upcoming transition.
- The school will offer a transition meeting to allow for collaboration between high school counselors and middle school teachers.

Identify barriers to full or timely implementation of the strategies identified above.
-Scheduling conflicts

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- Transition information was given to parents and students through letters and phone messages. Teachers within the school had an opportunity to meet and discuss students needs during a school staff meeting.

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 impact of not implementing Strategy 4 completely had a minimal effect on student outcome, teachers will have an opportunity to collaborate throughout the school year.

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- STAR 360
- Lexia/CORE 5
- Integration of Technology in the Classroom
- Academic Intervention and Support- Specific Focus on SMART goals based on the new California Standards.
- Multi Tier Support System (MTSS)
- Full Integration of the New California Standards

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
Student Field Trips and Enrichment Opportunities

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
X Other: Limited Academic Focus based on the site's goals.

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

X Continuing it with the following modifications:
Organize Field Trips and Enrichment opportunities with a Te.A.L Academy Focus.

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 # 1 Language Arts
- Goal # 4 Safety

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
- Goal # 2 Math
- Goal # 3 English Learners

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
- Coaching Support
- Professional Development (Math/ELD)
- Software program to support math standards

Based on this information, what might be some recommendations for future steps to meet this goal?
- Assure there is enough support for teachers in the area of math and ELD .
- Provide further professional development in the area of math and ELD.
- Use software programs to allow students to practice skills at their particular level in Math and 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
Aracely Fox	X				
Scott Grolock		X			
Matthew Lefkovits		X			
Azucena Romero		X			
Gina Marie Alvarez-Lawson		X			
Maria Magana			X		
Alicia Serrato			X		
Lisa Latimer				X	
Angela Knight				X	
Everardo Rivera				X	
Nuria Fernandez				X	
Liliana Giron				X	
Alvaro Melgoza				X	
Naomi Cortez				X	
Numbers of members of each category:	**1**	**4**	**2**	**7**	

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)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 9/28/2015

Attested:

Aracely Fox		9/28/15
Typed Name of School Principal	Signature of School Principal	Date
Everardo Rivera		28 Sept 15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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

Póliza 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, incluyendo 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 pólizas 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 pólizas con los estudiantes al comienzo del año escolar. Se les pide a los padres a leer y discutir las pólizas con sus estudiantes y firmar y devolver un formulario de reconocimiento.
- ✓ Juan L. Soria notifica a los padres acerca de la póliza de participación de los padres en la escuela en un formato comprensible y uniforme y en la medida de lo posible, distribuye esta póliza a los padres en un idioma que puedan entender.
- ✓ Juan L. Soria hará la póliza de participación de los padres de la escuela disponible para la comunidad local.
- ✓ Juan L. Soria actualiza periódicamente la póliza de participación de los padres para satisfacer las necesidades de los padres y la escuela.
- ✓ Juan L. Soria ha adoptado el compacto escolar de participación de la escuela como un componente de participación de los padres.

LAS POLIZAS 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 Titulo 1,
- ✓ Sobre los requisitos del Título 1,
- ✓ De sus derechos a estar involucrados,
- ✓ Sobre la participación de la escuela en el Titulo 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 Póliza 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 Póliza 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 Póliza de Participación de padres del distrito. Las actividades específicas incluyen:

- Padres voluntarios
  - ✓ Ayuda en el salón
  - ✓ Eventos escolares
- Asistir a reuniones informativas de la escuela:
  - ✓ Comité asesor del idioma ingles (ELAC)
  - ✓ Asociación de padres y maestros (PTA)
  - ✓ Consejo escolar (SSC)
  - ✓ Reuniones sobre el Titulo 1
- Participa activamente en los comités escolares:
  - ✓ Comité asesor del idioma ingles (ELAC)
  - ✓ Asociación de padres y maestros (PTA)
  - ✓ Consejo escolar (SSC)

BOARD AGENDA ITEM

Name of Contributor: Lisa Cline Date of Meeting: November 4, 2015

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

APPROVAL OF RESOLUTION #15-20 ADOPTING A PREQUALIFICATION QUESTIONNAIRE AND UNIFORM SYSTEM OF RATING PRUSUANT TO PUBLIC CONTRACT CODE SECTION 20111.6 **(Cline/Franz)**

Beginning on January 1, 2014, Public Contract Code Section 20111.6 requires districts to prequalify certain bidders for public works construction projects of $1,000,000.00 or more funded, in whole or in part, by the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond. This code requires the district to adopt and apply a standardized questionnaire and financial statement to be filled out by potential bidders. As a result, district staff has developed a uniform system of rating potential bidders based upon the completed questionnaires with the intent that, if a potential bidder meets the minimum criteria set forth in the rating system, the bidder will be prequalified for the District's construction project.

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 adopt Resolution #15-20 adopting a prequalification questionnaire and uniform system of rating pursuant to Public Contract Code Section 20111.6.

ADDITIONAL MATERIAL

Attached: Resolution #15-20 (10 pages)

RESOLUTION #15-20

RESOLUTION OF THE BOARD OF TRUSTEES OF THE OXNARD SCHOOL DISTRICT ADOPTING A PREQUALIFICATION QUESTIONNAIRE AND UNIFORM SYSTEM OF RATING PURSUANT TO PUBLIC CONTRACT CODE SECTION 20111.6

WHEREAS, beginning on January 1, 2014, Public Contract Code Section 20111.6 requires the Oxnard School District ("District") to prequalify certain bidders for public works construction projects of $1,000,000 or more funded, in whole or in part, by the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond; and

WHEREAS, Public Contract Code Section 20111.6 requires the District to adopt and apply a standardized questionnaire and financial statement to be filled out by potential bidders; and

WHEREAS, District staff has developed a standardized questionnaire and financial statement in accordance with Public contract Code Section 20111.6 (collectively "Questionnaire"); and

WHEREAS, Public Contract Code Section 20111.6 requires the District to adopt and apply a uniform system of rating potential bidders on the basis of the completed Questionnaires; and

WHEREAS, District staff has developed a uniform system of rating potential bidders based upon the completed Questionnaires ("Rating System"); and

WHEREAS, District staff intend that, if a potential bidder meets the minimum criteria set forth in the Rating System, the bidder will be prequalified for the District's construction project; and

WHEREAS, the District desires that the Board of Trustees of the Oxnard School District ("Board") adopt the Questionnaire and the Rating System (collectively, the "Prequalification Package"), which is attached hereto as Exhibit "A"; and

WHEREAS, the Prequalification package creates an appeals process for potential bidders whose prequalification application is denied by the District, consisting of a three-person appeals panel ("Appeals Panel"); and

WHEREAS, District staff desired that the Board of Trustees grant the Superintendent, or his designee, authority to appoint the Appeals Panel using three individuals who are not involved in the rating and/or decision-making regarding bidder prequalification.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Oxnard School District does hereby find and order as follows:

Section 1. That the above recitals are true and correct.

Section 2. That the Board hereby authorizes and adopts the Prequalification Package, pursuant to Public Contract Code Section 20111.6.

Section 3. That the District's Superintendent, or his designee, is authorized to implement a prequalification process consistent with the Prequalification Package and Public Contract Code Section 20111.6.

Section 4. That the District's Superintendent, or his designee, is authorized to establish and appoint an Appeals Panel consisting of three individuals who are not involved in the rating and/or decision-making regarding bidder prequalification.

Section 5. That the District's Superintendent, or his designee, is authorized to non-substantively amend the Prequalification Package, subject to any limitations in Public Contract Code Section 20111.6.

PASSED AND ADOPTED by the Board of Trustees of the Oxnard School District the 4th day of November, 2015.

Signed: _____

President of the Board of Trustees of the
OXNARD SCHOOL DISTRICT

_____

Clerk of the Board of Trustees of the
OXNARD SCHOOL DISTRICT

CLERK'S CERTIFICATE

I, Albert Duff, Sr., Clerk of the Board of Trustees of the Oxnard School District, hereby certify that the foregoing is a full, true, and correct copy of Resolution #15-__ adopted at a regular meeting place thereof on the 4th day of November, 2015, of which meeting all the members of said Board of Trustees had due notice and at which a majority thereof were present, and that at said meeting said Resolution was adopted by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTENTIONS: _____

An agenda of said meeting was posted at least 72 hours before said meeting at Oxnard, California, a location freely accessible to members of the public, and a brief general description of said Resolution appeared on said agenda.

I further certify that I have carefully compared the same with the original minutes of said meeting on file and of record in my office; that the foregoing Resolution is a full, true and correct copy of the original Resolution adopted at said board meeting and entered in said minutes; and that said Resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: November 4, 2015

_____
Clerk of the Board of Trustees of the
OXNARD SCHOOL DISTRICT

EXHIBIT "A"

Oxnard School District

Contractor Pre-Qualification

Scoring Instructions and Questions

Scoring Instructions

The scorable questions arise in three different areas:

(I) Business Information and History
(II) Licensing; and
(III) Bonding and Safety

Note: Not all questions in the questionnaire are scorable; some questions simply ask for information about the contractor firm's structure, officers and history.

The Scores Needed for Prequalification

To prequalify, a contractor would be required to have a passing grade within each of the three large categories referred to above.

For Section I, Business Information and History:

There is a maximum score of 65 on this portion of the questionnaire. Passing score is 53 or better.

For Section II, Licensing:

There is a maximum score of 15 points on this portion of the questionnaire. Passing score is 9 points or better.

Section III, Bonding and Safety:

There is a maximum score of 26 points for this portion of the questionnaire. Passing is 18 points or better.

District will establish a scoring system for a contractor's answers about recently completed past projects on a project by project basis. Because of the wide range of projects that a public agency may be planning, and the similarly wide range in the skills, abilities, and experience that a public agency will consider most important for a pending project, it is impossible to propose a useful model scoring system to apply to the answers given about a contractor's completed projects.

Questions

Business Information

Does Contractor possess a valid and current California Contractor's license for the project or projects for which it intends to submit a bid?

Yes=3 points No=0 points

Does Contractor have a liability insurance policy in accordance with minimum State requirements?

Yes=3 points No=0 points

Amount of coverage: $

Does Contractor have current workers compensation insurance policy as required by the Labor Code or is legally self-insured pursuant to Labor Code section 3700 et seq.?

Yes=3 points No=0 points

Has your firm or any of its owners or officers ever been convicted of a crime involving the awarding of a contract of a government construction project, or the bidding or performance of a government contract?

Yes=0 points No=3 points

Has any contractor's license held by your firm, or its responsible managing employee ("RME") or responsible managing officer ("RMO") been suspended or revoked at any time in the last five years?

Yes=0 points No=3 points

Has your firm registered using the Department of Industrial Relation's Public Works Contractor Online Application System as required by SB 854?

Yes=3 points No=0 points

Contractor Registration Number

Expiration Date

Business Structure

Select Business Type

Date of commencement of business

Person's Name

Construction Company

Dates of Person's Participation with Company

Please upload a copy of your latest reviewed or audited financial statement with accompanying notes and supplemental information. (Public Contract Code section 20101(e) exempts from this requirement a contractor who has qualified as a small business pursuant to Government Code section 14837(d)(1), if the bid is no more than 25 percent of the qualifying amount provided in section 14837(d)(1). As of January 1, 2001, the qualifying amount is $10 million, and 25 percent of that amount, therefore, is $2.5 million) Note: A financial statement that is not either reviewed or audited is not acceptable. A letter

verifying availability of a line of credit may also be uploaded; however, it will be considered as supplemental information only, and is not a substitute for the required financial statement

By checking this box, I certify that my business qualifies as a small business as defined in GC 14837(d)(1) and am exempt from this requirement.

Has your firm or any firm with which any of your company's owners, partners or members was associated, ever been disbarred, disqualified, removed or otherwise prevented from bidding on, or completing, any government agency or public works project for any reason?

Yes=0 points No=3 points

Has your firm ever been denied an award of a public works contract based on a finding by a public agency that your company was not a responsible bidder?

Yes=0 points No=3 points

The following three questions refer only to disputes between your firm and the owner of a project. You need not include information about disputes between your firm and a supplier, another contractor, or subcontractor. You need not include information about pass-through disputes in which the actual dispute is between a sub-contractor and a project owner. Also, you may omit reference to all disputes about amounts of less than $50,000.

Has any claim against your firm concerning your firm's work on a Construction project ever been filed in court or arbitration?

Yes=0 points No=3 points

Has your firm ever filed a claim in court or arbitration against a project owner concerning work on a project or payment for a contract and filed that claim in court or arbitration?

Yes=0 points No=3 points

Has your firm had a contract for a public work of improvement that was terminated for cause by a public agency? Note: you need not answer yes if the public entity terminated the contract for convenience.

Yes=0 points No=3 points

Has your firm ever agreed with a public entity that your firm would not bid on future projects advertised by the public entity for a specified period of time?

Yes=0 points No=3 points

Has any surety company ever made any payments on your firm's behalf as a result of a default, to satisfy any claims made against a performance or payment bond issued on your firm's behalf, in connection with a construction project, either public or private?

Yes=0 points No=3 points

Has your firm or any of its owners, partners or members ever been found liable in a civil suit or found guilty in a criminal action for making any false claim or material misrepresentation to any public agency or entity?

Yes=0 points No=3 points

Has your firm or any of its owners, partners or members ever been convicted of a crime involving any federal, state, or local law related to construction?

Yes=0 points No=3 points

Has your firm or any of its owners, partners or members ever been convicted of a federal or state crime of fraud, theft, or any other act of dishonesty?

Yes=0 points No=3 points

Within the last five years, has your firm been denied bond coverage by a surety company, or has there been a period of time when your firm had no surety bond in place during a public construction project when one was required?

Yes=0 points No=3 points

Within the last five years has there been a period when your firm had employees but was without workers compensation insurance or state-approved self-insurance? If No, please upload a statement by your current workers compensation insurance carrier that verifies periods of workers compensation insurance coverage for the last five years. (If your firm has been in the construction business for less than five years, upload a statement by your workers compensation insurance carrier verifying continuous workers compensation insurance coverage for the period that your firm has been in the construction business.)

Yes=0 points No=3 points

Has there been any change of more than 10 percent in ownership of the firm at any time during the last three years? Note: A corporation whose shares are publicly traded is not required to answer this question.

Is the firm a subsidiary, parent, holding company or affiliate of another construction firm?

Are any corporate officers, partners or members connected to any other construction firms?

State your firm's gross revenues for each of the last three years. If your firm has not been in business for three years, enter $0 for the gross revenue amount of prior years.

How many years has your organization been in business in California as a contractor under your present business name and license number?

0-3 years=2 point, 4-5 years=3 points, 5-6 years=4 points, 6 or more years=5 points

Is your firm currently the debtor in a bankruptcy case? If so, please upload a copy of the bankruptcy petition, showing the case number, and the date on which the petition was filed

Yes=0 points No=3 points

Was your firm in bankruptcy at any time during the last five years? if so, please upload a copy of the bankruptcy petition, showing the case number and the date on which the petition was filed, and please attach a copy of the Bankruptcy Court's discharge order, or of any other document that ended the case, if no discharge order was issued

Yes=0 points No=3 points

Licenses

If any of your firm's license(s) are held in the name of a corporation, partnership, or limited liability company, list below the names of the qualifying individual(s) listed on the CSLB records who meet(s) the experience and examination requirements for each license

Has your firm changed names or license number in the past five years?

Yes=0 points No=3 points

Has any owner, partner, member or (for corporations or limited liability companies) officer of your firm operated a construction firm under any other name in the last five years?

Yes=0 points No=3 points

At any time in the last five years has your firm been assessed and paid liquidated damages after completion of a project under a construction contract with either a public or private owner?

Yes=0 points No=3 points

In the last five years has any insurance carrier, for any form of insurance, refused to renew the insurance policy for your firm?

Yes=0 points No=3 points

In the last three years has your firm held a public works contract on which more than three (3) stop payment notices were served against your firm?

Yes=0 points No=3 points

Bonding and Safety

Firm's current maximum bonding capacity $

Provide the name and address of your bonding company.

Was your firm required to pay a premium of more than one per cent for a performance and payment bond on any project(s) on which your firm worked at any time during the last three years?

Yes=0 points No=3 points

List all other sureties (name and full address) that have written bonds for your firm during the last five years, including the dates during which each wrote the bonds

Has CAL OSHA cited and assessed penalties against your firm for any serious, willful or repeat violations of its safety or health regulations in the past five years?

Yes=0 points No=3 points

Has the Federal Occupational Safety and Health Administration cited and assessed penalties against your firm in the past five years?

Yes=0 points No=3 points

Has the EPA or any Air Quality Management District or any Regional Water Quality Control Board cited and assessed penalties against either your firm or the owner of a project on which your firm was the contractor, in the past five years?

Yes=0 points No=3 points

How often do you require documented safety meetings to be held for construction employees and field supervisors during the course of a project?

List your firm's Experience Modification Rate (EMR) (California workers compensation insurance) for each of the past three premium years.

5 points for three-year average EMR of .95 or less

3 points for three-year average EMR of .96 to 1.00

0 points for three-year average EMR of 1.01 or more

Has there been an occasion during the last five years in which your firm was required to pay either back wages or penalties for your own firm's failure to comply with the state's prevailing wage laws? NOTE: This question refers only to your own firm's violation of prevailing wage laws, not to violations of the prevailing wage laws by a subcontractor

Yes=0 points No=3 points

During the last five years, has there been an occasion in which your own firm has been penalized or required to pay back wages for failure to comply with the federal Davis-Bacon prevailing wage requirements?

Yes=0 points No=3 points

At any time during the last five years, has your firm been found to have violated any provision of California apprenticeship laws or regulations, or the laws pertaining to use of apprentices on public works?

Yes=0 points No=3 points

Project History

Provide the information requested below for the six largest public works projects for an educational institution and three largest private works of improvement on which you have completed your scope of work in the last five years. If you do not have six projects in education, list those first then all other public works. “Largest” means highest contract dollar value, including change orders. Names and references must be current and verifiable. Only list projects your firm performed as the general contractor in charge of all trades for the construction of a building. Provide email addresses for all references where feasible. Press the ADD PROJECT button to add detailed information about each relevant project your company has worked on. If you are a M/E/P contractor, list your largest projects in both categories.

Project Name

Project type

Location

Owner

Owner Contact (Name and Current Phone #)

Owner Contact Email

Architect or Engineer

Architect or Engineer Contact (Name and Current Phone #)

Architect or Engineer Contact Email

Construction Manager

Construction Manager Contact (Name and Current Phone #)

Construction Manager Contact Email

Description of Project, Scope of Work Performed

Total Value of Construction (including change orders) $

Original Value of Construction $

Original Scheduled Completion Date

Time Extensions Granted (# of Days)

Actual Date of Completion

BOARD AGENDA ITEM

Name of Contributor: Lisa Cline Date of Meeting: 11/4/15

STUDY SESSION	_____
CLOSED SESSION	_____
SECTION B: HEARINGS	_____
SECTION C: CONSENT	_____
SECTION D: ACTION	_____
SECTION E: REPORTS/DISCUSSION	__X__
SECTION F: BOARD POLICIES	_____

ANNUAL REPORT ON OXNARD SCHOOL DISTRICT CHILD NUTRITION SERVICES PROGRAM (Cline/Picola)

The Board will receive a presentation on the Child Nutrition Services Program mission, program funding and cost, and accomplishments and goals

FISCAL IMPACT

None.

RECOMMENDATION

None – information only.

ADDITIONAL MATERIAL

Attached: PowerPoint Presentation – Child Nutrition Services Overview November 4, 2015 (9 pages)

CHILD NUTRITION SERVICES OVERVIEW
November 4, 2015

Presented by: Jim Picola, Director, Child Nutrition Services
Julie Chessen, MS, RD, Assistant Director, Child Nutrition Services

Highlights - OSD's 2014-2015 Child Nutrition Program

- **Administrative Review conducted by California Department Of Education in January 2015**
  - 2015 review was the most rigorous yet. Demonstrated that the program runs in an exceptional manner and greatly benefits the students in our district.
- **Equipment Replacement Grant Award of $77,600**
  - Used for new ovens at Curren, Driffill, and Chavez Schools and new walk-in freezer at Haydock School.
- **Trailblazing Farm to School Program**
  - Local produce purchasing is 25% of district's purchases
- **Continued savings in labor costs because of efficiencies in work methods**
- **Increase of 6% in meal participation over 2013-2014 fiscal year**
- **Enhanced service profile for students' benefit**

Goals and Objectives for 2015-2016

- **Increasing Meal Participation**: We will continue to increase meal participation with an emphasis on breakfast, and expand opportunities for students to receive a meal in a more condensed time while continuing to develop a culture of healthy choices through a regular pattern of meals.

- **Maintaining Cost**: The cost of food is increasing and we will continue to find ways to become more efficient. Use of commodities and strict management of vendors will be maintained. We are participating in one of the largest Food Cooperatives in the United States and serving more fresh and made from scratch products. We will continue to analyze waste reduction, which is the DNA of the program in terms of controlling costs.

Healthy, Hunger-Free Kids Act of 2010

December 2011
Salad Bar Pilot
Norman Brekke School

July 2012
Lunch
- 50% whole grains
- Vegetable subcategories
- Offer vs. Serve
  - Must take ½ cup fruit/veg

July 2013
Breakfast
- 50% whole grain

July 2014
Breakfast
- 100% whole grain
- 1 cup fruit/veg
  - Must take ½ cup

Lunch
- 100% whole grain
- Semi-scratch
- Target 1 sodium level
  - ≤ 1,230 mg

July 2014

Smart Snacks in School
USDA's "All Foods Sold in Schools" Standards

USDA Smart Snacks in School

Smart Snacks in School

USDA's "All Foods Sold in Schools" Standards

Fresh Fruit and Vegetable Program

- 2013/14:
  - $291,882.88
  - 7 school sites
  - 5,507 students
- 2014/15:
  - $464,015.52
  - 11 school sites
  - 8,709 students
- 2015/16:
  - $529,865.24
  - 12 school sites
  - 10,056 students

CA Department of Food & Agriculture

Farm to School
ventura county

Questions?

Elm Elementary, May 2014

References

- California Code of Regulations (15500-15501). Student Organizations
- Code of Federal Regulations *(7CFR 210.11).* Smart Snacks in School.
- Education Code (AB 626). Definition of “sold.”
- United States Code (Section 204). Healthy, Hunger-Free Kids Act.

BOARD AGENDA ITEM

Name of Contributor: Lisa Cline Date of Meeting: 11/4/15

CLOSED SESSION	_____
SECTION B: HEARINGS	_____
SECTION C: CONSENT	_____
SECTION D: ACTION	_____
SECTION E: REPORTS/DISCUSSION	__X__
SECTION F: BOARD POLICIES	_____

TRANSPORTATION DEPARTMENT ANNUAL REPORT (Cline/Littlejohn)

The Administration will provide a presentation on Transportation Department safety, program accomplishments and goals.

FISCAL IMPACT

None.

RECOMMENDATION

None – information only.

ADDITIONAL MATERIAL

Attached: Transportation Department Annual Report November 4, 2015 – Power Point Presentation (8 pages)

Transportation Services Department

2014-2015

Annual Report

PRESENTED BY
TONY BRISCOE,
TRANSPORTATION DIRECTOR

TRANSPORTATION INFORMATION

- DISTRICT OPERATIONS
  - 7 – School Bus Routes
    - 1 - Director
    - 1 - Transportation Scheduler/Router
    - 1 - Dispatcher/Router
    - 7 - School Bus Drivers
    - 1 - Cover Driver/Office Assistant
    - 1 - Vehicle Equipment Mechanic

- DURHAM SCHOOL SERVICES
  - 46 Contracted School Bus Routes
    - 1 - Dispatcher
    - 1 - State Certified Instructor
    - 9 - Cover Drivers

- TRAVELED OVER 370,000 MILES
- TRANSPORTED AN AVERAGE OF 3,300 STUDENTS A DAY

PROGRAMS AND SERVICES

- Home-to-School Transportation
  - Regular Education Services
  - Special Education Services
- McKinney-Vento Transportation
- Overflow Transportation
- Services for Field Trips and Extra-Curricular Activities
- Services for Migrant Education
- Extended School Year

SAFETY RECORD

OXNARD SCHOOL DISTRICT		DURHAM SCHOOL SERVICES	
Preventable	Non-Preventable	Preventable	Non-Preventable
2012 -2013			
0	0	1	3
2013-2014			
0	0	2	1
2014-2015			
0	0	2	2

ANNUAL TERMINAL INSPECTION

OXNARD SCHOOL DISTRICT	DURHAM SCHOOL SERVICES
2013	
Satisfactory	Unsatisfactory
2014	
Satisfactory	Satisfactory
2015	
Satisfactory	Satisfactory

TECHNOLOGY

- GPS
- Transportation Data Management System
  - Pupil Database
    - Student Information
  - Driver Database
  - Web-based Field Trip Reservation
  - Fleet Maintenance Database
  - Safety and Training Database
  - Routing Software
  - Dispatch Center

FUTURE

- School Bus Replacement
- CNG Tank Replacement
- CNG Fueling Station Repair
- Student Tracking System
- Camera Systems

QUESTIONS?

THANK YOU!

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
	26	***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 Revised: 05-20-15
Board Approved: 12-10-14

Mission: "Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares students for college and career opportunities."